

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

Board Meeting Agenda
November 17, 2020
5:15 PM

1. 5:15 PM - Work Session

- A. Legislative Priorities Input and Planning 6
Presenter: Beth Graser
Time: 5:15 PM, 15 minutes
- B. Current Metrics and Planning 8
Presenter: Mike Scott
Time: 5:30 PM, 30 minutes
- C. Bond Oversight Committee Report 9
Presenter: Adam Stewart / Matt Buckingham
Time: 6:00 PM, 30 minutes
- D. Recess Board Meeting
Presenter: Erika Lopez
Time: 6:30 PM

2. 6:30 PM - Regular Session

- A. Call to Order and Flag Salute
Presenter: Erika Lopez
Time: 6:30 PM, 5 minutes
- B. Approval of Agenda
Presenter: Erika Lopez
Time: 6:35 PM, 5 minutes
- C. Audience Time
Presenter: Erika Lopez
Time: 6:40 PM, 5 minutes
- D. Consent Agenda
Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.
Presenter: Erika Lopez
Time: 6:45 PM, 5 minutes
 - 1. Approve Minutes of October 27, 2020, Board Meeting 24
 - 2. Approve Minutes of November 9, 2020, Board Meeting 31
 - 3. Approve Routine Personnel Matters 33
 - 4. Oregon English Language Learners Report 2018-19 34
 - 5. Approve Policies
 - a. A/B: Board Governance and Operations
 - 1) AC: Nondiscrimination 79
Presenter: Kona Lew-Williams

2) AC-AR: Discrimination Complaint Procedure Presenter: Kona Lew-Williams	81
3) BBFC: Reporting of Suspected Abuse of a Child Presenter: Kona Lew-Williams	86
b. G - Personnel	
1) GBLA: Disclosure of Information Presenter: Kona Lew-Williams	87
c. I: Instruction	
1) IGBAH AR: Special Education - Evaluation and Eligibility Procedures Presenter: Travis Reiman	88
d. J: Students	
1) JEA: Compulsory Attendance Presenter: Dayle Spitzer	93
2) JECA: Admission of Resident Students Presenter: Dayle Spitzer	96
3) JGE: Expulsion Presenter: Travis Reiman	99
4) JHCC: Communicable Diseases - Student Presenter: Travis Reiman	102
5) JHCC-AR: Communicable Diseases - Student Presenter: Travis Reiman	104
6) JHCD/JHCDA: Medications Presenter: Travis Reiman	107
7) JHCD/JHCDA-AR: Medications Presenter: Travis Reiman	111
e. K/L - District-Community Relations	
1) LBE: Public Charter Schools Presenter: Michelle Morrison	122
E. Action Items	
1. Accept Gifts and Donations Presenter: Michelle Morrison Time: 6:50 PM, 5 minutes SAMPLE MOTION: <i>I move that the Board of Directors accept the donation of \$10,000 from Ballmer Group of Goldman Sachs Philanthropy Fund to Farmington</i>	125

View Elementary school for Home Outreach for the Migrant Farm Community, \$5,071 from Imlay PTA to Imlany Elementary school for Chromebooks, and \$5,000 from the Oregon Community Foundation to the Hillsboro School District for the Indian Education Program

2. Student Investment Act Agreement 126

Presenter: Michelle Morrison

Time: 6:55 PM, 5 minutes

SAMPLE MOTION: I move that the Board of Directors approve the Student Investment Act Grant Agreement

F. Reports and Discussion

1. Financial Report (*see written report*) 150

Presenter: Michelle Morrison

Time: 7:00 PM, 5 minutes

G. Policies - First Reading

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

Presenter: Mike Scott

Time: 7:05 PM, 5 minutes

1. First Reading - Policies

a. A/B: Board Governance and Operations

1) ACB: All Students Belong 154

Presenter: Travis Reiman

2) ACB-AR: Bias Incident Complaint Procedure 157

Presenter: Travis Reiman

b. G: Personnel

1) GBDA: Expression of Milk or Breast-feed in the Workplace 160

Presenter: Kona Lew-Williams

2) GBEA: Workplace Harassment * 163

Presenter: Kona Lew-Williams

3) GBEA-AR: Workplace Harassment Reporting and Procedure 166

Presenter: Kona Lew-Williams

4) GBEB: Communicable Diseases - Staff 171

Presenter: Kona Lew-Williams

5) GBEB-AR: Communicable Diseases - Staff 173

Presenter: Kona Lew-Williams

6) GBEDA: Drug and Alcohol Testing and Record Query - Transportation Personnel Presenter: Kona Lew-Williams	176
7) GBEDA-AR: Drug and Alcohol Testing and Record Query - Transportation Personnel Presenter: Kona Lew-Williams	177

c. J: Students

1) JHFF: Reporting Requirements Regarding Sexual Conduct with Students Presenter: Kona Lew-Williams / Dayle Spitzer	194
2) JHFF/GBNAA: Reporting Requirements for Suspected Sexual Misconduct with Students Presenter: Kona Lew-Williams / Dayle Spitzer	196
3) JHFF/GBNAA-AR: Suspected Sexual Conduct Report Procedures and Form Presenters: Kona Lew-Williams / Dayle Spitzer	199

H. HCU / HEA Reports

Time: 7:10 PM, 10 minutes

I. Discussion Time

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

J. Adjourn Regular Session

Presenter: Erika Lopez

Time: 7:20 PM

K. Next Meetings of the Board of Directors

- December 08, 2020, Work / Regular Session
- January 12, 2021, Work Session

3. 7:30 PM - Joint Session with Hillsboro City Council

A. Welcome and Introductions

Presenter: Steve Callaway, Mayor / Erika Lopez, Board Chair

Time: 7:30 PM

B. Presentation on City of Hillsboro Efforts Regarding Police Review and Community Engagement

Presenter: Robby Hammond, City Manager / Jim Coleman, Police Chief

C. Presentation on School Resource Officer Program Feedback

Presenter: Mike Scott, Superintendent

D. Combined Discussion regarding School Resource Officer Program and Opportunities for Partnership

Presenter: Steve Callaway, Mayor / Erika Lopez, Board Chair

HILLSBORO SCHOOL DISTRICT 1J
November 17, 2020
LEGISLATIVE PRIORITIES INPUT/PLANNING

SITUATION

In February 2021, elected officials in Oregon will enter into a full legislative session. Within this session, they will determine the budget allocation for K-12 education over the 2021-23 biennium and will consider hundreds of changes to existing law, some of which will directly impact the Hillsboro School District.

So that Board Members can talk to elected officials and advocate for funding and other matters of importance to the District, a slate of Legislative Priorities will be created and acted upon in advance of the session.

A subcommittee of the Board has been convened outside of existing work and regular session meetings to devote additional time to familiarizing themselves with District needs and priorities, as well as likely legislation that may surface during the session. Information gathered and discussed in these meetings has been used to create the draft priorities.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review and discuss the draft slate of 2021-23 Legislative Priorities.

2021 DRAFT HSD Legislative Priorities

The following are a draft slate of priorities for the 2021 Legislative Session for your review and discussion. Many of these priorities are shared and in alignment with those being promoted by the Oregon School Boards Association, Portland Public Schools, Beaverton School District, and others.

- Promote stable and Adequate Funding for K-12 Education
 - Correctly calculate current service level (CSL) - Legislative Fiscal Office should work with Oregon Association of School Business Officials to ensure the same math is being used to determine CSL for school districts
 - Education needs sustained investment that is tied to a reasonable assumption of inflation year-over-year
 - Targeted and defined investments of SSA/SIA are helpful, but not a substitute for basic operational funding from the state
 - HSD estimates it would need a SSF allocation of approximately \$9.6 billion in 2021-23 to meet CSL
 - Retain 49/51 split of SSF over the biennium
 - Contain cost drivers
- Protect the Student Success Act and Student Investment Account
 - Allow carryover of year 1 plan to year 2, or at least shorten the SIA process for 2021-22
- Provide for students' COVID recovery
 - Funding will be needed beyond SSA/SIA
 - Extended learning opportunities for those who are behind
- Limit COVID liability for school districts
- Make modifications to ORS 413.223 School-Based Health Centers, and ORS 413.225 Grants to Safety Net Providers, that would allow the recognition of mobile clinics as school-based health centers that are eligible for state-level reimbursement
- Support making internet access an essential service, like electricity, gas, water, etc.
- Maintain 3% virtual charter school cap

HILLSBORO SCHOOL DISTRICT 1J
November 17, 2020
CURRENT METRICS AND PLANNING

SITUATION

The Board of Directors will receive an update regarding the plans and timeline for a potential return to hybrid learning. This report will include the latest metrics for Washington County and the region, as well as a discussion of steps taken to prepare for Limited In-Person Instruction.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
November 17, 2020
CITIZEN BOND OVERSIGHT COMMITTEE REPORT TO SCHOOL BOARD

SITUATION

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

Tonight, the Hillsboro School Board of Directors will receive a report from the Citizen's Bond Oversight Committee Chairman Matt Buckingham. Mr. Buckingham and Adam Stewart will provide information regarding summer 2020 bond projects, schedules and budgets and answer Board members' questions regarding the bond program and Citizen Bond Oversight Committee activities.

RECOMMENDATION

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

	ORIGINAL BUDGET	BOND PREMIUM CONTINGENCY	REVISED BUDGET	PROJECT-TO-DATE REVENUES	REMAINING REVENUES
REVENUES					
Original Bond Proceeds	\$ 408,000,000.00	\$ -	\$ 408,000,000.00	\$ 408,000,000.00	\$ -
Bond Premium	\$ -	\$ 79,302,349.20	\$ 79,302,349.20	\$ 79,302,349.20	\$ -
OSCIM Grant Proceeds	\$ 8,000,000.00	\$ -	\$ 8,000,000.00	\$ 8,000,000.00	\$ -
Balance Transfer from 2006 Bond	\$ -	\$ -	\$ 943,271.00	\$ 16,116.75	\$ -
Miscellaneous Revenue	\$ -	\$ -	\$ -	\$ (9,521.26)	\$ -
Bond Interest to Date	\$ 12,000,000.00	\$ 2,000,000.00	\$ 14,000,000.00	\$ 12,833,259.49	\$ 1,166,740.51
	\$ 428,000,000.00	\$ 81,302,349.20	\$ 510,245,620.20	\$ 508,142,204.18	\$ 1,166,740.51
EXPENDITURES					
District Administration Center	\$ 322,963.00	\$ 575,000.00	\$ 897,963.00	\$ 367,069.14	\$ 530,893.86
Transportation Department	\$ 1,417,063.00	\$ (226,762.00)	\$ 1,190,301.00	\$ 958,456.67	\$ 231,844.33
Facilities Management	\$ 99,167.00	\$ 2,387,193.00	\$ 2,486,360.00	\$ 774,432.66	\$ 1,711,927.34
Technology Services	\$ 15,932,500.00	\$ 2,500,000.00	\$ 18,432,500.00	\$ 13,936,457.46	\$ 4,496,042.54
Office of School Performance-Lang Arts Curriculum Adoption	\$ -	\$ 2,600,000.00	\$ 2,600,000.00	\$ 2,505,137.84	\$ 94,862.16
Satellite Transportation/Maintenance	\$ 16,352,831.00	\$ 2,977,390.00	\$ 19,330,221.00	\$ 18,368,613.84	\$ 961,607.16
Bond Administration/Issuance Costs	\$ 17,333,468.00	\$ (875,000.00)	\$ 16,458,468.00	\$ 10,987,479.17	\$ 5,470,988.83
Hare Field	\$ 59,904.00	\$ 63,500.00	\$ 123,404.00	\$ 63,499.80	\$ 59,904.20
Brookwood Elementary School	\$ 41,993,410.00	\$ (3,996,500.00)	\$ 37,996,910.00	\$ 36,362,273.69	\$ 1,634,636.31
Imlay Elementary School	\$ 1,162,820.00	\$ 328,669.00	\$ 1,491,489.00	\$ 816,895.82	\$ 674,593.18
Butternut Creek Elementary School	\$ 4,210,372.00	\$ 1,435,582.00	\$ 5,645,954.00	\$ 1,354,266.26	\$ 4,291,687.74
Indian Hills Elementary School	\$ 2,771,094.00	\$ 2,844,705.00	\$ 5,615,799.00	\$ 3,568,634.82	\$ 2,047,164.18
Reedville Elementary School	\$ 8,045,981.00	\$ 4,092,812.00	\$ 12,138,793.00	\$ 12,066,921.73	\$ 71,871.27
Patterson Elementary School	\$ 975,909.00	\$ 171,700.00	\$ 1,147,609.00	\$ 542,276.83	\$ 605,332.17
Lincoln Street Elementary School	\$ 886,499.00	\$ 355,154.00	\$ 1,241,653.00	\$ 655,639.62	\$ 586,013.38
Eastwood Elementary School	\$ 7,486,731.00	\$ 3,792,406.00	\$ 11,279,137.00	\$ 10,915,186.69	\$ 363,950.31
Farmington View Elementary School	\$ 4,408,609.00	\$ 1,640,098.00	\$ 6,048,707.00	\$ 1,572,411.02	\$ 4,476,295.98
Jackson Elementary School	\$ 5,563,950.00	\$ 2,884,221.00	\$ 8,448,171.00	\$ 2,399,735.04	\$ 6,048,435.96
Tobias Elementary School	\$ 2,661,230.00	\$ 292,055.00	\$ 2,953,285.00	\$ 1,359,214.67	\$ 1,594,070.33
Groner K-8 School	\$ 3,224,743.00	\$ 254,764.00	\$ 3,479,507.00	\$ 551,657.02	\$ 2,927,849.98
Lenox Elementary School	\$ 5,370,592.00	\$ 1,136,038.00	\$ 6,506,630.00	\$ 5,994,091.31	\$ 512,538.69
McKinney Elementary School	\$ 6,443,367.00	\$ 4,146,804.00	\$ 10,590,171.00	\$ 2,802,377.13	\$ 7,787,793.87
Quatama Elementary School	\$ 860,658.00	\$ 202,852.00	\$ 1,063,510.00	\$ 513,847.30	\$ 549,662.70
Minter Bridge Elementary School	\$ 6,813,252.00	\$ 1,687,942.00	\$ 8,501,194.00	\$ 4,947,600.05	\$ 3,553,593.95
Mooberry Elementary School	\$ 7,105,088.00	\$ 5,837,370.00	\$ 12,942,458.00	\$ 12,035,719.87	\$ 906,738.13
North Plains Elementary School	\$ 6,969,599.00	\$ 4,948,227.00	\$ 11,917,826.00	\$ 5,672,712.06	\$ 6,245,113.94
Orenco Elementary School	\$ 1,099,528.00	\$ 228,775.00	\$ 1,328,303.00	\$ 639,922.75	\$ 688,380.25
New Elementary School -North Plains	\$ 38,587,500.00	\$ (1,500,000.00)	\$ 37,087,500.00	\$ 10,057,342.90	\$ 27,030,157.10
New Elementary School -South Hillsboro	\$ 38,587,500.00	\$ -	\$ 38,587,500.00	\$ 1,881,006.05	\$ 36,706,493.95
Ladd Acres Elementary School	\$ 7,610,462.00	\$ 5,800,550.00	\$ 13,411,012.00	\$ 3,412,870.05	\$ 9,998,141.95
Free Orchards Elementary School	\$ 741,281.00	\$ 313,985.00	\$ 1,055,266.00	\$ 518,031.93	\$ 537,234.07
WL Henry Elementary School	\$ 9,082,733.00	\$ 2,522,639.00	\$ 11,605,372.00	\$ 8,546,729.45	\$ 3,058,642.55
West Union Elementary School	\$ 3,629,108.00	\$ 1,353,843.00	\$ 4,982,951.00	\$ 4,554,546.29	\$ 428,404.71
Witch Hazel Elementary School	\$ 1,095,965.00	\$ 103,945.00	\$ 1,199,910.00	\$ 619,378.63	\$ 580,531.37
Rosedale Elementary School	\$ 856,329.00	\$ 145,775.00	\$ 1,002,104.00	\$ 497,652.42	\$ 504,451.58
Peter Boscow/Hillsboro Online Academy	\$ 1,394,614.00	\$ 463,000.00	\$ 1,857,614.00	\$ 389,391.64	\$ 1,468,222.36
Brown Middle School	\$ 9,907,138.00	\$ 7,180,995.00	\$ 17,088,133.00	\$ 16,367,957.80	\$ 720,175.20
Evergreen Middle School	\$ 25,130,885.00	\$ (2,504,873.00)	\$ 22,626,012.00	\$ 22,267,616.77	\$ 358,395.23
Poynter Middle School	\$ 20,394,649.00	\$ (1,357,350.00)	\$ 19,037,299.00	\$ 18,619,595.83	\$ 417,703.17
South Meadows Middle School	\$ 1,424,729.00	\$ 513,000.00	\$ 1,937,729.00	\$ 1,608,890.95	\$ 328,838.05
Miller Education East Campus	\$ 1,546,174.00	\$ (1,410,151.00)	\$ 136,023.00	\$ 21,759.62	\$ 114,263.38
Century High School	\$ 11,217,350.00	\$ 1,611,644.00	\$ 12,828,994.00	\$ 11,007,707.70	\$ 1,821,286.30
Glencoe High School	\$ 31,311,909.00	\$ 11,347,908.00	\$ 42,659,817.00	\$ 41,058,773.24	\$ 1,601,043.76
Liberty High School	\$ 6,861,669.00	\$ 2,299,751.00	\$ 9,161,420.00	\$ 8,674,319.80	\$ 487,100.20
Hillsboro High School	\$ 27,222,400.00	\$ 8,881,763.00	\$ 36,104,163.00	\$ 34,902,767.13	\$ 1,201,395.87
Miller Big Picture	\$ 6,126,277.00	\$ (2,081,000.00)	\$ 4,045,277.00	\$ 3,984,238.15	\$ 61,038.85
Pathways Center	\$ -	\$ 2,386,250.00	\$ 2,386,250.00	\$ 304,695.12	\$ 2,081,554.88
Energy Projects Rebates & Incentives	\$ (4,300,000.00)	\$ 4,300,000.00	\$ -	\$ -	\$ -
District Tech Plan Device Purchase	\$ -	\$ 7,000,000.00	\$ 7,000,000.00	\$ 413,938.50	\$ 6,586,061.50
Property Purchase	\$ -	\$ 2,000,000.00	\$ 2,000,000.00	\$ -	\$ 2,000,000.00
1.5% Green Energy Tax Projects	\$ -	\$ 600,000.00	\$ 600,000.00	\$ -	\$ 600,000.00
	\$ 408,000,000.00	\$ 92,256,669.00	\$ 500,256,669.00	\$ 342,441,740.23	\$ 157,814,928.77
Remaining in Contingency			\$ 9,988,951.20		

	June 2018	July 2018	August 2018	September 2018	October 2018	November 2018
REVENUES						
Original Bond Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bond Premium	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
OSCIM Grant Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance Transfer from 2006 Bond	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Miscellaneous Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bond Interest to Date	\$ 363,363.68	\$ 887,139.03	\$ 307,228.28	\$ 476,238.30	\$ 317,880.85	\$ 332,667.69
	\$ 363,363.68	\$ 887,139.03	\$ 307,228.28	\$ 476,238.30	\$ 317,880.85	\$ 332,667.69
	\$ 322,001,752.26	\$ 322,888,891.29	\$ 323,196,119.57	\$ 323,672,357.87	\$ 323,990,238.72	\$ 324,322,906.41
EXPENDITURES						
District Administration Center	\$ 825.00	\$ -	\$ -	\$ -	\$ 1.25	\$ (1.25)
Transportation Department	\$ (74,167.54)	\$ -	\$ 5,349.00	\$ 106,866.26	\$ 5,672.42	\$ 183,656.16
Facilities Management	\$ 825.00	\$ -	\$ -	\$ -	\$ 46,982.54	\$ 44,730.58
Technology Services	\$ 74,993.66	\$ -	\$ -	\$ -	\$ -	\$ -
Office of School Performance-Lang Arts Curriculum Adoption	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Satellite Transportation/Maintenance	\$ 210,209.27	\$ 235.00	\$ 4,200.00	\$ 9,775.83	\$ 16,116.75	\$ 9,731.25
Bond Administration/Issuance Costs	\$ 464,508.42	\$ 259,843.44	\$ 255,032.95	\$ 199,731.72	\$ 260,682.76	\$ 208,228.34
Hare Field	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Brookwood Elementary School	\$ 819,294.93	\$ 8,400.00	\$ 190,283.75	\$ 215,414.87	\$ 5,274.75	\$ 389,825.96
Imlay Elementary School	\$ 2,200.00	\$ -	\$ 63,175.04	\$ 54,159.93	\$ 690.00	\$ 2,739.50
Butternut Creek Elementary School	\$ 65,395.26	\$ 104,942.00	\$ 67,471.86	\$ 79,704.33	\$ 153,212.14	\$ 2,523.68
Indian Hills Elementary School	\$ 43,932.93	\$ -	\$ 607.89	\$ 609.36	\$ 140.00	\$ 1,965.00
Reedville Elementary School	\$ 1,435,577.52	\$ 10,561.00	\$ 730,936.46	\$ 3,914,930.72	\$ 1,979,804.50	\$ 224,197.24
Patterson Elementary School	\$ 52,843.09	\$ -	\$ 740.04	\$ 609.36	\$ 1,746.00	\$ 1,155.00
Lincoln Street Elementary School	\$ 67,323.67	\$ 152,625.67	\$ 2,040.04	\$ 1,428.36	\$ 66,857.71	\$ 31,324.22
Eastwood Elementary School	\$ 118,122.02	\$ 11,709.50	\$ 317,049.51	\$ 31,302.09	\$ 697,443.61	\$ 193,256.51
Farmington View Elementary School	\$ 176,111.04	\$ 89,384.45	\$ 174,200.46	\$ 457,150.65	\$ 46,100.28	\$ 7,161.26
Jackson Elementary School	\$ 73,669.78	\$ 143,376.80	\$ 15,308.20	\$ 65,597.36	\$ 39,541.46	\$ 19,590.95
Tobias Elementary School	\$ 423,000.46	\$ 118,392.00	\$ 253,629.35	\$ 251,476.36	\$ 57,800.75	\$ 32,020.67
Groner K-8 School	\$ 39,677.95	\$ 67,428.00	\$ 1,075.74	\$ 987.36	\$ 30,221.75	\$ -
Lenox Elementary School	\$ 8,720.30	\$ -	\$ 12,446.34	\$ 78,177.95	\$ 15,275.03	\$ 63,531.52
McKinney Elementary School	\$ 193,202.74	\$ 9,383.24	\$ 135,916.22	\$ 659,585.70	\$ 103,119.35	\$ 335,827.79
Quatama Elementary School	\$ 55,023.70	\$ 3,939.67	\$ 740.04	\$ 609.36	\$ 2,015.00	\$ 12,211.74
Minter Bridge Elementary School	\$ 825.00	\$ -	\$ -	\$ 46,241.94	\$ 160.00	\$ 52,597.55
Mooberry Elementary School	\$ 61,468.75	\$ 133,660.00	\$ 46,724.89	\$ 104,451.29	\$ 109,321.43	\$ 111,686.93
North Plains Elementary School	\$ 102,281.51	\$ 2,819.72	\$ 415,151.40	\$ 130,745.14	\$ 174,377.53	\$ 12,191.84
Orenco Elementary School	\$ 46,301.26	\$ -	\$ 740.04	\$ 609.36	\$ 1,337.00	\$ 32,404.68
New Elementary School -North Plains	\$ 378,383.54	\$ -	\$ 152,931.94	\$ 146,387.65	\$ 144,646.40	\$ 140,988.03
New Elementary School -South Hillsboro	\$ 104.00	\$ -	\$ -	\$ 7,688.18	\$ 700.00	\$ -
Ladd Acres Elementary School	\$ 125,886.48	\$ 1,721.90	\$ 335,615.86	\$ 17,969.96	\$ 990,742.19	\$ 44,616.53
Free Orchards Elementary School	\$ 15,166.45	\$ 114,971.67	\$ 1,713.61	\$ 50,671.86	\$ 2,237.19	\$ 81,312.29
WL Henry Elementary School	\$ 122,589.49	\$ -	\$ 214,435.17	\$ 144,378.41	\$ 37,472.69	\$ 284,874.46
West Union Elementary School	\$ 44,256.90	\$ 750.00	\$ 120,850.15	\$ 94,472.88	\$ 120,120.41	\$ 51,276.69
Witch Hazel Elementary School	\$ 133,565.32	\$ -	\$ 172,637.14	\$ 1,491.36	\$ 77,439.72	\$ 51,944.46
Rosedale Elementary School	\$ 55,750.57	\$ 3,939.70	\$ 740.04	\$ 609.36	\$ 1,869.61	\$ 32,446.76
Peter Boscow/Hillsboro Online Academy	\$ 114,516.85	\$ 2,744.29	\$ 124,001.84	\$ 58,371.34	\$ -	\$ -
Brown Middle School	\$ 164,126.95	\$ 24,713.58	\$ 58,121.80	\$ 120,397.65	\$ 32,296.57	\$ 606,535.88
Evergreen Middle School	\$ 321,632.47	\$ 15,224.00	\$ 84,304.06	\$ 169,211.08	\$ 81,147.58	\$ 70,865.25
Poynter Middle School	\$ 180,045.80	\$ 40,390.40	\$ 98,221.60	\$ 111,467.73	\$ 26,309.00	\$ 72,270.89
South Meadows Middle School	\$ 63,073.18	\$ 96,432.40	\$ 136,719.96	\$ 131,941.31	\$ 175.00	\$ 18,866.64
Miller Education East Campus	\$ 1,314.68	\$ -	\$ 105.72	\$ 609.36	\$ -	\$ 726.87
Century High School	\$ 212,395.57	\$ 60,530.90	\$ 275,804.04	\$ 99,231.00	\$ 104,794.58	\$ 62,908.58
Glencoe High School	\$ 561,907.84	\$ 100,096.64	\$ 1,094,650.63	\$ 1,360,450.90	\$ 435,441.40	\$ 216,551.15
Liberty High School	\$ 456,148.36	\$ 56,646.03	\$ 129,887.33	\$ 130,393.63	\$ 53,091.22	\$ 48,515.54
Hillsboro High School	\$ 1,212,644.58	\$ 56,057.93	\$ 950,513.94	\$ 1,224,719.30	\$ 239,389.05	\$ 183,709.02
Miller Big Picture	\$ 61,036.73	\$ 11,588.40	\$ 29,623.63	\$ 72,154.36	\$ 33,517.55	\$ 43,493.85
Pathways Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Energy Projects Rebates & Incentives	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Tech Plan Device Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Property Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1.5% Green Energy Tax Projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 8,686,711.48	\$ 1,702,508.33	\$ 6,673,697.68	\$ 10,352,782.62	\$ 6,195,284.17	\$ 3,984,460.01
	\$ 18,390,381.06	\$ 20,092,889.39	\$ 26,766,587.07	\$ 37,119,369.69	\$ 43,314,653.86	\$ 47,299,113.87
Remaining in Contingency						

	December 2018	January 2019	February 2019	March 2019	April 2019	May 2019
REVENUES						
Original Bond Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bond Premium	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
OSCIM Grant Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance Transfer from 2006 Bond	\$ -	\$ -	\$ -	\$ 16,116.75	\$ -	\$ -
Miscellaneous Revenue	\$ 7,735.00	\$ -	\$ -	\$ -	\$ -	\$ -
Bond Interest to Date	\$ 627,137.92	\$ 274,820.25	\$ 291,179.74	\$ 454,683.73	\$ 580,633.42	\$ 428,634.31
	\$ 634,872.92	\$ 274,820.25	\$ 291,179.74	\$ 470,800.48	\$ 580,633.42	\$ 428,634.31
	\$ 324,957,779.33	\$ 325,232,599.58	\$ 325,523,779.32	\$ 325,994,579.80	\$ 326,575,213.22	\$ 327,003,847.53
EXPENDITURES						
District Administration Center	\$ -	\$ -	\$ 8,005.50	\$ -	\$ -	\$ -
Transportation Department	\$ 50,000.00	\$ -	\$ 649.25	\$ -	\$ 89,581.27	\$ 392.00
Facilities Management	\$ 110,268.76	\$ 121,151.76	\$ 29,136.95	\$ 5,938.80	\$ 2,640.00	\$ (1,454.50)
Technology Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Office of School Performance-Lang Arts Curriculum Adoption	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Satellite Transportation/Maintenance	\$ 12,445.75	\$ 350,380.18	\$ 11,315.72	\$ 128,814.38	\$ 36,253.08	\$ 331,724.10
Bond Administration/Issuance Costs	\$ 177,578.23	\$ 1,788,223.04	\$ 230,434.59	\$ 717,583.56	\$ 269,760.42	\$ 944,968.62
Hare Field	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Brookwood Elementary School	\$ 83,427.72	\$ 32,230.15	\$ 51,931.87	\$ 29,088.33	\$ 32,044.02	\$ 96,758.62
Imlay Elementary School	\$ 2,318.35	\$ 75,632.42	\$ 68,629.22	\$ 26,933.75	\$ 1,584.00	\$ 15,222.73
Butternut Creek Elementary School	\$ 959.35	\$ 2,627.20	\$ 1,779.00	\$ -	\$ -	\$ 24,388.00
Indian Hills Elementary School	\$ 1,659.35	\$ 29,644.40	\$ 21,537.27	\$ 910.00	\$ 2,316.00	\$ 65,283.73
Reedville Elementary School	\$ 7,462.32	\$ 1,302,169.15	\$ 234,812.69	\$ 246,807.32	\$ 89,019.60	\$ 20,506.85
Patterson Elementary School	\$ 4,719.35	\$ 32,637.92	\$ 42,008.00	\$ 97,388.19	\$ 53,907.00	\$ 2,684.23
Lincoln Street Elementary School	\$ 8,979.65	\$ 92,149.39	\$ 13,086.56	\$ 16,774.30	\$ 414.00	\$ 414.00
Eastwood Elementary School	\$ 118,435.17	\$ 242,752.34	\$ 291,409.76	\$ 69,801.48	\$ 64,247.07	\$ 233,470.42
Farmington View Elementary School	\$ 21,338.99	\$ 35,568.84	\$ 42,204.25	\$ 256.21	\$ 31,266.00	\$ 250.00
Jackson Elementary School	\$ 2,306.61	\$ 3,633.70	\$ 3,996.44	\$ 36,318.49	\$ 62,204.41	\$ 17,485.60
Tobias Elementary School	\$ 8,636.11	\$ 63,924.20	\$ 2,023.52	\$ 691.08	\$ -	\$ 2,668.50
Groner K-8 School	\$ 959.35	\$ 2,627.20	\$ 2,668.50	\$ -	\$ -	\$ 20,802.00
Lenox Elementary School	\$ 17,122.77	\$ 101,880.11	\$ 196,364.51	\$ 74,328.96	\$ 86,645.77	\$ 64,239.72
McKinney Elementary School	\$ 2,566.72	\$ 55,965.69	\$ 19,001.18	\$ 910.00	\$ 3,038.75	\$ 43,342.27
Quatama Elementary School	\$ 18,614.51	\$ 104,975.29	\$ 11,206.13	\$ 1,572.50	\$ 1,454.00	\$ 19,593.33
Minter Bridge Elementary School	\$ 2,429.36	\$ 4,154.14	\$ 2,659.00	\$ 43,982.80	\$ 1,554.63	\$ 64,700.83
Mooberry Elementary School	\$ 21,737.30	\$ 93,472.71	\$ 192,362.69	\$ 170,362.07	\$ 96,280.25	\$ 103,701.90
North Plains Elementary School	\$ 15,115.49	\$ 31,292.22	\$ 16,910.84	\$ 14,765.23	\$ 35,897.21	\$ 1,750.00
Orenco Elementary School	\$ 7,926.63	\$ 41,430.55	\$ 46,594.40	\$ 64,707.27	\$ 1,806.00	\$ 3,603.48
New Elementary School -North Plains	\$ 150,219.36	\$ 351,498.82	\$ 41,446.10	\$ 21,596.45	\$ 11,528.00	\$ 3,000.00
New Elementary School -South Hillsboro	\$ 8,710.75	\$ 882.83	\$ -	\$ -	\$ -	\$ -
Ladd Acres Elementary School	\$ 181,197.70	\$ 4,685.38	\$ 4,396.40	\$ 98,882.14	\$ 4,012.24	\$ 12,520.98
Free Orchards Elementary School	\$ 12,678.19	\$ 99,192.12	\$ 6,884.04	\$ 368.00	\$ 16,728.33	\$ 368.00
WL Henry Elementary School	\$ 26,770.85	\$ 261,588.11	\$ 7,329.54	\$ 3,565.20	\$ 71,809.82	\$ 7,802.00
West Union Elementary School	\$ 6,162.60	\$ 71,042.07	\$ 104,137.20	\$ 91,771.58	\$ 77,131.29	\$ 158,135.10
Witch Hazel Elementary School	\$ 8,983.07	\$ 62,590.78	\$ 10,500.00	\$ -	\$ -	\$ 1,779.00
Rosedale Elementary School	\$ 11,584.61	\$ 6,841.20	\$ 27,630.30	\$ 105,338.32	\$ 1,416.00	\$ 9,729.38
Peter Boscow/Hillsboro Online Academy	\$ -	\$ 503.75	\$ 11,247.55	\$ -	\$ -	\$ -
Brown Middle School	\$ 88,972.03	\$ 192,790.28	\$ 91,416.36	\$ 9,115.05	\$ 128,682.65	\$ 65,115.51
Evergreen Middle School	\$ 145,962.30	\$ 263,535.45	\$ 254,009.80	\$ 234,834.25	\$ 399,491.45	\$ 198,125.03
Poynter Middle School	\$ 113,523.49	\$ 239,581.12	\$ 216,657.38	\$ 27,096.45	\$ 131,675.44	\$ 683,967.07
South Meadows Middle School	\$ 18,134.34	\$ 69,687.83	\$ 44,181.56	\$ 6,100.29	\$ 16,327.29	\$ 29,773.57
Miller Education East Campus	\$ -	\$ 950.13	\$ 11,812.86	\$ 1,511.25	\$ 3,038.75	\$ -
Century High School	\$ 70,817.81	\$ 550,410.56	\$ 1,108,621.05	\$ 337,706.03	\$ 718,600.00	\$ 490,397.28
Glencoe High School	\$ 219,969.49	\$ 263,974.50	\$ 248,500.85	\$ 408,550.72	\$ 253,177.32	\$ 609,767.87
Liberty High School	\$ 67,968.67	\$ 83,511.58	\$ 95,713.45	\$ 28,774.54	\$ 56,032.31	\$ 216,330.14
Hillsboro High School	\$ 213,434.30	\$ 222,974.06	\$ 311,684.57	\$ 233,599.73	\$ 134,906.10	\$ 221,384.04
Miller Big Picture	\$ 36,039.12	\$ 111,591.02	\$ 75,147.50	\$ 83,086.93	\$ 32,071.33	\$ 25,469.33
Pathways Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Energy Projects Rebates & Incentives	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Tech Plan Device Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Property Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1.5% Green Energy Tax Projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 2,078,136.52	\$ 7,466,354.19	\$ 4,212,044.35	\$ 3,439,831.65	\$ 3,018,541.80	\$ 4,810,160.73
	\$ 49,377,250.39	\$ 56,843,604.58	\$ 61,055,648.93	\$ 64,495,480.58	\$ 67,514,022.38	\$ 72,324,183.11
Remaining in Contingency						

	December 2019	January 2020	February 2020	March 2020	April 2020	May 2020
REVENUES						
Original Bond Proceeds	\$ -	\$ -	\$ 139,605,000.00	\$ -	\$ -	\$ -
Bond Premium	\$ -	\$ -	\$ 27,701,843.35	\$ -	\$ -	\$ -
OSCIM Grant Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance Transfer from 2006 Bond	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Miscellaneous Revenue	\$ -	\$ 34,212.38	\$ -	\$ -	\$ -	\$ -
Bond Interest to Date	\$ 361,936.12	\$ 206,102.06	\$ 270,774.77	\$ 472,767.04	\$ 390,886.58	\$ 422,948.50
	\$ 361,936.12	\$ 240,314.44	\$ 167,577,618.12	\$ 472,767.04	\$ 390,886.58	\$ 422,948.50
	\$ 337,611,974.28	\$ 337,852,288.72	\$ 505,429,906.84	\$ 505,902,673.88	\$ 506,293,560.46	\$ 506,716,508.96
EXPENDITURES						
District Administration Center	\$ 7,711.05	\$ 455.00	\$ 455.00	\$ 8,200.25	\$ 107,576.03	\$ 17,917.97
Transportation Department	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities Management	\$ 16,221.65	\$ 159.00	\$ 4,474.00	\$ 159.00	\$ 8,069.30	\$ -
Technology Services	\$ 14,418.65	\$ 17,664.56	\$ 148,993.93	\$ 20,008.43	\$ 1,315,598.51	\$ 2,124,805.28
Office of School Performance-Lang Arts Curriculum Adoption	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Satellite Transportation/Maintenance	\$ 527,033.56	\$ 793,832.18	\$ 754,713.08	\$ 851,322.78	\$ 1,981,011.54	\$ 2,017,463.89
Bond Administration/Issuance Costs	\$ 193,894.47	\$ 202,237.64	\$ 835,731.56	\$ 457,657.89	\$ 176,884.33	\$ 157,714.49
Hare Field	\$ -	\$ -	\$ -	\$ -	\$ 31,849.60	\$ -
Brookwood Elementary School	\$ 2,588,249.37	\$ 2,619,412.75	\$ 47,468.79	\$ 4,828,150.47	\$ 2,432,633.24	\$ 2,591,583.37
Imlay Elementary School	\$ 4,478.00	\$ 260.00	\$ 5,127.00	\$ 510.00	\$ 72,220.00	\$ 71,345.00
Butternut Creek Elementary School	\$ 227.50	\$ 227.50	\$ 227.50	\$ 1,254.50	\$ 2,240.00	\$ 2,071.50
Indian Hills Elementary School	\$ 31,788.82	\$ 23,919.42	\$ 18,607.59	\$ 24,727.27	\$ 47,318.13	\$ 7,481.75
Reedville Elementary School	\$ 178,378.82	\$ 57,573.33	\$ 30,031.50	\$ 7,657.23	\$ 261.28	\$ 392.70
Patterson Elementary School	\$ 918.67	\$ 514.03	\$ 4,720.03	\$ -	\$ -	\$ 514.03
Lincoln Street Elementary School	\$ -	\$ -	\$ 4,092.09	\$ -	\$ -	\$ -
Eastwood Elementary School	\$ 780,611.45	\$ 321,124.18	\$ 157,227.92	\$ 138,022.72	\$ 21,385.78	\$ 652,268.26
Farmington View Elementary School	\$ 227.50	\$ 227.50	\$ 455.00	\$ 1,197.50	\$ 3,590.00	\$ 23,467.50
Jackson Elementary School	\$ -	\$ 22.76	\$ 9,312.44	\$ -	\$ -	\$ 24,992.25
Tobias Elementary School	\$ -	\$ -	\$ 3,660.00	\$ -	\$ -	\$ -
Groner K-8 School	\$ 227.50	\$ 227.50	\$ 227.50	\$ 227.50	\$ 10,556.24	\$ 17.50
Lenox Elementary School	\$ 147,751.97	\$ 41,697.81	\$ 7,321.50	\$ 19,665.60	\$ 21,487.39	\$ 28,885.06
McKinney Elementary School	\$ 47,047.92	\$ 31,930.47	\$ 4,375.92	\$ 50,874.00	\$ 103,621.21	\$ 28,209.54
Quatama Elementary School	\$ -	\$ -	\$ 1,937.00	\$ -	\$ -	\$ -
Minter Bridge Elementary School	\$ 206,797.39	\$ 64,151.10	\$ 18,434.62	\$ 40,999.62	\$ 45,822.45	\$ 314,169.19
Mooberry Elementary School	\$ 604,921.92	\$ 610,625.88	\$ 254,277.84	\$ 684,631.43	\$ 312,947.22	\$ 165,585.20
North Plains Elementary School	\$ 60,500.48	\$ 40,589.01	\$ 19,692.62	\$ 156,344.14	\$ 265,112.14	\$ 977,159.75
Orenco Elementary School	\$ 7,642.17	\$ 514.22	\$ 4,714.22	\$ 2,550.00	\$ 9,463.20	\$ 28,614.22
New Elementary School -North Plains	\$ 13,703.00	\$ 13,928.62	\$ 13,918.27	\$ 504,879.48	\$ 588,198.54	\$ 947,511.11
New Elementary School -South Hillsboro	\$ 78,302.00	\$ 77,412.76	\$ 149,219.51	\$ 126,988.65	\$ 181,878.10	\$ 205,080.18
Ladd Acres Elementary School	\$ 60,108.10	\$ 60,594.76	\$ 13,354.17	\$ 80,345.23	\$ 77,774.23	\$ 77,985.92
Free Orchards Elementary School	\$ -	\$ -	\$ 1,874.00	\$ -	\$ -	\$ -
WL Henry Elementary School	\$ 225,730.87	\$ 92,365.12	\$ 7,954.30	\$ 18,562.50	\$ 77,256.79	\$ 310,025.62
West Union Elementary School	\$ 41,756.59	\$ 21,799.10	\$ (7,829.36)	\$ 30,425.92	\$ 45,400.00	\$ 5,627.73
Witch Hazel Elementary School	\$ -	\$ -	\$ 3,309.00	\$ -	\$ -	\$ 250.00
Rosedale Elementary School	\$ 2,318.00	\$ -	\$ 4,978.00	\$ -	\$ -	\$ 250.00
Peter Boscow/Hillsboro Online Academy	\$ -	\$ -	\$ -	\$ -	\$ 3,487.50	\$ -
Brown Middle School	\$ 267,153.60	\$ 26,666.86	\$ 96,735.98	\$ 8,960.13	\$ 939,506.06	\$ 18,700.53
Evergreen Middle School	\$ 801,814.32	\$ 584,583.29	\$ 1,151,265.40	\$ 1,079,744.36	\$ 1,052,817.50	\$ 878,697.10
Poynter Middle School	\$ 3,630,584.64	\$ 924,888.79	\$ 368,649.29	\$ 264,072.04	\$ 348,569.55	\$ 63,822.53
South Meadows Middle School	\$ 390.00	\$ -	\$ 2,203.33	\$ 2,769.95	\$ 491,050.65	\$ 10,240.00
Miller Education East Campus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Century High School	\$ 200,569.41	\$ 57,143.91	\$ 18,021.38	\$ 6,063.71	\$ 922,253.85	\$ 1,186,302.55
Glencoe High School	\$ 1,302,387.86	\$ 998,554.28	\$ 1,184,894.94	\$ 1,709,120.47	\$ 3,304,497.63	\$ 1,647,137.63
Liberty High School	\$ 1,104,890.27	\$ 128,248.20	\$ 15,448.36	\$ 69,696.41	\$ 88,140.26	\$ 80,285.46
Hillsboro High School	\$ 2,064,174.07	\$ 1,784,181.97	\$ 1,674,365.31	\$ 1,423,908.66	\$ 1,907,615.21	\$ 1,032,212.12
Miller Big Picture	\$ 70,305.60	\$ 13,677.65	\$ 4,936.73	\$ 48,325.50	\$ 162,621.28	\$ 4,390.00
Pathways Center	\$ -	\$ -	\$ -	\$ 350.00	\$ 41,114.08	\$ 26,491.26
Energy Projects Rebates & Incentives	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Tech Plan Device Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Property Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1.5% Green Energy Tax Projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$15,283,237.19	\$9,611,411.15	\$7,039,577.26	\$ 12,668,373.34	\$17,201,828.82	\$15,729,668.19
Remaining in Contingency	\$208,779,232.30	\$218,390,643.45	\$225,430,220.71	\$238,098,594.05	\$255,300,422.87	\$271,030,091.06

	June 2020	July 2020	August 2020	September 2020	October 2020	November 2020
REVENUES						
Original Bond Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bond Premium	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
OSCIM Grant Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance Transfer from 2006 Bond	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Miscellaneous Revenue	\$ -	\$ -	\$ -	\$ (11,250.00)	\$ (11,250.00)	\$ -
Bond Interest to Date	\$ 404,076.01	\$ 336,468.64	\$ 255,532.27	\$ 206,996.44	\$ 245,121.86	\$ -
	\$ 404,076.01	\$ 336,468.64	\$ 255,532.27	\$ 195,746.44	\$ 233,871.86	\$ -
	\$ 507,120,584.97	\$ 507,457,053.61	\$ 507,712,585.88	\$ 507,908,332.32	\$ 508,142,204.18	\$ -
EXPENDITURES						
District Administration Center	\$ 45,072.91	\$ -	\$ 2,603.67	\$ 7,465.26	\$ 12,375.82	\$ 557.00
Transportation Department	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities Management	\$ -	\$ -	\$ -	\$ 146,841.92	\$ -	\$ -
Technology Services	\$ 289,206.85	\$ (42.25)	\$ 6,504.71	\$ 38,552.31	\$ 1,126,442.40	\$ 55,329.66
Office of School Performance-Lang Arts Curriculum Adoption	\$ 2,068,980.20	\$ -	\$ -	\$ 93,808.28	\$ 109,910.14	\$ 232,439.22
Satellite Transportation/Maintenance	\$ 3,236,115.31	\$ 247,173.35	\$ 181,011.78	\$ 331,502.42	\$ 45,149.03	\$ 62,186.53
Bond Administration/Issuance Costs	\$ 237,440.08	\$ 150,380.17	\$ 127,383.72	\$ 195,814.40	\$ 143,270.73	\$ -
Hare Field	\$ 15,186.80	\$ -	\$ -	\$ -	\$ -	\$ -
Brookwood Elementary School	\$ 5,023,309.36	\$ 1,133.97	\$ 2,071,653.09	\$ 2,480,653.31	\$ 902,375.22	\$ 26,510.95
Imlay Elementary School	\$ 2,332.00	\$ -	\$ 3,000.00	\$ 1,400.00	\$ 6,733.30	\$ -
Butternut Creek Elementary School	\$ 144,923.13	\$ 391.00	\$ 164,036.49	\$ 167,873.66	\$ 144,150.35	\$ 480.00
Indian Hills Elementary School	\$ 1,034,139.53	\$ 11,339.00	\$ 948,699.41	\$ 706,362.76	\$ 31,433.32	\$ 1,203.75
Reedville Elementary School	\$ 32,444.64	\$ -	\$ -	\$ 8,126.57	\$ 15,707.10	\$ -
Patterson Elementary School	\$ -	\$ -	\$ -	\$ 514.03	\$ 369.30	\$ -
Lincoln Street Elementary School	\$ 31,241.00	\$ -	\$ 31,078.00	\$ -	\$ 6,304.30	\$ 8,991.00
Eastwood Elementary School	\$ 186,807.68	\$ -	\$ 235,047.14	\$ 105,306.20	\$ 94,825.49	\$ 3,373.45
Farmington View Elementary School	\$ 24,354.91	\$ 281.00	\$ 4,056.00	\$ 113,370.47	\$ 84,157.97	\$ -
Jackson Elementary School	\$ 192,894.38	\$ -	\$ 883.75	\$ 38,812.65	\$ 24,777.54	\$ -
Tobias Elementary School	\$ 33,489.83	\$ -	\$ 140.00	\$ 3,640.00	\$ 14,368.70	\$ -
Groner K-8 School	\$ 18,197.80	\$ -	\$ 350.00	\$ 105,590.60	\$ 76,665.76	\$ -
Lenox Elementary School	\$ 45,333.13	\$ -	\$ 840.00	\$ 4,000.00	\$ (9,450.00)	\$ -
McKinney Elementary School	\$ 151,270.24	\$ 20,965.20	\$ 12,958.12	\$ 35,680.92	\$ 47,899.11	\$ 22,948.44
Quatama Elementary School	\$ 217.00	\$ -	\$ -	\$ -	\$ 8,264.30	\$ -
Minter Bridge Elementary School	\$ 949,222.68	\$ -	\$ 944,621.71	\$ 96,285.99	\$ 832,174.95	\$ 627,952.17
Mooberry Elementary School	\$ 317,462.86	\$ (12.56)	\$ 74,160.00	\$ 160,643.00	\$ 82,541.09	\$ 770.00
North Plains Elementary School	\$ 774,719.30	\$ 837.28	\$ 604,858.49	\$ 772,130.04	\$ 631,563.83	\$ 1,427.25
Orenco Elementary School	\$ -	\$ -	\$ -	\$ 514.22	\$ 369.30	\$ -
New Elementary School -North Plains	\$ 2,446,945.90	\$ 13,415.21	\$ 1,073,576.55	\$ 1,310,751.72	\$ 827,289.41	\$ 18,796.50
New Elementary School -South Hillsboro	\$ 253,029.15	\$ -	\$ 102,254.60	\$ 108,126.61	\$ 51,893.59	\$ 18,796.50
Ladd Acres Elementary School	\$ 118,945.54	\$ -	\$ 2,700.00	\$ 25,023.20	\$ 44,468.41	\$ 690.00
Free Orchards Elementary School	\$ 217.00	\$ -	\$ -	\$ -	\$ 8,264.30	\$ -
WL Henry Elementary School	\$ 1,473,088.33	\$ -	\$ 2,168,481.12	\$ 957,186.75	\$ 988,200.11	\$ 409,793.07
West Union Elementary School	\$ 30,979.00	\$ -	\$ -	\$ -	\$ 4,000.00	\$ -
Witch Hazel Elementary School	\$ 159.00	\$ -	\$ -	\$ -	\$ 6,148.30	\$ -
Rosedale Elementary School	\$ -	\$ -	\$ -	\$ -	\$ 369.30	\$ -
Peter Boscow/Hillsboro Online Academy	\$ 25.00	\$ -	\$ -	\$ 10,608.73	\$ 35,622.48	\$ -
Brown Middle School	\$ 2,498,377.96	\$ 2,900.00	\$ 10,710.58	\$ 3,529,180.00	\$ 605,165.23	\$ 6,261.78
Evergreen Middle School	\$ 472,079.39	\$ 523.59	\$ 27,793.82	\$ 54,631.07	\$ 314,593.41	\$ 8,686.99
Poynter Middle School	\$ 201,445.22	\$ 681.20	\$ 51,191.25	\$ 23,394.80	\$ 4,151.85	\$ -
South Meadows Middle School	\$ 264,024.18	\$ -	\$ -	\$ -	\$ 11,868.00	\$ -
Miller Education East Campus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Century High School	\$ 180,213.25	\$ -	\$ 368,960.00	\$ 59,532.77	\$ 7,451.50	\$ -
Glencoe High School	\$ 4,708,499.73	\$ (260,510.14)	\$ 3,100,333.58	\$ 2,145,115.79	\$ 760,146.40	\$ 13,423.98
Liberty High School	\$ 863,414.41	\$ -	\$ 461,138.38	\$ 114,635.50	\$ 26,525.05	\$ -
Hillsboro High School	\$ 3,125,794.48	\$ 1,051.35	\$ 1,556,465.98	\$ 563,714.69	\$ 506,549.53	\$ 2,583.24
Miller Big Picture	\$ 46,151.98	\$ -	\$ 3,000.00	\$ 21,560.00	\$ 4,654.00	\$ -
Pathways Center	\$ 70,255.67	\$ -	\$ 11,700.00	\$ -	\$ 145,712.51	\$ -
Energy Projects Rebates & Incentives	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Tech Plan Device Purchase	\$ -	\$ -	\$ 80,200.00	\$ -	\$ 333,738.50	\$ -
Property Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1.5% Green Energy Tax Projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 31,608,006.81	\$ 190,507.37	\$ 14,432,391.94	\$ 14,538,350.64	\$ 9,119,190.93	\$ 1,523,201.48
	\$ 302,638,097.87	\$ 302,828,605.24	\$ 317,260,997.18	\$ 331,799,347.82	\$ 340,918,538.75	\$ 342,441,740.23
Remaining in Contingency						

Bond Budgets by Bldg and Category.xlsx

	ORIGINAL		REVISED	ORIGINAL		REVISED
	Safety &	Contingency	Safety &	Seismic	Contingency	Seismic
	Security	Safety/Security	Security	Seismic	Seismic	Seismic
Brookwood Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
New ES #28 - Atfalati Ridge	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
New ES #29 - South Hillsboro	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Butternut Creek Elementary	\$ 200,501.00	\$ 208,000.00	\$ 408,501.00	\$ 477,509.00	\$ -	\$ 477,509.00
Eastwood Elementary	\$ 278,154.00	\$ 150,000.00	\$ 428,154.00	\$ 1,773,834.00	\$ -	\$ 1,773,834.00
Farmington View Elementary	\$ 196,796.00	\$ 208,000.00	\$ 404,796.00	\$ 903,879.00	\$ -	\$ 903,879.00
Free Orchards Elementary	\$ 258,150.00	\$ 335,000.00	\$ 593,150.00	\$ -	\$ -	\$ -
Groner Elementary	\$ 218,791.00	\$ 200,000.00	\$ 418,791.00	\$ 2,191,401.00	\$ -	\$ 2,191,401.00
Imlay Elementary	\$ 281,303.00	\$ 310,000.00	\$ 591,303.00	\$ -	\$ -	\$ -
Indian Hills Elementary	\$ 178,737.00	\$ 208,000.00	\$ 386,737.00	\$ 592,216.00	\$ -	\$ 592,216.00
Jackson Elementary	\$ 283,942.00	\$ 208,000.00	\$ 491,942.00	\$ 1,238,588.00	\$ -	\$ 1,238,588.00
Ladd Acres Elementary	\$ 448,001.00	\$ 58,000.00	\$ 506,001.00	\$ 503,592.00	\$ -	\$ 503,592.00
Lenox Elementary	\$ 504,678.00	\$ -	\$ 504,678.00	\$ 715,020.00	\$ -	\$ 715,020.00
Lincoln Street Elementary	\$ 286,130.00	\$ 305,000.00	\$ 591,130.00	\$ -	\$ -	\$ -
McKinney Elementary	\$ 254,381.00	\$ 208,000.00	\$ 462,381.00	\$ 1,689,555.00	\$ 1,500,000.00	\$ 3,189,555.00
Minter Bridge Elementary	\$ 234,933.00	\$ 208,000.00	\$ 442,933.00	\$ 2,280,979.00	\$ -	\$ 2,280,979.00
Mooberry Elementary	\$ 218,791.00	\$ 100,000.00	\$ 318,791.00	\$ 1,332,341.00	\$ -	\$ 1,332,341.00
North Plains Elementary	\$ 228,515.00	\$ 208,000.00	\$ 436,515.00	\$ 2,704,402.00	\$ -	\$ 2,704,402.00
Orenco Elementary	\$ 313,601.00	\$ 300,000.00	\$ 613,601.00	\$ -	\$ -	\$ -
Patterson Elementary	\$ 289,290.00	\$ 260,000.00	\$ 549,290.00	\$ -	\$ -	\$ -
Quatama Elementary	\$ 288,075.00	\$ 280,000.00	\$ 568,075.00	\$ -	\$ -	\$ -
Reedville Elementary	\$ 305,421.00	\$ 435,000.00	\$ 740,421.00	\$ 1,160,508.00	\$ 100,000.00	\$ 1,260,508.00
Rosedale Elementary	\$ 276,953.00	\$ 220,000.00	\$ 496,953.00	\$ -	\$ -	\$ -
Tobias Elementary	\$ 218,244.00	\$ 108,000.00	\$ 326,244.00	\$ -	\$ -	\$ -
West Union Elementary	\$ 317,794.00	\$ 29,579.00	\$ 347,373.00	\$ 1,360,381.00	\$ 20,421.00	\$ 1,380,802.00
Witch Hazel Elementary	\$ 310,136.00	\$ 160,000.00	\$ 470,136.00	\$ -	\$ -	\$ -
WL Henry Elementary	\$ 419,859.00	\$ 208,000.00	\$ 627,859.00	\$ 609,594.00	\$ -	\$ 609,594.00
Brown Middle	\$ 368,845.00	\$ 118,511.00	\$ 487,356.00	\$ 2,520,000.00	\$ -	\$ 2,520,000.00
Evergreen Middle	\$ 356,083.00	\$ 185,000.00	\$ 541,083.00	\$ 1,621,827.00	\$ -	\$ 1,621,827.00
Poynter Middle	\$ 410,963.00	\$ 40,000.00	\$ 450,963.00	\$ 11,311,973.00	\$ (1,740,000.00)	\$ 9,571,973.00
South Meadows Middle	\$ 368,845.00	\$ 160,000.00	\$ 528,845.00	\$ -	\$ -	\$ -
Century High	\$ 643,246.00	\$ 125,000.00	\$ 768,246.00	\$ -	\$ -	\$ -
Glencoe High	\$ 470,374.00	\$ 243,198.00	\$ 713,572.00	\$ 2,049,450.00	\$ 2,155,000.00	\$ 4,204,450.00
Hillsboro High	\$ 568,871.00	\$ 410,000.00	\$ 978,871.00	\$ 3,272,743.00	\$ 1,300,000.00	\$ 4,572,743.00
Liberty High	\$ 548,099.00	\$ 450,000.00	\$ 998,099.00	\$ -	\$ -	\$ -
Miller Big Picture	\$ 226,476.00	\$ (15,000.00)	\$ 211,476.00	\$ 3,838,888.00	\$ (200,000.00)	\$ 3,638,888.00
Pathways Center	\$ -	\$ 30,000.00	\$ 30,000.00	\$ -	\$ -	\$ -
Miller East	\$ 179,573.00	\$ (120,000.00)	\$ 59,573.00	\$ 328,557.00	\$ (328,557.00)	\$ -
Peter Boscow	\$ 91,127.00	\$ 175,000.00	\$ 266,127.00	\$ 687,534.00	\$ 310,865.00	\$ 998,399.00
Transportation - Existing Building	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Satellite Transportation/Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administration Center	\$ 322,963.00	\$ 550,000.00	\$ 872,963.00	\$ -	\$ -	\$ -
Hare Field	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ 99,167.00	\$ -	\$ 99,167.00	\$ -	\$ -	\$ -
District Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bond Issuance Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Energy Measure Rebates & Incentives	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Adoption	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Tech Plan Device Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Property Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 11,465,808.00	\$ 7,266,288.00	\$ 18,732,096.00	\$ 45,164,771.00	\$ 3,117,729.00	\$ 48,282,500.00
2018 Project Contingency		\$ 328,198.00			\$ 100,000.00	
2019 Project Contingency		\$ 2,738,090.00			\$ 1,517,729.00	
2020 Project Contingency		\$ 4,200,000.00			\$ 1,500,000.00	
2021 Project Contingency		\$ -			\$ -	
2022 Project Contingency		\$ -			\$ -	

Bond Budgets by Bldg and Category.xlsx

	ORIGINAL		REVISED	ORIGINAL		REVISED
	Parent/Bus	Contingency	Parent/Bus	Contingency	Contingency	
	Drop-Off	Drop-Off	Drop-Off	Playground	Playground	Playground
Brookwood Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
New ES #28 - Atfalati Ridge	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
New ES #29 - South Hillsboro	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Butternut Creek Elementary	\$ 1,209,437.00	\$ 1,170,000.00	\$ 2,379,437.00	\$ 189,000.00	\$ 101,885.00	\$ 290,885.00
Eastwood Elementary	\$ 744,188.00	\$ 585,000.00	\$ 1,329,188.00	\$ 189,000.00	\$ 170,000.00	\$ 359,000.00
Farmington View Elementary	\$ 1,182,431.00	\$ -	\$ 1,182,431.00	\$ 189,000.00	\$ 191,700.00	\$ 380,700.00
Free Orchards Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Groner Elementary	\$ -	\$ -	\$ -	\$ 189,000.00	\$ (189,000.00)	\$ -
Imlay Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indian Hills Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Jackson Elementary	\$ 826,875.00	\$ 704,986.00	\$ 1,531,861.00	\$ -	\$ -	\$ -
Ladd Acres Elementary	\$ 1,103,051.00	\$ 505,000.00	\$ 1,608,051.00	\$ 189,000.00	\$ 170,000.00	\$ 359,000.00
Lenox Elementary	\$ 1,212,199.00	\$ 1,200,000.00	\$ 2,412,199.00	\$ -	\$ -	\$ -
Lincoln Street Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
McKinney Elementary	\$ 744,188.00	\$ 402,279.00	\$ 1,146,467.00	\$ -	\$ -	\$ -
Minter Bridge Elementary	\$ 694,575.00	\$ -	\$ 694,575.00	\$ -	\$ -	\$ -
Mooberry Elementary	\$ -	\$ -	\$ -	\$ 189,000.00	\$ 260,286.00	\$ 449,286.00
North Plains Elementary	\$ -	\$ 800,000.00	\$ 800,000.00	\$ -	\$ 400,000.00	\$ 400,000.00
Orenco Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Patterson Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Quatama Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Reedville Elementary	\$ 1,300,000.00	\$ -	\$ 1,300,000.00	\$ 189,000.00	\$ -	\$ 189,000.00
Rosedale Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tobias Elementary	\$ 303,877.00	\$ 500,000.00	\$ 803,877.00	\$ -	\$ -	\$ -
West Union Elementary	\$ -	\$ -	\$ -	\$ 189,000.00	\$ 130,922.00	\$ 319,922.00
Witch Hazel Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
WL Henry Elementary	\$ 1,158,204.00	\$ 800,000.00	\$ 1,958,204.00	\$ 189,000.00	\$ 104,690.00	\$ 293,690.00
Brown Middle	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Evergreen Middle	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Poynter Middle	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
South Meadows Middle	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Century High	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Glencoe High	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Hillsboro High	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Liberty High	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Miller Big Picture	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Pathways Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Miller East	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Peter Boscow	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation - Existing Building	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Satellite Transportation/Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administration Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Hare Field	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bond Issuance Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Energy Measure Rebates & Incentives	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Adoption	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Tech Plan Device Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Property Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 10,479,025.00	\$ 6,667,265.00	\$ 17,146,290.00	\$ 1,701,000.00	\$ 1,340,483.00	\$ 3,041,483.00
2018 Project Contingency		\$ 1,492,279.00			\$ 529,197.00	
2019 Project Contingency		\$ 1,910,000.00			\$ 430,286.00	
2020 Project Contingency		\$ 1,594,986.00			\$ 570,000.00	
2021 Project Contingency		\$ 1,670,000.00			\$ (189,000.00)	
2022 Project Contingency		\$ -			\$ -	

Bond Budgets by Bldg and Category.xlsx

	ORIGINAL		REVISED	ORIGINAL		REVISED
	Classroom	Contingency	Classroom	Flexible	Contingency	Flexible
	Technology	Technology	Technology	Furniture	Furniture	Furniture
Brookwood Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
New ES #28 - Atfalati Ridge	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
New ES #29 - South Hillsboro	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Butternut Creek Elementary	\$ 340,760.00	\$ (62,151.00)	\$ 278,609.00	\$ 205,493.00	\$ (36,652.00)	\$ 168,841.00
Eastwood Elementary	\$ 337,597.00	\$ (61,574.00)	\$ 276,023.00	\$ 244,640.00	\$ (14,660.00)	\$ 229,980.00
Farmington View Elementary	\$ 207,473.00	\$ (37,841.00)	\$ 169,632.00	\$ 157,440.00	\$ 313.00	\$ 157,753.00
Free Orchards Elementary	\$ 284,304.00	\$ (51,854.00)	\$ 232,450.00	\$ 198,827.00	\$ 11,839.00	\$ 210,666.00
Groner Elementary	\$ 214,487.00	\$ (39,120.00)	\$ 175,367.00	\$ 112,295.00	\$ 24,384.00	\$ 136,679.00
Imlay Elementary	\$ 491,342.00	\$ (89,616.00)	\$ 401,726.00	\$ 273,290.00	\$ (28,400.00)	\$ 244,890.00
Indian Hills Elementary	\$ 332,246.00	\$ (60,598.00)	\$ 271,648.00	\$ 238,326.00	\$ (5,697.00)	\$ 232,629.00
Jackson Elementary	\$ 380,675.00	\$ (69,431.00)	\$ 311,244.00	\$ 283,870.00	\$ (8,334.00)	\$ 275,536.00
Ladd Acres Elementary	\$ 366,755.00	\$ (66,893.00)	\$ 299,862.00	\$ 269,549.00	\$ (30,396.00)	\$ 239,153.00
Lenox Elementary	\$ 331,976.00	\$ (60,549.00)	\$ 271,427.00	\$ 238,517.00	\$ (3,413.00)	\$ 235,104.00
Lincoln Street Elementary	\$ 337,189.00	\$ (61,500.00)	\$ 275,689.00	\$ 263,180.00	\$ 22,154.00	\$ 285,334.00
McKinney Elementary	\$ 308,404.00	\$ (56,250.00)	\$ 252,154.00	\$ 235,585.00	\$ (24,385.00)	\$ 211,200.00
Minter Bridge Elementary	\$ 348,420.00	\$ (63,548.00)	\$ 284,872.00	\$ 241,180.00	\$ (38,272.00)	\$ 202,908.00
Mooberry Elementary	\$ 357,189.00	\$ (65,148.00)	\$ 292,041.00	\$ 232,311.00	\$ 19,518.00	\$ 251,829.00
North Plains Elementary	\$ 277,502.00	\$ (50,614.00)	\$ 226,888.00	\$ 166,480.00	\$ 27,487.00	\$ 193,967.00
Orenco Elementary	\$ 395,982.00	\$ (72,223.00)	\$ 323,759.00	\$ 332,643.00	\$ (6,002.00)	\$ 326,641.00
Patterson Elementary	\$ 398,869.00	\$ (72,750.00)	\$ 326,119.00	\$ 230,448.00	\$ (22,550.00)	\$ 207,898.00
Quatama Elementary	\$ 320,484.00	\$ (58,453.00)	\$ 262,031.00	\$ 252,099.00	\$ (37,695.00)	\$ 214,404.00
Reedville Elementary	\$ 198,090.00	\$ (36,130.00)	\$ 161,960.00	\$ 122,064.00	\$ 30,442.00	\$ 152,506.00
Rosedale Elementary	\$ 297,315.00	\$ (54,228.00)	\$ 243,087.00	\$ 221,262.00	\$ (34,997.00)	\$ 186,265.00
Tobias Elementary	\$ 413,457.00	\$ (75,411.00)	\$ 338,046.00	\$ 221,954.00	\$ 466.00	\$ 222,420.00
West Union Elementary	\$ 280,138.00	\$ (51,095.00)	\$ 229,043.00	\$ 202,176.00	\$ (5,984.00)	\$ 196,192.00
Witch Hazel Elementary	\$ 375,708.00	\$ (68,526.00)	\$ 307,182.00	\$ 275,993.00	\$ (1,529.00)	\$ 274,464.00
WL Henry Elementary	\$ 338,638.00	\$ (61,764.00)	\$ 276,874.00	\$ 173,971.00	\$ 16,413.00	\$ 190,384.00
Brown Middle	\$ 466,157.00	\$ (85,023.00)	\$ 381,134.00	\$ 364,017.00	\$ 260,000.00	\$ 624,017.00
Evergreen Middle	\$ 540,834.00	\$ (98,643.00)	\$ 442,191.00	\$ 423,521.00	\$ -	\$ 423,521.00
Poynter Middle	\$ 528,262.00	\$ (96,350.00)	\$ 431,912.00	\$ 381,105.00	\$ 280,000.00	\$ 661,105.00
South Meadows Middle	\$ 404,667.00	\$ -	\$ 404,667.00	\$ 370,549.00	\$ 325,000.00	\$ 695,549.00
Century High	\$ 1,099,138.00	\$ (200,473.00)	\$ 898,665.00	\$ 816,249.00	\$ 390,000.00	\$ 1,206,249.00
Glencoe High	\$ 1,209,444.00	\$ (306,472.00)	\$ 902,972.00	\$ 808,302.00	\$ 355,000.00	\$ 1,163,302.00
Hillsboro High	\$ 1,007,841.00	\$ (183,821.00)	\$ 824,020.00	\$ 660,571.00	\$ 475,950.00	\$ 1,136,521.00
Liberty High	\$ 970,178.00	\$ (176,951.00)	\$ 793,227.00	\$ 782,093.00	\$ 485,000.00	\$ 1,267,093.00
Miller Big Picture	\$ 61,541.00	\$ 60,000.00	\$ 121,541.00	\$ -	\$ -	\$ -
Pathways Center	\$ -	\$ -	\$ -	\$ -	\$ 75,000.00	\$ 75,000.00
Miller East	\$ 65,635.00	\$ -	\$ 65,635.00	\$ -	\$ -	\$ -
Peter Boscow	\$ -	\$ 35,000.00	\$ 35,000.00	\$ -	\$ -	\$ -
Transportation - Existing Building	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Satellite Transportation/Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administration Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Hare Field	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Technology	\$ -	\$ 2,500,000.00	\$ 2,500,000.00	\$ -	\$ -	\$ -
Bond Issuance Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Energy Measure Rebates & Incentives	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Adoption	\$ -	\$ 2,600,000.00	\$ 2,600,000.00	\$ -	\$ -	\$ -
District Tech Plan Device Purchase	\$ -	\$ 7,000,000.00	\$ 7,000,000.00	\$ -	\$ -	\$ -
Property Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 14,288,697.00	\$ 9,600,000.00	\$ 23,888,697.00	\$ 10,000,000.00	\$ 2,500,000.00	\$ 12,500,000.00
2018 Project Contingency		\$ -			\$ -	
2019 Project Contingency		\$ -			\$ 2,500,000.00	
2020 Project Contingency		\$ 9,600,000.00			\$ -	
2021 Project Contingency		\$ -			\$ -	
2022 Project Contingency		\$ -			\$ -	

Bond Budgets by Bldg and Category.xlsx

	ORIGINAL		REVISED	ORIGINAL		REVISED
	New	Contingency	New	New	Contingency	New
	Gymnasium	Gymnasium	Gymnasium	Modular	Modular	Modular
Brookwood Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
New ES #28 - Atfalati Ridge	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
New ES #29 - South Hillsboro	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Butternut Creek Elementary	\$ -	\$ -	\$ -	\$ 295,313.00	\$ -	\$ 295,313.00
Eastwood Elementary	\$ 2,550,000.00	\$ 1,200,000.00	\$ 3,750,000.00	\$ 295,313.00	\$ 250,000.00	\$ 545,313.00
Farmington View Elementary	\$ -	\$ -	\$ -	\$ 295,313.00	\$ 220,426.00	\$ 515,739.00
Free Orchards Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Groner Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Imlay Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indian Hills Elementary	\$ -	\$ -	\$ -	\$ 295,313.00	\$ 2,000,000.00	\$ 2,295,313.00
Jackson Elementary	\$ 2,550,000.00	\$ 2,000,000.00	\$ 4,550,000.00	\$ -	\$ -	\$ -
Ladd Acres Elementary	\$ 2,550,000.00	\$ 2,700,000.00	\$ 5,250,000.00	\$ -	\$ -	\$ -
Lenox Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lincoln Street Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
McKinney Elementary	\$ 2,550,000.00	\$ 1,200,000.00	\$ 3,750,000.00	\$ 590,626.00	\$ (73,840.00)	\$ 516,786.00
Minter Bridge Elementary	\$ 2,550,000.00	\$ 1,200,000.00	\$ 3,750,000.00	\$ 295,313.00	\$ 200,000.00	\$ 495,313.00
Mooberry Elementary	\$ 2,550,000.00	\$ 2,700,000.00	\$ 5,250,000.00	\$ 295,313.00	\$ 500,000.00	\$ 795,313.00
North Plains Elementary	\$ 2,550,000.00	\$ 2,700,000.00	\$ 5,250,000.00	\$ -	\$ 286,628.00	\$ 286,628.00
Orenco Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Patterson Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Quatama Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Reedville Elementary	\$ -	\$ -	\$ -	\$ 2,976,565.00	\$ 500,000.00	\$ 3,476,565.00
Rosedale Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tobias Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
West Union Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Witch Hazel Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
WL Henry Elementary	\$ 2,550,000.00	\$ 1,200,000.00	\$ 3,750,000.00	\$ 590,626.00	\$ 246,300.00	\$ 836,926.00
Brown Middle	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Evergreen Middle	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Poynter Middle	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
South Meadows Middle	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Century High	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Glencoe High	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Hillsboro High	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Liberty High	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Miller Big Picture	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Pathways Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Miller East	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Peter Boscow	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation - Existing Building	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Satellite Transportation/Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administration Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Hare Field	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bond Issuance Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Energy Measure Rebates & Incentives	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Adoption	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Tech Plan Device Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Property Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 20,400,000.00	\$ 14,900,000.00	\$ 35,300,000.00	\$ 5,929,695.00	\$ 4,129,514.00	\$ 10,059,209.00
2018 Project Contingency		\$ -			\$ 1,179,514.00	
2019 Project Contingency		\$ 3,900,000.00			\$ 750,000.00	
2020 Project Contingency		\$ 9,000,000.00			\$ 2,200,000.00	
2021 Project Contingency		\$ 2,000,000.00			\$ -	
2022 Project Contingency		\$ -			\$ -	

Bond Budgets by Bldg and Category.xlsx

	ORIGINAL		REVISED	ORIGINAL		REVISED
	Turf Field	Contingency	Turf Field	New Construction	Contingency	New Construction
	& Lights	Turf Field	& Lights	& Additions	New Construction	& Additions
Brookwood Elementary	\$ -	\$ -	\$ -	\$ 41,993,410.00	\$ (4,000,000.00)	\$ 37,993,410.00
New ES #28 - Atfalati Ridge	\$ -	\$ -	\$ -	\$ 38,587,500.00	\$ -	\$ 38,587,500.00
New ES #29 - South Hillsboro	\$ -	\$ -	\$ -	\$ 38,587,500.00	\$ -	\$ 38,587,500.00
Butternut Creek Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Eastwood Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Farmington View Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Free Orchards Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Groner Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Imlay Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indian Hills Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Jackson Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ladd Acres Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lenox Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lincoln Street Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
McKinney Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Minter Bridge Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Mooberry Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
North Plains Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Orenco Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Patterson Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Quatama Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Reedville Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Rosedale Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tobias Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
West Union Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Witch Hazel Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
WL Henry Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Brown Middle	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Evergreen Middle	\$ -	\$ -	\$ -	\$ 18,786,600.00	\$ -	\$ 18,786,600.00
Poynter Middle	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
South Meadows Middle	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Century High	\$ 2,333,333.00	\$ 175,000.00	\$ 2,508,333.00	\$ -	\$ -	\$ -
Glencoe High	\$ 2,333,333.00	\$ 656,291.00	\$ 2,989,624.00	\$ 18,600,276.00	\$ 350,000.00	\$ 18,950,276.00
Hillsboro High	\$ 4,156,592.00	\$ (921,095.00)	\$ 3,235,497.00	\$ 11,011,248.00	\$ -	\$ 11,011,248.00
Liberty High	\$ -	\$ 134,229.00	\$ 134,229.00	\$ -	\$ -	\$ -
Miller Big Picture	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Pathways Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Miller East	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Peter Boscow	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation - Existing Building	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Satellite Transportation/Maintenance	\$ -	\$ -	\$ -	\$ 16,352,831.00	\$ 2,977,390.00	\$ 19,330,221.00
Administration Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Hare Field	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Technology	\$ -	\$ -	\$ -	\$ 15,932,500.00	\$ -	\$ 15,932,500.00
Bond Issuance Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Energy Measure Rebates & Incentives	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Adoption	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Tech Plan Device Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Property Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 8,823,258.00	\$ 44,425.00	\$ 8,867,683.00	\$ 199,851,865.00	\$ (672,610.00)	\$ 199,179,255.00
2018 Project Contingency		\$ 519,425.00			\$ 227,390.00	
2019 Project Contingency		\$ (350,000.00)			\$ (1,900,000.00)	
2020 Project Contingency		\$ (125,000.00)			\$ 1,000,000.00	
2021 Project Contingency		\$ -			\$ -	
2022 Project Contingency		\$ -			\$ -	

Bond Budgets by Bldg and Category.xlsx

	ORIGINAL		REVISED	ORIGINAL		REVISED
	Infrastructure	Contingency	Infrastructure	Bond Issue/ District Costs	Contingency	Bond Issue/ District Costs
	Improvements	Infrastructure	Improvements		Bond Issue/District	District Costs
Brookwood Elementary	\$ -	\$ 3,500.00	\$ 3,500.00	\$ -	\$ -	\$ -
New ES #28 - Atfalati Ridge	\$ -	\$ (1,500,000.00)	\$ (1,500,000.00)	\$ -	\$ -	\$ -
New ES #29 - South Hillsboro	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Butternut Creek Elementary	\$ 1,292,359.00	\$ 54,500.00	\$ 1,346,859.00	\$ -	\$ -	\$ -
Eastwood Elementary	\$ 1,074,005.00	\$ 1,513,640.00	\$ 2,587,645.00	\$ -	\$ -	\$ -
Farmington View Elementary	\$ 1,276,277.00	\$ 1,057,500.00	\$ 2,333,777.00	\$ -	\$ -	\$ -
Free Orchards Elementary	\$ -	\$ 19,000.00	\$ 19,000.00	\$ -	\$ -	\$ -
Groner Elementary	\$ 298,769.00	\$ 258,500.00	\$ 557,269.00	\$ -	\$ -	\$ -
Imlay Elementary	\$ 116,885.00	\$ 136,685.00	\$ 253,570.00	\$ -	\$ -	\$ -
Indian Hills Elementary	\$ 1,134,256.00	\$ 703,000.00	\$ 1,837,256.00	\$ -	\$ -	\$ -
Jackson Elementary	\$ -	\$ 49,000.00	\$ 49,000.00	\$ -	\$ -	\$ -
Ladd Acres Elementary	\$ 2,180,514.00	\$ 2,464,839.00	\$ 4,645,353.00	\$ -	\$ -	\$ -
Lenox Elementary	\$ 2,368,202.00	\$ -	\$ 2,368,202.00	\$ -	\$ -	\$ -
Lincoln Street Elementary	\$ -	\$ 89,500.00	\$ 89,500.00	\$ -	\$ -	\$ -
McKinney Elementary	\$ 70,628.00	\$ 991,000.00	\$ 1,061,628.00	\$ -	\$ -	\$ -
Minter Bridge Elementary	\$ 167,852.00	\$ 181,762.00	\$ 349,614.00	\$ -	\$ -	\$ -
Mooberry Elementary	\$ 1,930,143.00	\$ 2,322,714.00	\$ 4,252,857.00	\$ -	\$ -	\$ -
North Plains Elementary	\$ 1,042,700.00	\$ 576,726.00	\$ 1,619,426.00	\$ -	\$ -	\$ -
Orenco Elementary	\$ 57,302.00	\$ 7,000.00	\$ 64,302.00	\$ -	\$ -	\$ -
Patterson Elementary	\$ 57,302.00	\$ 7,000.00	\$ 64,302.00	\$ -	\$ -	\$ -
Quatama Elementary	\$ -	\$ 19,000.00	\$ 19,000.00	\$ -	\$ -	\$ -
Reedville Elementary	\$ 1,794,333.00	\$ 3,063,500.00	\$ 4,857,833.00	\$ -	\$ -	\$ -
Rosedale Elementary	\$ 60,799.00	\$ 15,000.00	\$ 75,799.00	\$ -	\$ -	\$ -
Tobias Elementary	\$ 1,503,698.00	\$ (241,000.00)	\$ 1,262,698.00	\$ -	\$ -	\$ -
West Union Elementary	\$ 1,279,619.00	\$ 1,230,000.00	\$ 2,509,619.00	\$ -	\$ -	\$ -
Witch Hazel Elementary	\$ 134,128.00	\$ 14,000.00	\$ 148,128.00	\$ -	\$ -	\$ -
WL Henry Elementary	\$ 3,052,841.00	\$ 9,000.00	\$ 3,061,841.00	\$ -	\$ -	\$ -
Brown Middle	\$ 6,188,119.00	\$ 6,887,507.00	\$ 13,075,626.00	\$ -	\$ -	\$ -
Evergreen Middle	\$ 3,402,020.00	\$ (2,591,230.00)	\$ 810,790.00	\$ -	\$ -	\$ -
Poynter Middle	\$ 7,762,346.00	\$ 159,000.00	\$ 7,921,346.00	\$ -	\$ -	\$ -
South Meadows Middle	\$ 280,668.00	\$ 28,000.00	\$ 308,668.00	\$ -	\$ -	\$ -
Century High	\$ 6,325,384.00	\$ 1,122,117.00	\$ 7,447,501.00	\$ -	\$ -	\$ -
Glencoe High	\$ 5,840,730.00	\$ 7,894,891.00	\$ 13,735,621.00	\$ -	\$ -	\$ -
Hillsboro High	\$ 6,544,534.00	\$ 7,800,729.00	\$ 14,345,263.00	\$ -	\$ -	\$ -
Liberty High	\$ 4,561,299.00	\$ 1,407,473.00	\$ 5,968,772.00	\$ -	\$ -	\$ -
Miller Big Picture	\$ 1,999,372.00	\$ (1,926,000.00)	\$ 73,372.00	\$ -	\$ -	\$ -
Pathways Center	\$ -	\$ 2,281,250.00	\$ 2,281,250.00	\$ -	\$ -	\$ -
Miller East	\$ 972,409.00	\$ (961,594.00)	\$ 10,815.00	\$ -	\$ -	\$ -
Peter Boscow	\$ 615,953.00	\$ (57,865.00)	\$ 558,088.00	\$ -	\$ -	\$ -
Transportation - Existing Building	\$ 1,417,063.00	\$ (226,762.00)	\$ 1,190,301.00	\$ -	\$ -	\$ -
Satellite Transportation/Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administration Center	\$ -	\$ 25,000.00	\$ 25,000.00	\$ -	\$ -	\$ -
Hare Field	\$ 59,904.00	\$ 63,500.00	\$ 123,404.00	\$ -	\$ -	\$ -
Facilities	\$ -	\$ 2,387,193.00	\$ 2,387,193.00	\$ -	\$ -	\$ -
District Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bond Issuance Costs	\$ -	\$ -	\$ -	\$ 5,859,998.00	\$ (2,275,000.00)	\$ 3,584,998.00
District Costs	\$ -	\$ -	\$ -	\$ 11,473,470.00	\$ 1,400,000.00	\$ 12,873,470.00
Energy Measure Rebates & Incentives	\$ (4,300,000.00)	\$ 4,300,000.00	\$ -	\$ -	\$ -	\$ -
Curriculum Adoption	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District Tech Plan Device Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Property Purchase	\$ -	\$ 2,000,000.00	\$ 2,000,000.00	\$ -	\$ -	\$ -
	\$ 62,562,413.00	\$ 43,638,575.00	\$ 106,200,988.00	\$ 17,333,468.00	\$ (875,000.00)	\$ 16,458,468.00
2018 Project Contingency		\$ 2,866,402.00			\$ (875,000.00)	
2019 Project Contingency		\$ 31,147,085.00			\$ -	
2020 Project Contingency		\$ 3,525,088.00			\$ -	
2021 Project Contingency		\$ 3,100,000.00			\$ -	
2022 Project Contingency		\$ 3,000,000.00			\$ -	

	ORIGINAL		REVISED
		Contingency	
	TOTALS	Transfer	Budget
Brookwood Elementary	\$ 41,993,410.00	\$ (3,996,500.00)	\$ 37,996,910.00
New ES #28 - Atfalati Ridge	\$ 38,587,500.00	\$ (1,500,000.00)	\$ 37,087,500.00
New ES #29 - South Hillsboro	\$ 38,587,500.00	\$ -	\$ 38,587,500.00
Butternut Creek Elementary	\$ 4,210,372.00	\$ 1,435,582.00	\$ 5,645,954.00
Eastwood Elementary	\$ 7,486,731.00	\$ 3,792,406.00	\$ 11,279,137.00
Farmington View Elementary	\$ 4,408,609.00	\$ 1,640,098.00	\$ 6,048,707.00
Free Orchards Elementary	\$ 741,281.00	\$ 313,985.00	\$ 1,055,266.00
Groner Elementary	\$ 3,224,743.00	\$ 254,764.00	\$ 3,479,507.00
Imlay Elementary	\$ 1,162,820.00	\$ 328,669.00	\$ 1,491,489.00
Indian Hills Elementary	\$ 2,771,094.00	\$ 2,844,705.00	\$ 5,615,799.00
Jackson Elementary	\$ 5,563,950.00	\$ 2,884,221.00	\$ 8,448,171.00
Ladd Acres Elementary	\$ 7,610,462.00	\$ 5,800,550.00	\$ 13,411,012.00
Lenox Elementary	\$ 5,370,592.00	\$ 1,136,038.00	\$ 6,506,630.00
Lincoln Street Elementary	\$ 886,499.00	\$ 355,154.00	\$ 1,241,653.00
McKinney Elementary	\$ 6,443,367.00	\$ 4,146,804.00	\$ 10,590,171.00
Minter Bridge Elementary	\$ 6,813,252.00	\$ 1,687,942.00	\$ 8,501,194.00
Mooberry Elementary	\$ 7,105,088.00	\$ 5,837,370.00	\$ 12,942,458.00
North Plains Elementary	\$ 6,969,599.00	\$ 4,948,227.00	\$ 11,917,826.00
Orenco Elementary	\$ 1,099,528.00	\$ 228,775.00	\$ 1,328,303.00
Patterson Elementary	\$ 975,909.00	\$ 171,700.00	\$ 1,147,609.00
Quatama Elementary	\$ 860,658.00	\$ 202,852.00	\$ 1,063,510.00
Reedville Elementary	\$ 8,045,981.00	\$ 4,092,812.00	\$ 12,138,793.00
Rosedale Elementary	\$ 856,329.00	\$ 145,775.00	\$ 1,002,104.00
Tobias Elementary	\$ 2,661,230.00	\$ 292,055.00	\$ 2,953,285.00
West Union Elementary	\$ 3,629,108.00	\$ 1,353,843.00	\$ 4,982,951.00
Witch Hazel Elementary	\$ 1,095,965.00	\$ 103,945.00	\$ 1,199,910.00
WL Henry Elementary	\$ 9,082,733.00	\$ 2,522,639.00	\$ 11,605,372.00
Brown Middle	\$ 9,907,138.00	\$ 7,180,995.00	\$ 17,088,133.00
Evergreen Middle	\$ 25,130,885.00	\$ (2,504,873.00)	\$ 22,626,012.00
Poynter Middle	\$ 20,394,649.00	\$ (1,357,350.00)	\$ 19,037,299.00
South Meadows Middle	\$ 1,424,729.00	\$ 513,000.00	\$ 1,937,729.00
Century High	\$ 11,217,350.00	\$ 1,611,644.00	\$ 12,828,994.00
Glencoe High	\$ 31,311,909.00	\$ 11,347,908.00	\$ 42,659,817.00
Hillsboro High	\$ 27,222,400.00	\$ 8,881,763.00	\$ 36,104,163.00
Liberty High	\$ 6,861,669.00	\$ 2,299,751.00	\$ 9,161,420.00
Miller Big Picture	\$ 6,126,277.00	\$ (2,081,000.00)	\$ 4,045,277.00
Pathways Center	\$ -	\$ 2,386,250.00	\$ 2,386,250.00
Miller East	\$ 1,546,174.00	\$ (1,410,151.00)	\$ 136,023.00
Peter Boscow	\$ 1,394,614.00	\$ 463,000.00	\$ 1,857,614.00
Transportation - Existing Building	\$ 1,417,063.00	\$ (226,762.00)	\$ 1,190,301.00
Satellite Transportation/Maintenance	\$ 16,352,831.00	\$ 2,977,390.00	\$ 19,330,221.00
Administration Center	\$ 322,963.00	\$ 575,000.00	\$ 897,963.00
Hare Field	\$ 59,904.00	\$ 63,500.00	\$ 123,404.00
Facilities	\$ 99,167.00	\$ 2,387,193.00	\$ 2,486,360.00
District Technology	\$ 15,932,500.00	\$ 2,500,000.00	\$ 18,432,500.00
Bond Issuance Costs	\$ 5,859,998.00	\$ (2,275,000.00)	\$ 3,584,998.00
District Costs	\$ 11,473,470.00	\$ 1,400,000.00	\$ 12,873,470.00
Energy Measure Rebates & Incentives	\$ (4,300,000.00)	\$ 4,300,000.00	\$ -
Curriculum Adoption	\$ -	\$ 2,600,000.00	\$ 2,600,000.00
District Tech Plan Device Purchase	\$ -	\$ 7,000,000.00	\$ 7,000,000.00
Property Purchase	\$ -	\$ 2,000,000.00	\$ 2,000,000.00
	\$ 408,000,000.00	\$ 91,656,669.00	\$ 499,656,669.00
2018 Project Contingency		\$ 6,367,405.00	
2019 Project Contingency		\$ 42,643,190.00	
2020 Project Contingency		\$ 33,065,074.00	
2021 Project Contingency		\$ 6,581,000.00	
2022 Project Contingency		\$ 3,000,000.00	

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

October 27, 2020

District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

1. WORK SESSION

<u>Board Present:</u>	<u>Staff Present:</u>
Erika Lopez, Chair	Mike Scott, Superintendent
Martin Granum, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen	Dayle Spitzer, Assistant Superintendent, School Performance
See Eun Kim	Beth Graser, Chief Communications Officer
Yadira Martinez	Kona Lew-Williams, Chief Human Resources Officer
Jaci Spross	Michelle Morrison, Chief Financial Officer
Mark Watson	Casey Waletich, Chief Operations Officer
	Jordan Beveridge, Chief Information Technology Officer
<u>Student Representatives Present:</u>	Olga Acuña, Director of Federal Programs
Ilhaam Ikramullah	Elaine Fox, Executive Director of Student Services
Devlin Knill	Saideh Haghighi, Director of Equity and Human Resources
Mya Smith	Audrea Neville, Executive Director of Schools
	Francesca Sinapi, Executive Director of Schools
	Justin Arey, Web Specialist/Designer
	Rose Roman, Executive Assistant to the Board
	Corina Soriano, Technology Support

Board Chair Erika Lopez called the meeting to order at 5:15 PM

- A. Equity Professional Development
Saideh Haghighi and Francesca Sinapi presented a student video, led a Jamboard to ask for definitions of key terms, and defined key terms.
- B. Community Curriculum Advisory Committee Selection Process
Assistant Superintendent Travis Reiman introduced the selection process. Danny Adzima, Tom Hughes, Lauren Stillman, Isuru Salpitikorala, Christina Stephenson introduced themselves. Board members voted on their selections.
- C. Black Village Family Advisory Committee
Assistant Superintendent Travis Reiman introduced the topic and Principal John Allen discussed the creation and evolution of the Black Village Family Advisory Committee (BVFAC). Chair Anna Woiwor-Bradley, Jahmai Cherry, Jelana Canfield, David Steinhauer, and Nancy Thomas introduced themselves to the Board. Anna Woiwor-Bradley explained the committee’s name. BVFAC members discussed SROs from the perspective of the committee. Superintendent Mike Scott thanked the BVFAC members for their feedback.
- D. Budget Committee Selection Process
Chief Financial Officer Michelle Morrison explained that the Budget Committee deadline has been extended a second time to recruit a diverse slate of candidates.

- E. Recess Board Meeting
Board Chair Erika Lopez recessed at 6:57 PM.

a. **REGULAR SESSION**

<u>Board Present:</u>	<u>Staff Present:</u>
Erika Lopez, Chair	Mike Scott, Superintendent
Martin Granum, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen	Dayle Spitzer, Assistant Superintendent, School Performance
See Eun Kim	Beth Graser, Chief Communications Officer
Yadira Martinez	Kona Lew-Williams, Chief Human Resources Officer
Jaci Spross	Michelle Morrison, Chief Financial Officer
Mark Watson	Adam Stewart, Capital Projects Officer
	Casey Waletich, Chief Operations Officer
<u>Student Representatives Present:</u>	Jordan Beveridge, Chief Information Technology Officer
Ilhaam Ikramullah	Olga Acuña, Director of Federal Programs
Devlin Knill	Elaine Fox, Executive Director of Student Services
Mya Smith	Saideh Haghighi, Director of Equity and Human Resources
	Audrea Neville, Executive Director of Schools
	Francesca Sinapi, Executive Director of Schools
	Justin Arey, Web Specialist/Designer
	Rose Roman, Executive Assistant to the Board
	Corina Soriano, Tech Support

- A. Call to Order and Flag Salute
Board Chair Erika Lopez reconvened the meeting at 7:01 PM and led the Pledge of Allegiance.
- B. Proclamations
Director See Eun Kim read the Native American Heritage Month Proclamation, Director Mark Watson read the American Education Week Proclamation, and Director Jaci Spross read the National Education Support Professionals Day Proclamation.
- C. Approval of Agenda
Director Jaci Spross MOVED, SECONDED by Director Martin Granum, to approve the agenda as printed.

The MOTION CARRIED (7-0).
- D. Consent Agenda
Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.

Director Jaci Spross asked for clarification on BDDH and BDDH-AR.

Director Lisa Allen MOVED, SECONDED by Director Mark Watson, to approve the Consent Agenda as printed. The MOTION CARRIED (7-0).

Consent Agenda items were as follows:

1. Approve Minutes of September 8, 2020, Board meeting
2. Approve Minutes of September 22, 2020, Board meeting
3. Approve Minutes of October 13, 2020, Board meeting
4. Approve Routine Personnel Matters
5. Approve Policies A-B, E
 - a. A/B: Board Governance and Operations
 - 1) BBF: Board Member Standards of Conduct
 - 2) BDDH: Public Comment at Board Meetings
 - 3) BDDH-AR: Public Comment at Board Meetings
 - b. E: Support Services
 - 1) ECACB: Use of Drones on District Property
 - 2) EEA: Student Transportation Services

- E. Recess Board Meeting; Convene Meeting of the Local Contract Review Board (LCRB)

Chair Erika Lopez adjourned the Board meeting and convened the meeting of the LCRB at 7:08 PM.

- F. Local Contractors Review Board: Review Findings of Fact for Use of a Construction Manager/General Contractor (CM/GC) for Construction of Interior Renovations, Upgrades to Mechanical, Electrical and Plumbing Systems, and Site Improvements at Farmington View Elementary School

Capital Projects Officer Adam Stewart discussed the findings of fact.

Director Martin Granum MOVED, SECONDED by Director See Eun Kim, that 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 Manager/General Contractor process for interior renovations, upgrades to mechanical, electrical and plumbing systems, and site improvements at Farmington View Elementary School.

The MOTION CARRIED (7-0).

No further discussion took place.

- G. Local Contractors Review Board: Review and Approve Findings of Fact for Special Procurements and Exception from Competitive Bidding, and Authorize a Specific Sole Source Procurement

Chief Technology Officer Jordan Beveridge / Chief Financial Officer Michelle Morrison

Director Mark Watson MOVED, SECONDED by Director Martin Granum, that the Board of Directors, acting in the capacity of the Local Contract Review Board, approve the sole source procurement and Exemptions from Competitive Bidding, and authorize the purchase of Google Voice and G Suite for Education Enterprise Licenses from AmplifiedIT.

The MOTION CARRIED (7-0).

Chair Erika Lopez asked if reimbursement is available, Chief Financial Officer Michelle Morrison explained that it is not a reimbursable expense.

H. Adjourn Local Contract Review Board Meeting

Board Chair Erika Lopez adjourned to LCRB meeting at 7:15 PM

I. Audience Time

One audience member requested to address the Board regarding the following non-agenda items.

Erin Wardell submitted a comment regarding returning to in-person learning and opening school grounds.

J. Reports and Discussions

1. October 1st Enrollment

Chief Human Resources Officer Kona Lew-Williams explained the current enrollment numbers and how that compares to other districts around the state and nation. Capital Projects Officer Adam spoke to demographic reporting and boundary adjustments. Chief Financial Officer Michelle Morrison spoke on enrollment projections versus actuals as compared to other districts. Board members asked clarifying questions. Superintendent Mike Scott thanked the HR Department for their efforts as enrollment adjusts.

2. Financial Report (see written report)

Chief Financial Officer Michelle Morrison shared information from the Financial Report and offered to answer any questions. Director Martin Granum thanked Employee Benefits Supervisor Lynette Coffman from the Business Office for the work on PERS. Mark Watson inquired on bus driver hiring and Chief Operations Officer Casey Waletich explained the current need and hiring process.

3. Fall 2020 Update

Assistant Superintendent Travis Reiman discussed current plans for return to limited in-person instruction, assessment and coaching camp. Chief Operations Officer Casey Waletich spoke on the plans to return to athletics and activities. Board members asked clarifying questions

4. School Resource Officer Update

Assistant Superintendent Dayle Spitzer discussed the data from the recently completed student SRO survey. Board members asked clarifying questions. Director of Federal Programs Olga Acuña discussed District translation services. Superintendent Mike Scott discussed working with the Hillsboro Police Department and the Washington County Sheriffs Office on what they need for translation. Chair Erika Lopez discussed what the Hillsboro School District can do to create consistency regarding SROs in schools.

K. Action Items

1. Facilities Naming Process

Superintendent Mike Scott thanked Casey Waletich and the Facilities Naming Committee for their work, thanked David from the Grand Ronde Tribe for his presentation, Daria for sharing the Native American PAC feedback, and pointed the

Director Yadira Martinez MOVED, SECONDED by Director Martin Granum, that the Board of Directors approve its selection of Atfalati Ridge as the name for ES28, currently being constructed in North Plains.

The MOTION CARRIED (6-1). Erika Lopez, Martin Granum, Lisa Allen, See Eun Kim, Yadira Martinez, and Mark Watson vote yes. Jaci Spross voted no.

Director Jaci Spross reiterated her lack of support for naming a school after a person or group people.

2. Adopt Board Goals

Superintendent Mike Scott presented the Board Goals.

Director Lisa Allen MOVED, SECONDED by Director Jaci Spross, that the Board of Directors adopt their goals for the 2020-2021 school year.

The MOTION CARRIED (7-0).

No further discussion took place.

3. Notice of Intent to Purchase

Chief Technology Officer Jordan Beveridge and Chief Financial Officer Michelle Morrison

Director Mark Watson MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors acknowledge the Notice of Intent to Purchase by use of a cooperative purchasing agreement, under the authority of the State of Oregon (ORS 279A.215 Permissive Cooperative Procurements).

The MOTION CARRIED (7-0).

No further discussion took place.

4. Appoint CCAC Members

Assistant Superintendent Travis Reiman presented the candidates with the highest vote totals.

Director Jaci Spross MOVED, SECONDED by Director Lisa Allen, I move that the Board of Directors appoint the slate of candidates identified during this evening's work session to the open positions on the CCAC, as follows:

Tom Hughes
Lauren Stillman
Isuru Salpitikorala
Christina Stephenson

Patrick Maguire
Emily Gothard
Gary Jones
Danny Adzima

The MOTION CARRIED (7-0).

Vice Chair Martin Granum thanked all the candidates.

5. Accept Gifts and Donation

Chief Financial Officer Michelle Morrison explained that no donations were received over \$5000 during the month of September.

L. Policies First Read

Superintendent Mike Scott presented the policies for first reading.

1. I: Instruction

a. IGBAH AR: Special Education - Evaluation and Eligibility Procedures

2. J: Students

a. JEA: Compulsory Attendance

b. JECA: Admission of Resident Students

c. JGE: Expulsion

d. JHCC: Communicable Diseases - Student

e. JHCC-AR: Communicable Diseases - Student

f. JHCD/JHCDA: Medications

g. JHCD/JHCDA-AR: Medications

No further discussion took place.

M. HCU / HEA Reports

HCU president Melody Hansen thanked the Hillsboro School District for keeping Classified Staff working during CDL and thanked the Classified Staff for their work. HEA President Jill Golay expressed thanks to the Human Resources department and discussed the continued process of bargaining.

N. Discussion Time

1) Student Representatives' Time

Devlin Knill – Glad that we did the survey and for student involvement.

Mya Smith – Thankful the discussion and thanked the Black Village Family committee.

2) Superintendent's Time

Superintendent Mike Scott thanked Saideh Haghighi, Director of Equity and Human Resources and Francesca Sinapi, Executive Director of Schools for the Equity professional development, thanked the BVFAC for their discussion, and thanked staff for their presentation and information.

3) Board of Directors' Time

Director Jaci Spross – appreciated the speakers, cabinet, teaching and classified staff.

Director Lisa Allen – thanked staff, and cabinet members.

Director Mark Watson - thanked staff, cabinet, expressed appreciation for the equity professional development.

Vice Chair Martin Granum – attended the HSD Faith Luncheon, and expressed appreciation for the event.

Director See Eun Kim – expressed appreciation for not rushing through the SRO discussion, and appreciates the work by staff and the community for participating in feedback and surveys. Looking forward to the joint meeting with the Hillsboro City Council.

Director Yadira Martinez – expressed appreciation for the presentations today, hearing from the BVFAC.

Chair Erika Lopez inquired about the comments taken from the SRO survey to insure that we are addressing concerns, and shared her desire for HSD to have plans to work on to share at the Joint meeting with the City of Hillsboro Council. She also shared that she is thankful for the equity professional development journey and thanked Director of Federal Programs Olga Acuna for her committee work.

O. Adjourn Meeting

Chair Erika Lopez adjourned the meeting at 9:04 PM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

November 19, 2020

Virtual Meeting

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

Jordan Beveridge, Chief Information Technology Officer

Student Representatives Present:

Devlin Knill

Mya Smith

Ilhaam Ikramullah

Olga Acuña, Director of Federal Programs

Elaine Fox, Executive Director of Student Services

Saideh Haghighi, Director of Equity and Human Resources

Audrea Neville, Executive Director of Schools

Francesca Sinapi, Executive Director of Schools

Rose Roman, Executive Assistant to the Board of Directors

Justin Arey, Web Specialist/Designer

Kelli Waibel, Tech Support

1. **Work Session**

A. Call to Order

Erika Lopez called the work session to order at 5:15 PM.

B. Reopening Discussion

Superintendent Mike Scott shared the priorities for serving student in 2020-21: bring as many students back to in-person instruction and activities as soon as public health metrics allow, bring our most vulnerable students back first (as determined by staff feedback, and data), Prioritize equity, Focus first on student safety and wellness, followed by social-emotional supports and instruction, Implement health and safety protocols with fidelity once in-person learning resumes. Assistant Superintendent Travis Reiman and Assistant Superintendent Dayle Spitzer also shared three HSD recommendations: 1) Grades 3-12 remain in Comprehensive Distance Learning through the end of Semester 1 (January 28, 2021). 2) Continue preparing for the possibility of students in grades PreK-2 returning to in-person learning in mid-January. If Washington County metrics and the calendar (holidays and natural breaks) allow If this is a possibility, it will be communicated to staff and families no later than mid-December 2020. 3) Increase the number of students participating in Limited In-Person Instruction (LIPI) according to established criteria until we return K-12. Chief Operations Officer Casey Waletich provided an update on athletics and activities start dates.

2. Action Items

A. Return to In-Person Learning

Director Mark Watson MOVED, SECONDED by Director Lisa Allen, that the Board of Directors adopt the recommendations that have been outlined this evening.

The MOTION CARRIED (7-0).

3. Adjourn Meeting

The meeting recessed at 6:44 PM.

HILLSBORO SCHOOL DISTRICT 1J
November 17, 2020
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

- A. Approve the employment of the following licensed personnel in the 2020-21 school year:

Sarah Astenius

Education: MA – Concordia University, Irvine, CA
Experience: None
Assignment: 1.0 FTE Behavior Specialist – Groner K- 8

Connor Dunham

Education: BA – University of Oregon, Eugene, OR
Experience: None
Assignment: 0.625 FTE Mathematica teacher – Hillsboro High School

Hannah Hange

Education: MA – Kent State University, Kent, OH
Experience: 8 years
Assignment: 0.4 FTE Speech Language-Pathologist – Minter Bridge Elementary/ Hillsboro High School

Hannah Hohbach

Education: BA – Oregon State University, Corvallis, OR
Experience: None
Assignment: 0.5 FTE 5th/6th Grade Teacher – Hillsboro Online Academy

Kayla Stevens

Education: BA – Western Oregon University, Monmouth, OR
Experience: None
Assignment: 0.4 FTE Speech Language-Pathologist – Minter Bridge Elementary/ Hillsboro High School

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

Malinda Teague

Education: MA – Concordia University, Portland, OR
Experience: 2 years
Assignment: 0.7 FTE Classroom Teacher – Eastwood Elementary School

HILLSBORO SCHOOL DISTRICT 1J
November 17, 2020
2018-19 OREGON ENGLISH LANGUAGE LEARNER REPORT

SITUATION

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

RECOMMENDATION

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

English Language Learners in Oregon

Annual Report 2018-19

June 2020



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Acknowledgements

Informed Decisions Research, LLC

Theresa Deussen, Principal

Office of the Director

Mary Martinez-Wenzl, Senior Advisor

Office of Child Nutrition, Research, Accountability, Fingerprinting, and Transportation

Brian Reeder, Assistant Superintendent, Research Team

Josh Rew, Psychometrician, Accountability Team

Office of Equity, Diversity, and Inclusion

Taffy Carlisle, Education Program Specialist

Executive Summary

ORS 327.016 directs the Oregon Department of Education to prepare an annual report on English language learner program funding and student outcomes. The report is designed to describe the population of English Learners and to summarize state- and district-level progress in meeting the needs and objectives of students in English language learner programs. This report is also available on the [ODE website](#). Any member of the public can contact the Government Relations & External Affairs Director for copy of the report.

English Learners in Oregon's K-12 schools

As of May 1, 2019, there were 102,786 students (about 18 percent of all Oregon students) who had direct experience with the state's English learner programs, as current or former English Learners (ELs). Within this student population, there was tremendous diversity in their lived experiences, and in the cultural and linguistic assets they brought to their schools and districts.

About half of those students (51,122 or 8.9 percent of all Oregon students) were classified as **current ELs**, meaning they were still developing their proficiency in English. A similar number (51,664 or 9.0 percent of Oregon students) were classified as **former ELs**, students who were at one time classified as current ELs, but had developed proficiency in English.

ELs were not distributed equally across Oregon school districts. The district with the highest percentage (Woodburn) had 32.5 percent of its students classified as current ELs. In contrast, more than two-thirds of districts either had no ELs at all or had fewer than 5 percent.

Other key features of the EL student population included:

- Most current ELs were in the elementary grades.
- The number of recently arrived ELs (new immigrant students) dropped in both 2017-18 and 2018-19, compared to the previous year.
- Spanish was by far the predominant home language of current ELs (spoken by 79 percent of them), but overall there were 165 unique languages spoken.
- About three-quarters (76 percent) of current ELs were Latino/a/x, and about one quarter (28.7 percent) of Latino/a/x students were current ELs. Nearly the same percentage of Pacific Islander students (27.9 percent) were current ELs.

Participation in targeted programs

The report also looked at the involvement of ELs in targeted federal and state programs: free or reduced-price lunch, special education, Migrant Education, and the Talented and Gifted program.

Key findings included:

- A higher percentage of both current and former ELs received free or reduced-price lunch, compared to students who were never classified as English Learners (never ELs)

English Language Learners in Oregon

- A higher percentage of current ELs received special education services compared to never ELs. However, when current and former ELs are combined into the ever EL group, the difference between ever ELs and never ELs almost entirely disappeared.
- Almost 15 percent of current ELs are also served in the Migrant Education program, more than half of these concentrated in just 11 school districts.
- While across the state 7.6 percent of never ELs were identified as Talented and Gifted, this figure was 5.9 percent for former ELs and just 0.5 percent for current ELs.

Progress Toward English Proficiency

For the past three years, Oregon has tracked whether or not current ELs were on-track to reach English proficiency within seven years. About two-thirds of current ELs (66%) in elementary school were consistently on-track over the past three years. In contrast, current ELs in middle or high school were much less likely to be on-track; these were the students who struggled most to develop proficiency in English.

Student Academic Outcomes in English Language Arts and Mathematics

On state assessments of English language arts, former ELs performed similarly to never ELs in elementary and middle school and somewhat below never ELs in high school. Few current ELs, who were still developing their English proficiency, met state standards.

In math, a smaller percentage of former ELs performed below never ELs, especially in middle and high school, while few current ELs met or exceeded state standards

Attendance

Among elementary students, former ELs had the highest levels of regular attendance, regularly at least 5 percent higher than the rates for never ELs. Current ELs had regular attendance rates similar to but slightly below those of never ELs.

Among middle and high school students, never ELs had the highest rates of attendance, and former ELs rates slightly below them. Attendance for current ELs was lower.

Graduation

Oregon collects data to determine whether students completing grade 9 are on-track to on-time graduation. In 2018-19, a higher percentage of former and never ELs in grade 9 were on-track to graduation, compared to current ELs.

When it comes to graduating in four years, former ELs graduated at rates similar to or better than never ELs, while substantially fewer students who were still ELs in high school graduated in four years.

Post-secondary enrollment

Post-secondary enrollment rates for former ELs, that is, students who were once ELs but were reclassified in elementary and middle school, were very similar to those of never ELs; in both cases, about 60-64 percent of high school graduates enroll in college within 19 months of graduation.

In contrast, students who were still classified as ELs at any point in high school were much less likely to enroll in post-secondary education. About 45 percent of those students went on to college within 16 months of graduation, with some variation from one year to another over the past decade.

Instructional Programming for English Learners

Program models are different ways that ELs can receive instruction that helps them develop their English proficiency and also learn grade-level content. About 17 percent of ELs participated in bilingual or dual language programs in 2018-19. Most ELs (77.3%) of ELs participated in sheltered instruction programs, implying that they received all their instruction solely in English.

District revenues and expenditures

As in reports from previous years, this report summarizes the ratio of expenditures to revenues. In 2018-19 that ratio was 1.04, higher than it was in the previous four years for which this ratio was reported.

Introduction

In 2018-2019, English Learners, and students who used to be English Learners, made up more than 18 percent of all students in Oregon, K-12. They form a vital part of our student communities and bring a variety of cultural and linguistic assets that enrich our schools and districts.

This report describes this diverse population of students, examines their academic progress and achievement, and summarizes information about some key aspects of the education they receive in our state.

Why this report?

ORS 327.016 directs the Oregon Department of Education to prepare an annual report on English language learner program funding and student outcomes. The report is designed to summarize state- and district-level progress in meeting the needs and objectives of students in English language learner programs. Specific information to be included in each report is as follows:

- English language learner student demographics
- Length of participation in English learner programs
- Participation in special education and related services
- Other information identified by the department.

In addition, the annual report must include financial information, specifically about

- Allocations to each school district from the State School Fund for students enrolled in English language learner programs
- The extent to which these district allocations are expended for students in English language learner programs
- The categories of expenditures for English language learner program funding.

Each year's report looks back at the prior school year, which for this year is the 2018-19 school year. This report is made available on the Oregon Department of Education website, submitted to House and Senate Education Committees, and provided to district school boards. State law requires the report to be made available at the district's main office and on school district websites.

Structure of this report

This report is divided into six sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

Section 5: Instructional Programming for English Learners

Section 6: State Revenues and Expenditures for English Learners

Several aspects of this year's report differ from the reports issued in previous years. For example, where appropriate, this report provides comparisons to never ELs (students who have never been identified as English Learners). For the first time, it also includes information about instructional programs, that is, the way in which ELs are taught. Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve high percentages of certain types of students, such as students in Migrant Education or adolescent newcomers.

Section 1: Demographics of English Learners in Oregon in 2018-19

As of May 1, 2019, there were 102,786 students in Oregon who had direct experience with the state’s English learner programs, as current or former English Learners. Within this student population, there was tremendous diversity in their lived experiences, and in the cultural and linguistic assets they brought to their schools and districts.

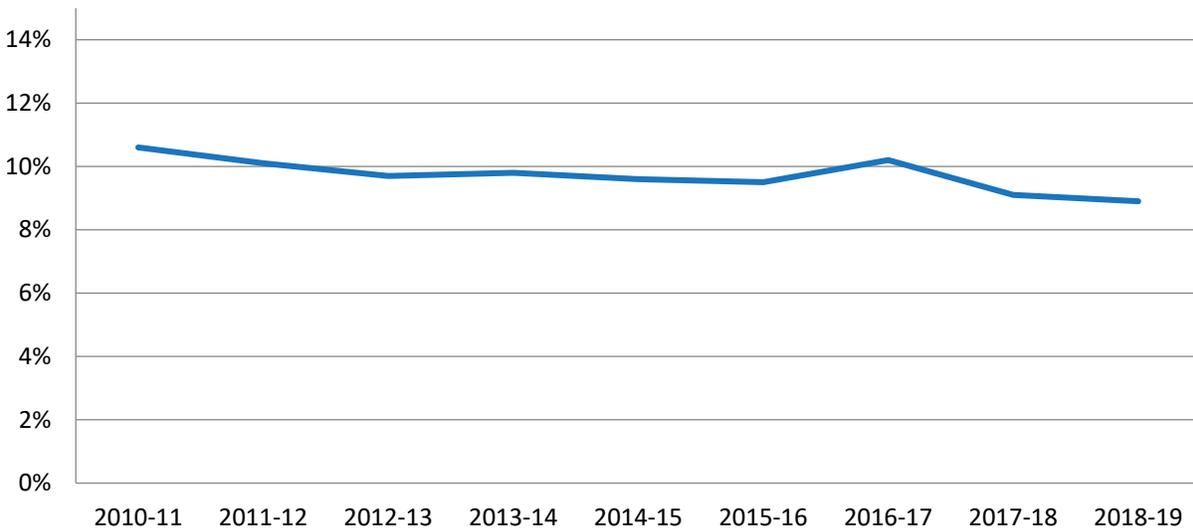
This section summarizes the demographics of Oregon’s English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

Current and Former English Learners

Current English Learners (ELs) are students who have limited English language proficiency either because English is not their native language or because they come from an environment where a language other than English has had a significant impact on their English proficiency.

In 2018-19, 51,122 of Oregon’s 575,195 K-12 students, or 8.9 percent, were classified as current ELs.¹ This is the lowest percentage of current ELs in the state over the past decade (Figure 1).

Figure 1. Percentage of all Oregon students who were current English Learners, 2010-11 to 2018-19



A similar number (51,664 or 9.0%) were classified as **former English Learners**. This simply means that these students were at one time classified as current ELs, but because they had developed proficiency in English, they were no longer eligible for services provided to ELs. Research does suggest, however, that former ELs

¹ This number, like other counts presented in the report, represents the number of current ELs enrolled in Oregon schools on the first school day in May, 2019. The total count of students can fluctuate from day to day, as students enroll in or leave schools. Using the first school day in May provides a consistent point of reference for the numbers in this report.

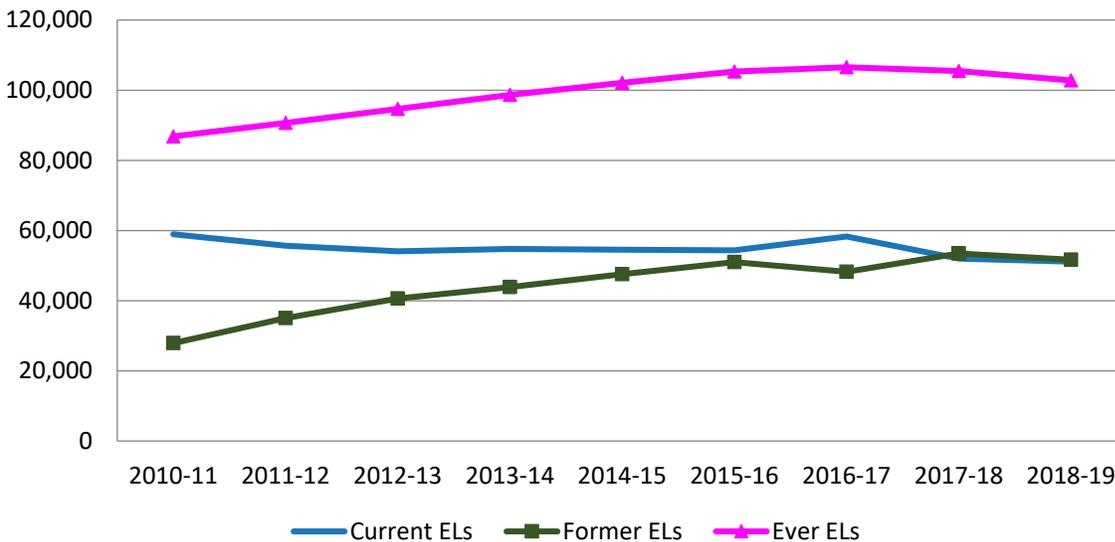
English Language Learners in Oregon

may still need support to develop high levels of proficiency in academic English, the English needed to be successful in school (de Jong 2004; Flores, Batalova & Fix, 2012).

To better understand the experiences and outcomes for ELs over time, it is useful to compare what are called **ever ELs** (a group comprised of both current and former ELs) to **never ELs** (students who have never been classified as English Learners. Without this type of comparison, it can be easy to underestimate the achievement of English Learners, who tend to perform at lower levels while still developing their English, but who, once proficient, often perform academically at significantly higher levels (Hopkins, Thompson, Linqunti, Hakuta & August, 2013). In 2018-19, 17.9 percent of Oregon students were ever ELs, while 82.1 percent were never ELs.

Figure 2 depicts the change in the number of current, former and never ELs in Oregon over the past decade.² In general, it depicts a growing population of ever ELs in the state, peaking in 2016-17 at 106,543 and declining slightly since then to 102,799 students.

Figure 2. Number of current, former, and ever ELs in Oregon, 2010-11 to 2018-19



² The count of former ELs was limited prior to 2012-13 and may still have contained some minor inaccuracies for a couple of years afterwards, so it is possible that the ratio of current to former ELs may have changed less than the graph suggests.

Characteristics of current English Learners in Oregon

Most current English Learners were in the elementary grades.

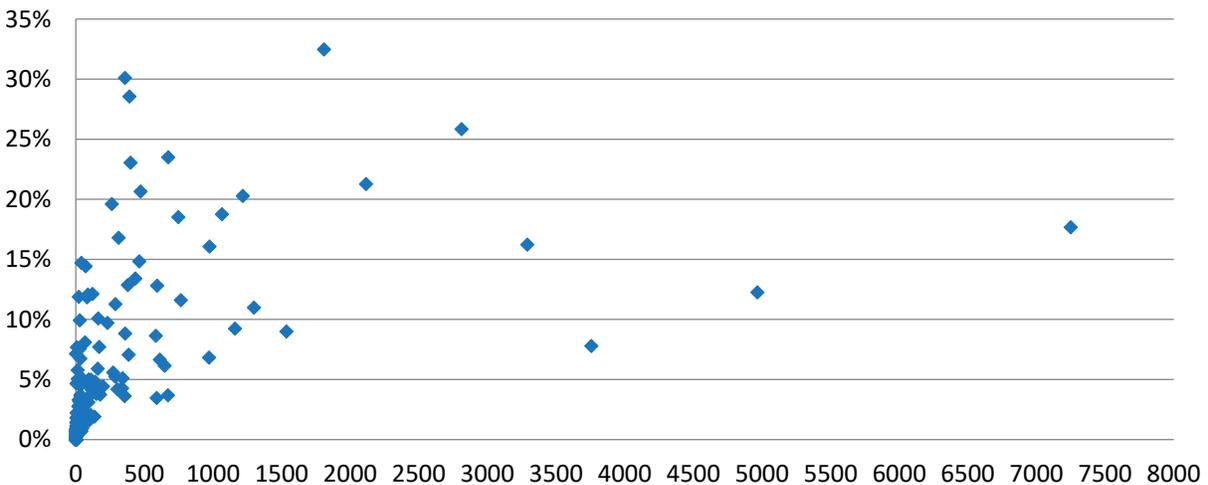
Although there were current ELs at every grade level, two-thirds of them (67.5%) were in kindergarten through fifth grade. Far fewer were in middle school (grades 6-8, 18.9%) or in high school (grades 9-12, 13.6%). This makes sense, given that most ELs develop proficiency in English by the end of elementary school.

English Learners were not evenly distributed across Oregon districts.

Oregon has 197 school districts. In 2018-19, 143 districts served current ELs, while 54 did not serve any. An additional 46 served between 1 to 19 current ELs, which means they have too few current to be identified for EL-specific improvement under state accountability guidelines.

Figure 3 provides a depiction of the distribution of current ELs across Oregon districts. The total number of current ELs in 2018-19 was plotted along the x axis. While most districts are clustered at the lefthand corner, with zero or few current ELs, there were six districts with more than 2,000 current ELs. As some of those districts were larger, however, even large populations of ELs might make up fewer than 10 or 15 percent of the student population (reflected by the y axis). Thus districts faced very different situations in terms of both the number of ELs they educated and/or the percentage of their student population who required EL services.

Figure 3. Scatterplot comparing the number of current ELs in individual districts with the percentage of all students in the district who were current ELs.



This variation can be seen as well in Table 1, which reports on the six districts with the highest numbers of current ELs (Salem-Keizer, Beaverton, Portland, Hillsboro, Reynolds, and David Douglas), as well as the six with the highest percentage of ELs (Woodburn, Nyssa, Umatilla, Reynolds, Jefferson County, and Milton-Freewater). Note that only Reynolds appears in both lists, and many of those districts with the highest percentage of ELs have comparatively small numbers of students.

Table 1. Districts with the highest number and percentage of current ELs, 2018-19

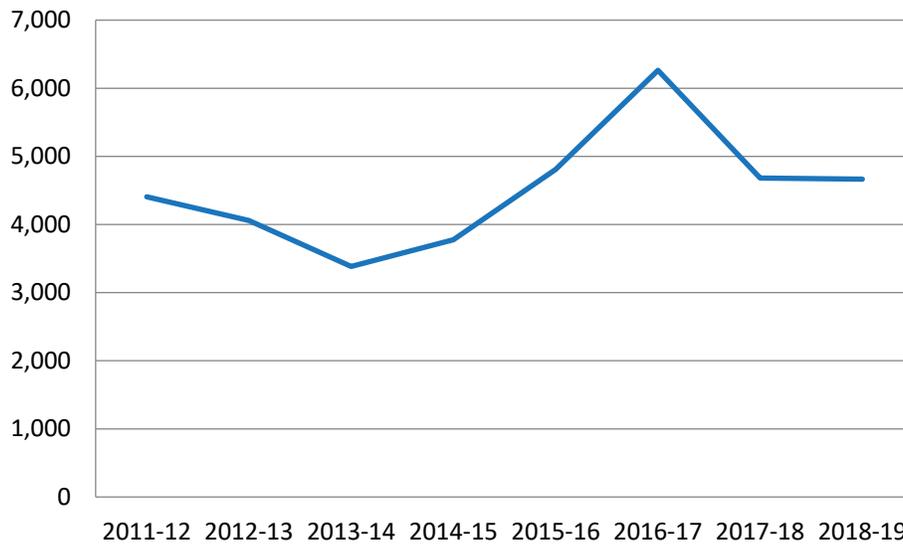
District Name	Number of Current ELs	Percentage of Current ELs
Salem-Keizer	7,249	17.7%
Beaverton	4,966	12.3%
Portland	3,756	7.8%
Hillsboro	3,290	16.2%
Reynolds	2,810	25.8%
David Douglas	2,114	21.3%
Woodburn	1,808	32.5%
Nyssa	358	30.1%
Umatilla	391	28.6%
Jefferson County	674	23.5%
Milton-Freewater	399	23.1%

The number of recent arrivers declined since 2016-17.

The term *recent arrivers* refers to students who were born outside of the U.S. and Puerto Rico and who have been educated in the U.S. for fewer than three cumulative years, that is, recent immigrants. They can be current, former or never ELs, but the majority are current ELs.

In 2018-19, 4,666 Oregon students were classified as recent arrivers. This number is very similar to the prior year’s count (4,683) but a sharp reduction from 2016-17 (6,263, see Figure 4.)

Figure 4. Number of recently arrived Oregon students, 2011-12 to 2018-19



Most recent arrivers (58.8%) were in the elementary grades, but 16.2 percent were in grades 6-8 and 24.9 percent were in high school. ELs who are recent arrivers in middle and high school generally face particularly big challenges, since they have to learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short & Fitzsimmons, 2007). Recent arrivers in the secondary grades are often called *adolescent newcomers*, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of adolescent newcomer ELs in 2018-19 was 1,921. Not all districts served many adolescent newcomers, but six Oregon districts each had at least 100 such students in 2018-19 (Table 2).

Table 2. Districts serving at least 100 adolescent newcomers (recently arrived ELs in middle or high school) in 2018-19

District	Number of Adolescent Newcomers (Recently Arrived ELs in Middle or High School)
Portland Public	263
Salem-Keizer	184
Beaverton	182
David Douglas	175
Reynolds	124
Hillsboro	100

In 2018-19, 884 ELs had experienced interruptions in their education.

Some current and former ELs had their education interrupted or received limited formal education before arriving in the U.S. school system. Often, these were immigrant or refugee students who had spent time in refugee camps or whose process of immigration to the U.S. prevented them from attending school for a time. These students are classified as ***Students with Limited or Interrupted Formal Education***, sometimes abbreviated as SIFE or SLIFE.

Students are counted as SLIFE students if they are

Immigrant students or ELs who enter school in the U.S. after grade two and

a – Have had at least two fewer years of schooling than their peers of the same age, and

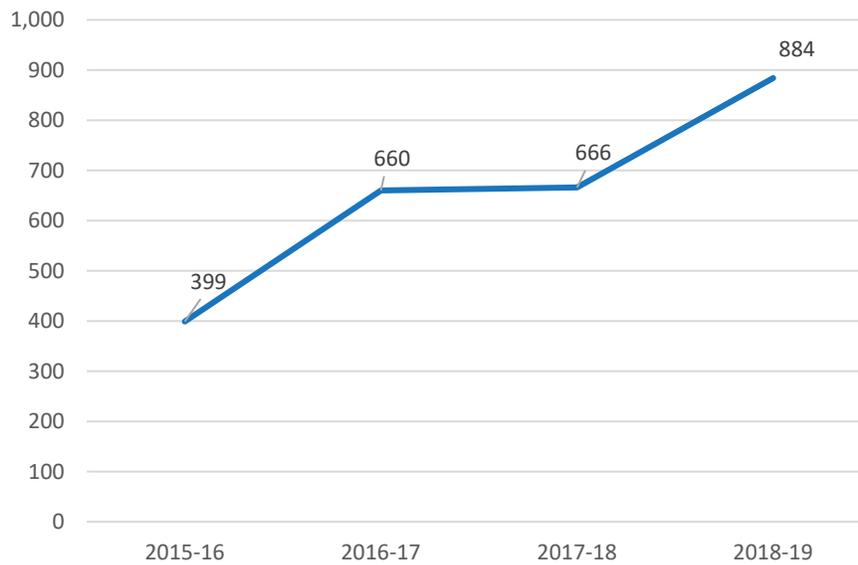
b – Function at least two years below their expected grade level in reading and in mathematics, and

c – May be preliterate in their native language.

SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE EL students without placing them in classes with younger students, since forming relationships with peers, including non-EL peers, is a factor that appears to improve academic outcomes (Browder 2014).

The state began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2018-19 school year, districts reported a total of 884 ELs with limited or interrupted formal education across Oregon (about 1.7% of all current ELs). As Figure 5 illustrates, the number of students with limited or interrupted formal education has increased each year since data were first collected in 2015-16. However, it is not clear whether that represents a genuine growth in the number of students or rather the improved ability of districts to collect and report the data to the state.

Figure 5. Number of current ELs with interrupted formal education, 2015-16 to 2018-19



Most students with limited or interrupted formal education were in high school (55.4%). Another 26.8 percent were in the middle school grades (grades 6-8), and only 17.7 percent were in the elementary grades.

The challenges involved in serving students with limited or interrupted formal education did not show up evenly across Oregon districts. Instead, ELs with limited or interrupted formal education were for the most part concentrated in a few districts. Twelve districts in the state, identified in Table 3, served at least 20 ELs with limited or interrupted formal education in 2018-19. These twelve districts alone served over 80 percent of all the SLIFE students in Oregon. Note that five of the six of the districts serving many adolescent newcomers (Table 2) also serve significant numbers of ELs with interrupted formal education (Portland Public, Salem-Keizer, Beaverton, Reynolds, and Hillsboro).

Table 3. Districts serving at least 20 current ELs with interrupted formal education in 2018-19

District	Number of ELs with limited or interrupted formal education
Beaverton	138
Reynolds	121
Hermiston	117
Hillsboro	103
Portland Public	83
South Lane	31
Salem-Keizer	31
Ontario	25
Centennial	25
Forest Grove SD 15	25
Springfield SD 19	24

ELs across the state spoke 165 unique languages.

Statewide, current ELs spoke about 165 different languages at home. By far the most prevalent home language among Oregon ELs was Spanish, spoken at home by 79.0 percent of all ELs. The four next most common languages were Russian, Vietnamese, Chinese, and Arabic. Taken together, these top five languages represent 88.3 percent of home languages among ELs. However, some of the other languages were very common in individual schools or districts.

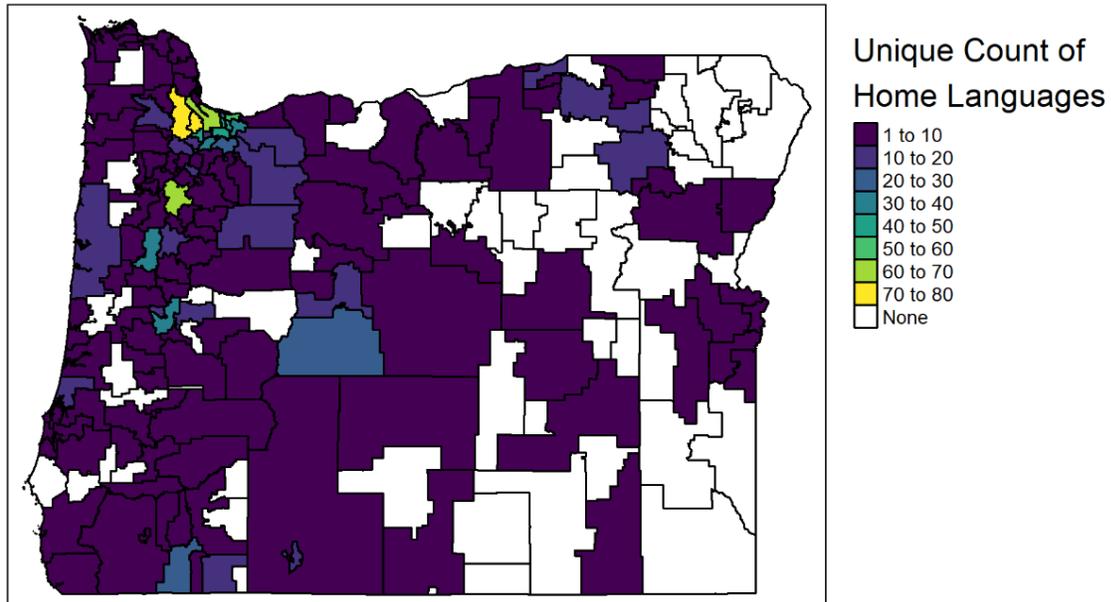
Table 4. Most prevalent documented languages of origin among current ELs, 2018-19

Language	Number of ELs with this Language	Percentage of ELS with this Language
Spanish	40,411	79.0%
Russian	1,564	3.1%
Vietnamese	1,114	2.2%
Chinese	1,091	2.1%
Arabic	964	1.9%
English ³	833	1.6%
Somali	700	1.4%
“Other languages”	685	1.3%
Chuukese	623	1.2%
Ukrainian	402	0.8%
Marshallese	372	0.7%
Japanese	348	0.7%
Mayan languages	306	0.6%
Korean	299	0.6%

Home languages other than Spanish tended to be concentrated in a few districts. Figure 6 provides a map illustrating the number of different home languages in different Oregon districts. A few districts, mostly in the Portland metropolitan area and around Salem, serve students with over 60 unique home languages.

³ All 833 ELs with English as the home language identified as American Indian / Alaska Native.

Figure 6. Geographic distribution of home languages across Oregon districts, 2018-19

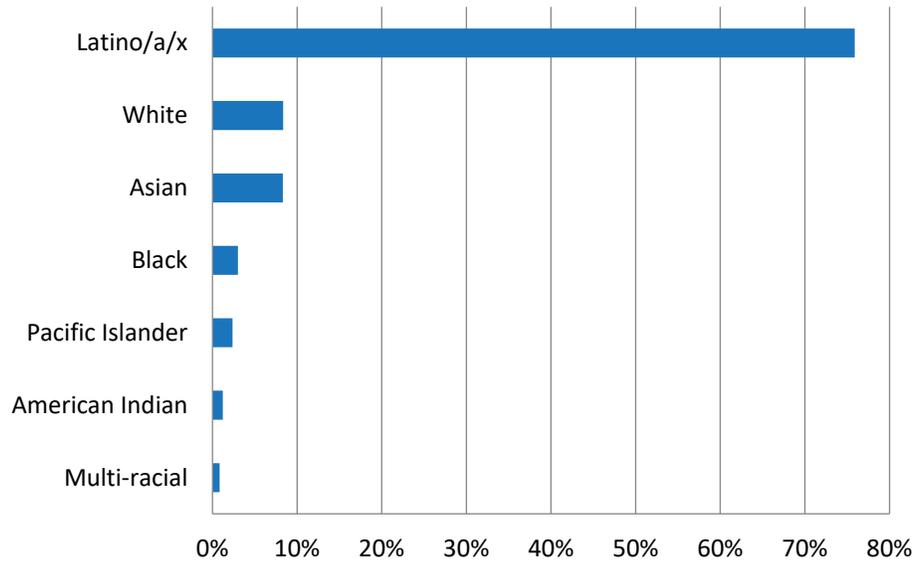


In recent years, the number of students speaking Somali, Mesoamerican languages, and some other languages have increased. The Oregon Department of Education is updating the way districts report home languages of ELs to allow for more detailed and accurate reporting in the future.

The vast majority of current ELs are Latino/a/x.

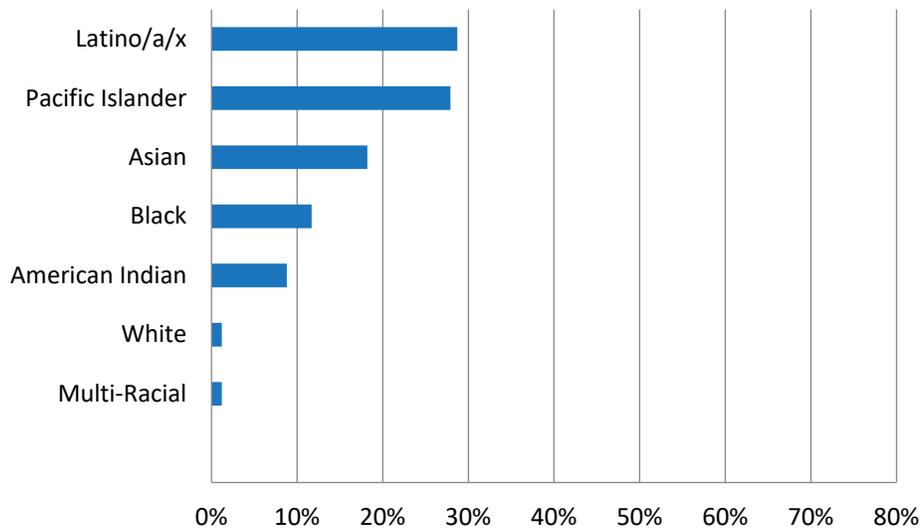
Of the 51,122 current ELs in Oregon in 2018-19, 38,794 (75.9%) were Latino/a/x. Slightly over 8 percent each were White and Asian, while smaller percentages were Black, Pacific Islander, American Indian, or multi-racial (Figure 7).

Figure 7. Percentage of current ELs by race/ethnicity, 2018-19



This does not imply, however, that most Latino/a/x students in Oregon were ELs; in fact, a little over a quarter of them were. This was also true of Pacific Islander students. Figure 8 depicts the percentage of students within each racial or ethnic group that were current ELs in 2018-19.

Figure 8. Percentage of each racial or ethnic group who were current ELs, 2018-19



Section 2: Participation in Targeted Programs

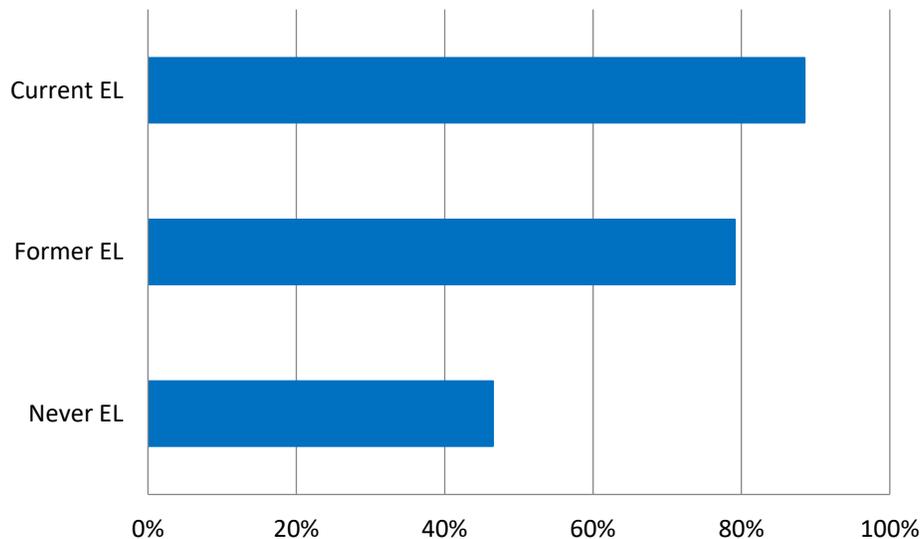
Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include free and reduced-price lunches, special education, migrant education, and talented and gifted programming. Most of these received some federal funding; talented and gifted programming is funded only at the state level. This section of the report describes the participation of Oregon ELs in each of these programs.

Free and Reduced Price Lunch

Students who come from low-income families (those earning below 185 percent of the federal poverty line) are eligible for free or reduced-price lunch (FRL). The percentage of students receiving FRL is often used as an estimate of the level of poverty in a school. It is an imprecise measure, since some eligible students and families never apply to the program, but it provides the best data currently available to compare poverty levels across schools or districts.

Data on the percentage of students receiving FRL reveal that current and former ELs are much more likely than never ELs to come from economically-disadvantaged families (Figure 9). Overall, 88.5 percent of current ELs come from low-income families.

Figure 9. Percentage of current, former, and never ELs receiving Free or Reduced-Price Lunch, 2018-19



Special Education

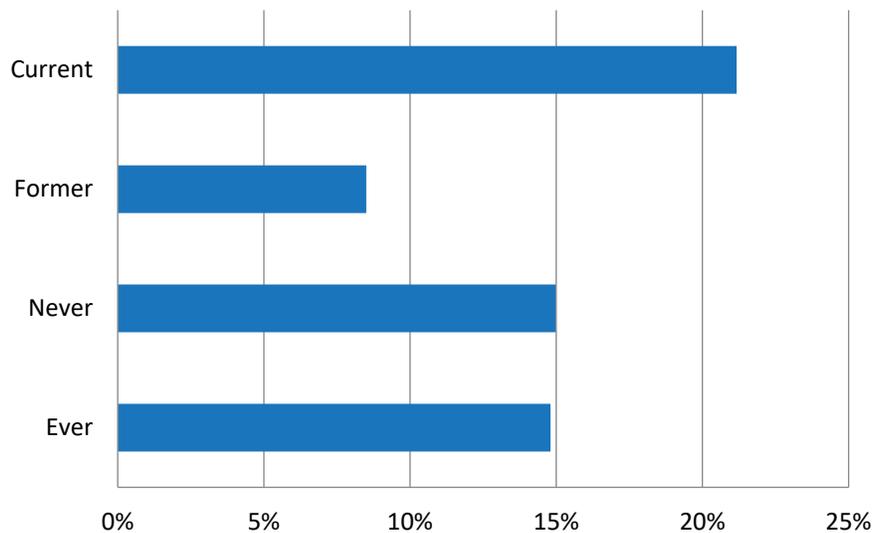
Students who are both current ELs and who received special education services for disabilities are often called **dually identified** students, since they are identified for two types of services, both English language services and special education.

There is concern in the field about the difficulty of accurately identifying ELs who need special education services. On the one hand, schools may incorrectly identify ELs as having a learning disability when in fact it is their still-developing English proficiency which is holding back their educational progress. On the other hand, some schools may overlook genuine disabilities, assuming that ELs just need more time to learn English. Both problems have been documented for years, not only in Oregon but across the United States (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez & Damico, 2007).

Ever ELs and never ELs received special education services at about the same rate.

As Figure 10 illustrates, a far higher rate of current ELs (21.2%) received special education services, compared to former ELs (8.5%) and never ELs (15.0%). However, the percentage of ever ELs (all current and former ELs combined) receiving services is very similar among never and ever ELs.

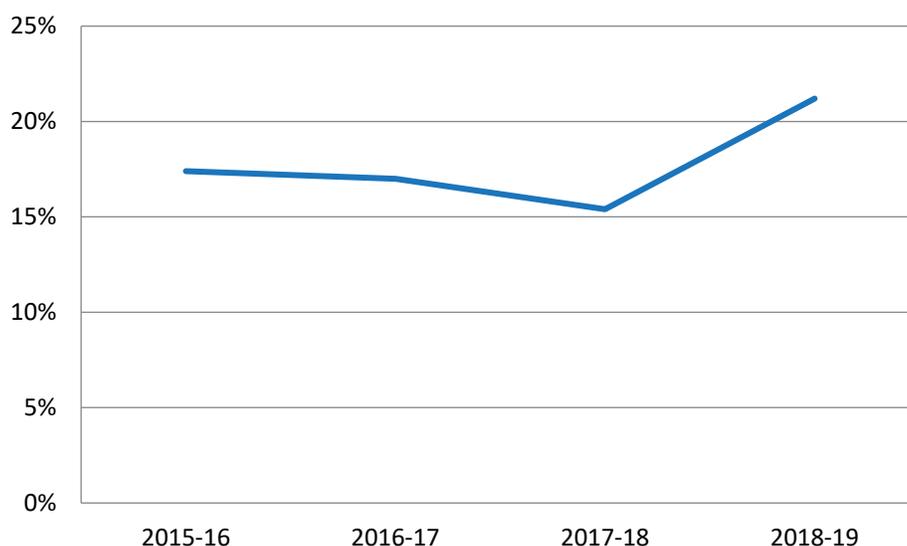
Figure 10. Percentage of current, former, never and ever ELs receiving special education services, 2018-2019



The percentage of current ELs receiving special education increased in 2018-19.

In 2018-19, 10,824 current ELs (21.2 %) were also identified as having a disability and receiving special education services. The number of ELs receiving special education services in 2018-19 represents a substantial increase from the year before, when 15.4 percent of current ELs were dual identified (Figure 11).

Figure 11. Percentage of current ELs receiving special education services, 2015-16 to 2018-19



Most dually-identified students were classified as having a specific learning disability (3,572 students) or a speech or language impairment (3,484).⁴ Other disabilities, in order of frequency, included other health impairments, “unknown,” autism, intellectual disability, emotional disturbance, hearing impairment, orthopedic impairment, visual impairment, and traumatic brain injury.⁵

Districts varied substantially in the percentage of current ELs who were dually identified.

Some districts had no current ELs who receive special education services, while others had up to 100 percent. The extreme cases (for example, 0% or 100%) however were districts with very small numbers of ELs, where the classification of a single student can shift the percentage a great deal.

Looking only at districts with at least 25 current ELs, however, there is still notable variation in the percentage of ELs who were dual classified ranging from 4.0% to 38.7%. While some of that variation may reflect true differences in the prevalence of disabilities among ELs, it is also possible that the challenges involved in accurate identification was responsible for some of that variation.

⁴ A specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or using language that may manifest itself in difficulties in listening, thinking, speaking, reading, writing, spelling, or doing math calculations. A speech or language impairment refers to a communication disorder such as stuttering, impaired articulation, a language or voice impairment that adversely affects a students’ learning or educational performance.

⁵ Some students show up in the database with an “unknown” disability because of the timing and way that datasets are merged. It does not mean that their disability is unknown. In future years, students who appear with an “unknown” disability will have the actual category of disability attached to their record.

Migrant Education

Some ELs are also participants in the Migrant Education Program (MEP). Students are eligible for the MEP if their parent or guardian is a migratory worker and they have moved from one school district to another during the regular school year. Many migrant children live in poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The MEP is designed to ensure that migrant children receive the support that addresses their unique situation.

Almost 15 percent of current ELs received Migrant Education Program services.

Across the state in the 2018-2019, 7,603 students were classified both as current ELs and participating in the MEP. That number translates to 14.9 percent of all current ELs. It also means that nearly half (49.9%) of the 15,242 students in the MEP were current ELs.⁶

Many districts in Oregon (94) did not serve ELs in migrant education. Many others served a few such students or a few dozen. Eleven districts had more than 200 students who were both current ELs and in the migrant education program (Table 5).

Table 5. Districts with over 200 current ELs in the Migrant Education Program, 2018-2019

District	Number of Current ELs in Migrant Education	District	Number of Current ELs in Migrant Education
Salem-Keizer	927	Canby	309
Hillsboro	678	Hermiston	243
Woodburn	455	Hood River County	234
Medford	398	Beaverton	227
Forest Grove	340	North Wasco County	220
Nyssa	314		

Talented and Gifted

The state requires that all school districts establish policies and procedures to identify students who are talented and gifted (TAG). These could be students who have high general intelligence and/or students who demonstrate unusual academic ability in one or more particular academic area. Districts are also required to develop a plan to provide programs and services beyond regular school programs to ensure that identified students can develop and realize their potential.

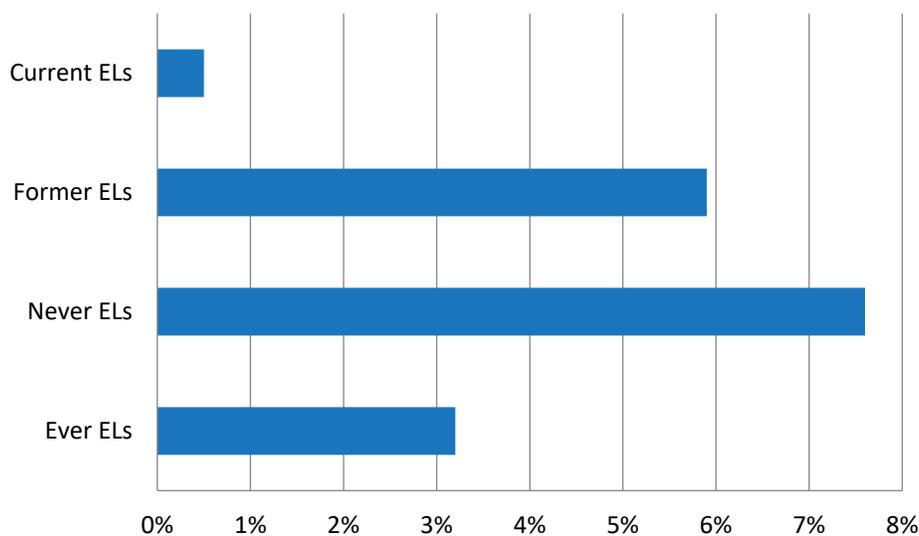
Correctly identifying TAG students and providing specialized services is important because these students may have both unique talents and face unique challenges. For example, some TAG students struggle with perfectionism and the ability to cope with failure; others engage only selectively at school and have high levels of absenteeism; about 10 percent of students identified as TAG drop out of high school (Allen, 2016).

⁶ Again, these numbers reflected counts from May 1, 2019.

ELs were very rarely identified for TAG services.

In 2018-19, 7.6 percent of never ELs (35,818 students) were classified as TAG. In contrast, 5.9 percent of former ELs (3,025) had this classification, but only 0.5 percent of current ELs (254 students) did. Among ever ELs, the percentage of TAG students is 3.2 percent (Figure 12).

Figure 12. Percentage of current, former, never and ever ELs identified for TAG, 2018-19



District-level variation in the percentage of students classified as TAG is very large for all three groups: never, former and current ELs. However, dramatically fewer current ELs were classified as TAG, compared to never and former ELs. Only 25 of the state’s 197 school districts had at least one current EL also classified as TAG (Table 6).

Table 6. District-Level variation in identification of TAG students, 2018-19

	Never ELs*	Former ELs*	Current ELs*
Statewide percentage of students classified as TAG	7.6%	5.9%	0.5%
Highest district-level percentage of students classified as TAG	19.0%	15.8%	4.4%
Lowest district-level percentage of students classified as TAG	0.0%	0.0%	0.0%
Number of districts with no students classified as TAG	54	123	172

*Districts were only included if they had at least 10 students in the category.

Section 3: Language Development & Academic Outcomes for English Learners

Students who are ELs have to develop proficiency in English. In addition and at the same time, they are expected to learn all the same academic content as other Oregon students. This section of the report provides data about ELs’ language proficiency and academic outcomes.

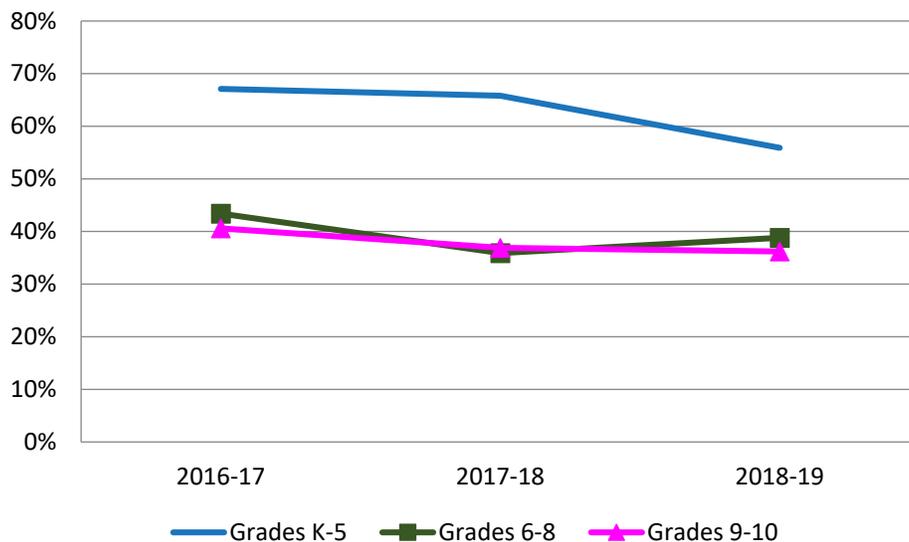
Progress Toward English Proficiency

Each spring, current ELs take a test called the English Language Proficiency Assessment, or ELPA. This test measures students’ proficiency in the domains of speaking, listening, reading and writing English, and determines students’ overall level of proficiency.

For the past three years, Oregon has tracked whether or not students were on-track to reach English proficiency within seven years. ELs are considered on-track if they meet or exceed the trajectory expectation in three of the four domains, compared to their initial level of proficiency and the number of years they have already been an English learner.

As Figure 13 illustrates, about two-thirds of current ELs (about 66-68%) in elementary school were on-track to proficiency in 2016-17 and 2017-18, but that percentage dropped to 55.9 percent in 2018-19. Smaller percentages of students in middle and high schools were on track to language proficiency. In middle school, in 2016-17, 43.4 percent of current ELs were on track, with that percentage dropping to 35.9 and 38.8 percent, respectively, in 2017-18 and 2018-19. Among students in grades 9-12, in 2016-17, 40.6 percent of current ELs were on track. This dropped to about 36 percent in both 2017-18 and 2018-19.

Figure 13. Percentage of current ELs on track to develop English proficiency, by grade span, 2016-17 to 2018-19



Long-term ELs made up 15 percent of all current ELs.

In recent years, educators have become concerned about the number of ELs who do not achieve English proficiency within the expected time frame, that is, they do not move from current ELs to former ELs. These students are often referred to as *long-term English Learners*. The state defines a long-term English learner as an EL who has not developed proficiency after seven years.

In the 2018-19, most current ELs (84.9%) had been classified that way for fewer than seven years. This meant that 15.1 percent of ELs were considered long-term ELs. This is a concern because slower development of English proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009).

Sometimes, development of English can be affected by a student’s disability. Statewide, 31 percent of long-term ELs received special education services due to some type of disability.

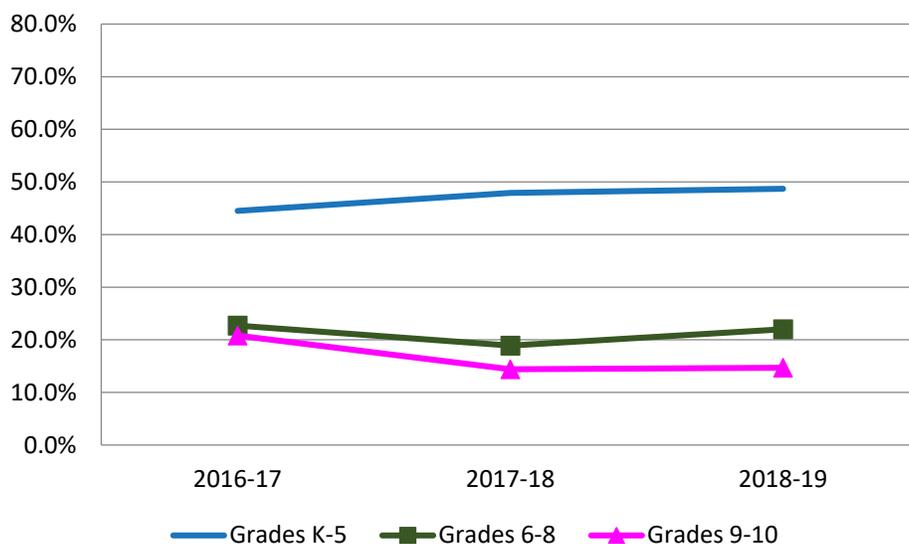
The percentage of ELs who were long-term ELs varied substantially across districts. In 2018-19, 15 districts reported that 20 percent or more of their ELs were long-term ELs.

Dually classified ELs had lower rates of being on-track to English proficiency.

As described earlier, about 21 percent of ELs received special education services (see p.13). On-track to English proficiency, for students receiving special education services, is calculated using an eight-year trajectory, rather than seven years.

Compared to current ELs overall, fewer dually classified ELs were on-track to English proficiency. At the elementary level, about 45-50 percent of dually classified ELs were on-track to English proficiency (Figure 14). Fewer than 25 percent of dually classified ELs in middle and high school were on-track to develop English proficiency.

Figure 14. Percentage of dually classified ELs on-track to develop English proficiency, by grade span, 2016-17 to 2018-19

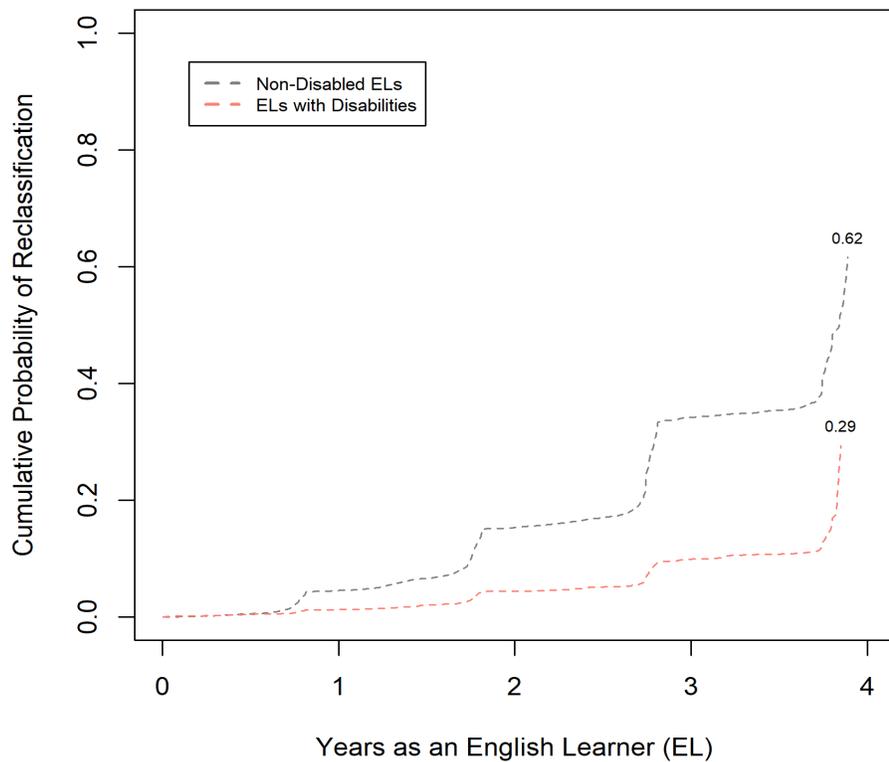


Half as many ELs receiving special education services developed proficiency in four years, compared to ELs not receiving these services.

It is also useful to look at the development of English proficiency from another angle, namely, what proportion of ELs have developed proficiency within a particular amount of time?

Figure 15 addresses exactly this question, for ELs both with and without disabilities. For ELs with no disabilities, the probability of developing proficiency and being reclassified as a former is EL in four years is 62 percent. For ELs with disabilities, it is 29 percent.

Figure 15. Probability of reclassification (development of proficiency), for ELs with and without disabilities, 2018-19



Student Academic Outcomes in English Language Arts and Mathematics

Each year, all Oregon students in grades 3-8 and 11 take state assessments in English language arts and mathematics. These assessments, offered in English, may be especially challenging for ELs who are still developing proficiency.

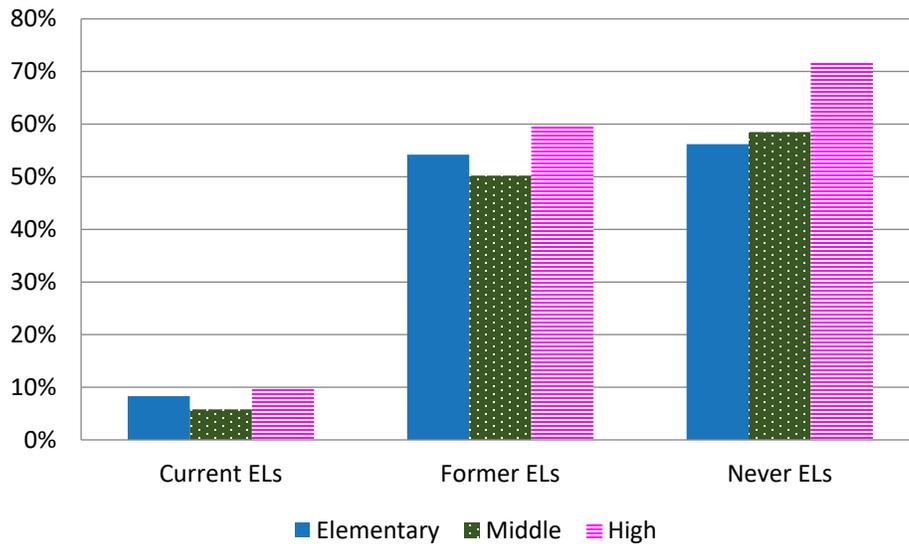
Former ELs performed similarly or slightly below never ELs in English language arts, while few current EL met or exceeded state standards.

At the elementary level (grade 3-5, represented by the solid blue bars in Figure 16), 8.3 percent of current ELs—who were still developing proficiency in English—met or exceeded state standards in English language arts. In contrast, 54.2 percent of former ELs in elementary hit this benchmark. This was close to the percentage of never ELs meeting or exceeding standards, 56.2 percent. In fact in many districts (56), a higher percentage of former ELs, compared to never ELs, met benchmark in elementary English language arts.

At the middle school level (grades 6-8, represented by the green dotted bars), 5.8 percent of current ELs met or exceeded state standards in English language arts. About half (50.2%) of former ELs and 58.5 percent of never ELs met or exceeded standards. In 42 districts, a higher percentage of former ELs, compared to never ELs, met benchmark.

Among high school students (grade 11, represented by the striped magenta bars), 9.7 percent of current ELs, 59.9 percent for former ELs, and 71.7 percent of never ELs met or exceeded state standards. At the high school level, there were 35 districts in which a higher percentage of former ELs than never ELs met the benchmark in English language arts.

Figure 16. Percentage of current, former and never ELs meeting or exceeding state standards in English Language Arts in elementary, middle and high school, 2018-19⁷



In math, former ELs performed below never ELs, especially in middle and high school, while fewer than 10 percent current EL met or exceeded state standards.

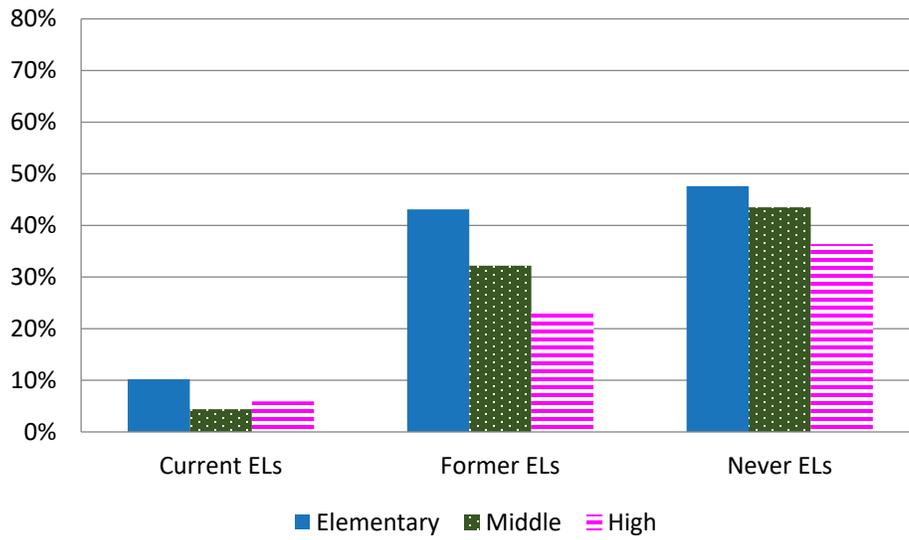
At the elementary level, 10.2 percent of current ELs met or exceeded standards in math (Figure 12). 43.1 percent of former ELs met or exceeded standards in math (Figure 17). The percentage of former ELs meeting or exceeding standards was somewhat higher, 47.6 percent.

Among middle schoolers, 4.4 percent of current ELs met or exceeded standards in math, compared to 32.2 percent of former ELs and 43.5 percent of never ELs.

Among students in grade 11, 5.9 percent of current ELs, 23.3 percent of former ELs, and 36.4 percent of never ELs met or exceeded standards in math. At all levels and among all groups, fewer students met or exceeded standards in math than in English language arts.

⁷ In this chart, the group “current EL” includes only students who were classified as current ELs at the time of testing. In some other state accountability reports, the performance of current and recently reclassified ELs are reported together.

Figure 17. Percentage of current, former and never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2018-19⁸



⁸ Also in this chart, the group “current EL” includes only students who were classified as current ELs at the time of testing.

Section 4: Attendance, Progress toward Graduation, Graduation and Beyond

This section of the report examines ELs' attendance levels, their progress in ninth grade toward graduation, and their rates of graduation. It also examines their levels of post-secondary enrollment.

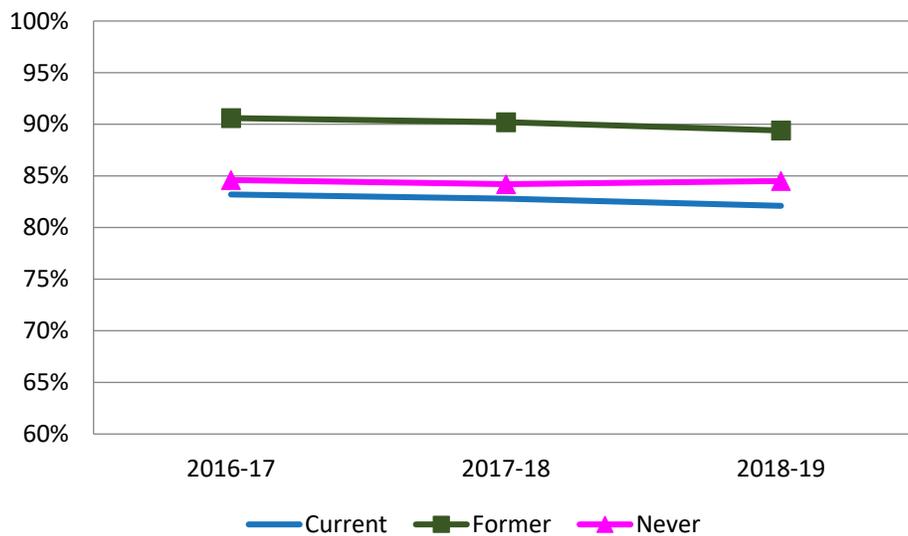
Attendance

In recent years, researchers and educators alike have devoted increasing attention to ensuring students attend school on a regular basis. Research has shown that even moderate levels of absenteeism can have a profound impact on students' grades, performance on standardized assessments, graduation rates, and success in college (Allensworth & Evans, 2016; Ginsburg, Jordan, & Chang, 2014). In Oregon, students are considered to have "regular attendance" at school if they attend over 90 percent of the school days in a year.

In the elementary grades, a higher percentage of former ELs attended regularly than did current and never ELs.

Among elementary students, former ELs had the highest levels of regular attendance, regularly at least 5 percent higher than the rates for never ELs. Current ELs had regular attendance rates similar to but slightly below those of never ELs (Figure 18). These trends changed little over the past three years.

Figure 18. Rates of regular attendance for elementary-grade students, by EL status, 2016-17 to 2018-19

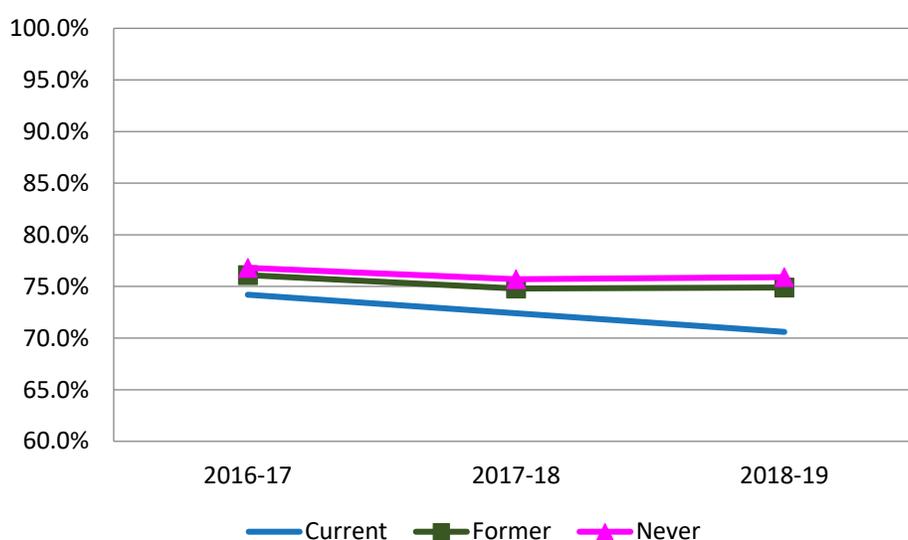


Among middle and high school students, never ELs had the highest rates of regular attendance, and former ELs rates slightly below them. The percentage of current ELs with regular attendance was lower and declined more in 2018-19.

Among secondary students, never ELs had the highest rates of regular attendance, followed closely by former ELs. Current ELs had somewhat lower rates of attendance. Over the past two years, attendance rates for current ELs have declined 3.5 percentage points, while that of former and never ELs have declined less than one percentage point (Figure 19).

Note that across all three groups, smaller percentages of students had regular attendance at the secondary level than at the elementary level.

Figure 19. Rates of regular attendance for secondary students, by EL status, 2016-17 to 2018-19



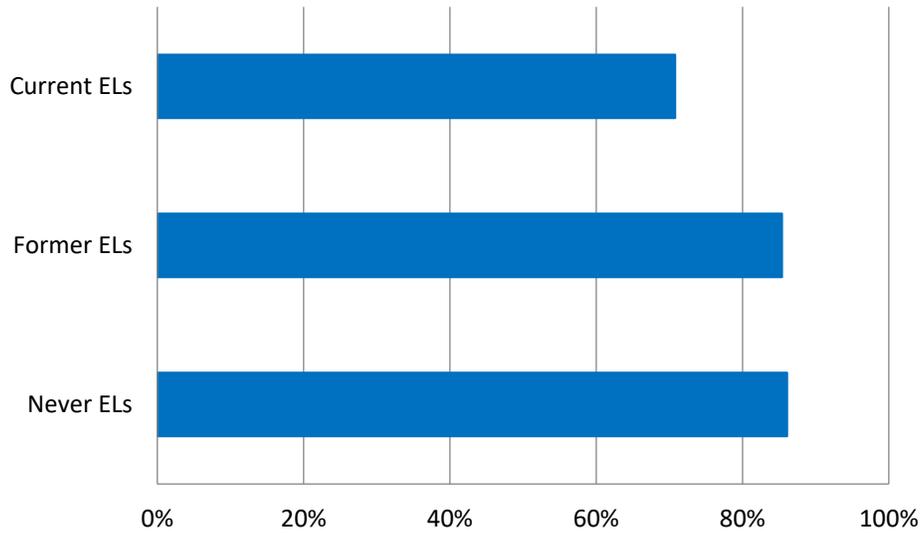
On-track to graduate

Around the country, states and districts track whether students in grade 9 are on-track to graduate. They do this because ninth grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track allows schools to provide support and intervention to help keep students in school. In Oregon, students in grade 9 are considered on track if they earned at least six credits (a quarter of what they need to graduate).

In Grade 9, a higher percentage of former and never ELs were on-track to graduation, compared to current ELs.

As figure 20 illustrates, the highest percentage of on-track students was seen among never ELs (86.1%), but almost as many former ELs were also on-track (85.4%). A smaller percentage of current ELs, who were still developing English proficiency, were on-track in grade 9 (70.8%).

Figure 20. Percentage of grade 9 current, former and never ELs on-track to graduation, 2018-19



Four-Year Graduation

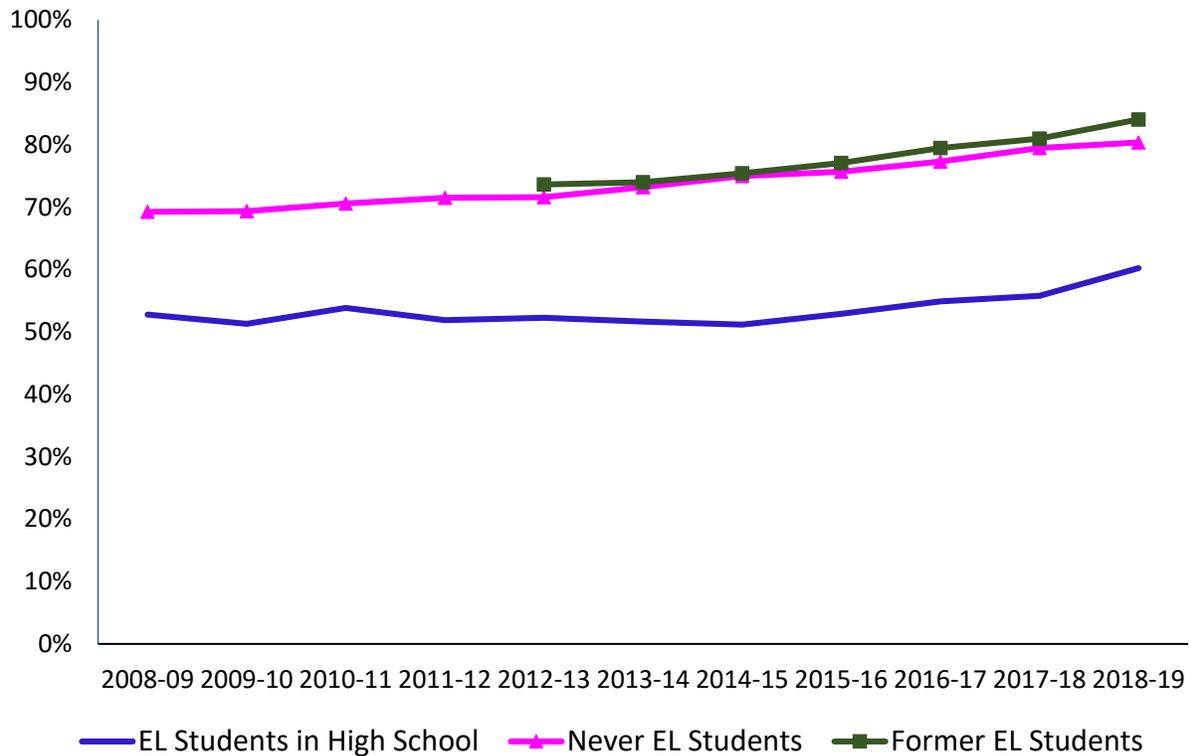
Figure 19 reports the percentage of students who graduated in four years, comparing three groups: students who were current ELs at any point in high school (whether they reclassified before graduating or not), students who were former ELs by the time they started high school, and never ELs. It also tracks those percentages over the past decade.

Former ELs graduated at rates similar to or better than never ELs, while substantially fewer students who were ELs in high school graduated in four years.

A comparison of the blue line (ELs in high school) to the pink line (never ELs) reveals a persistent difference in the percentage of students graduating in four years (ranging from 16.5 to 23.7 percentage points).

Data for former ELs were first collected in 2012-13 and are represented by the green line in Figure 21. Since then, former ELs have consistently had the same or greater percentage of students graduating in four years, compared to never ELs.

Figure 21. Percentage of ELs in high school, former ELs, and never ELs graduating within 4 years, 2008-09 to 2018-19



Oregon State Seal of Biliteracy

The Seal of Biliteracy offers recognition of the many cognitive, academic, and economic benefits of bilingualism. Forty-six districts, two charter schools, one private school, and Chemeketa Community College offered Seals of Biliteracy in 2018-19. Students can earn a Seal of Biliteracy on their diplomas if they meet the following requirements:

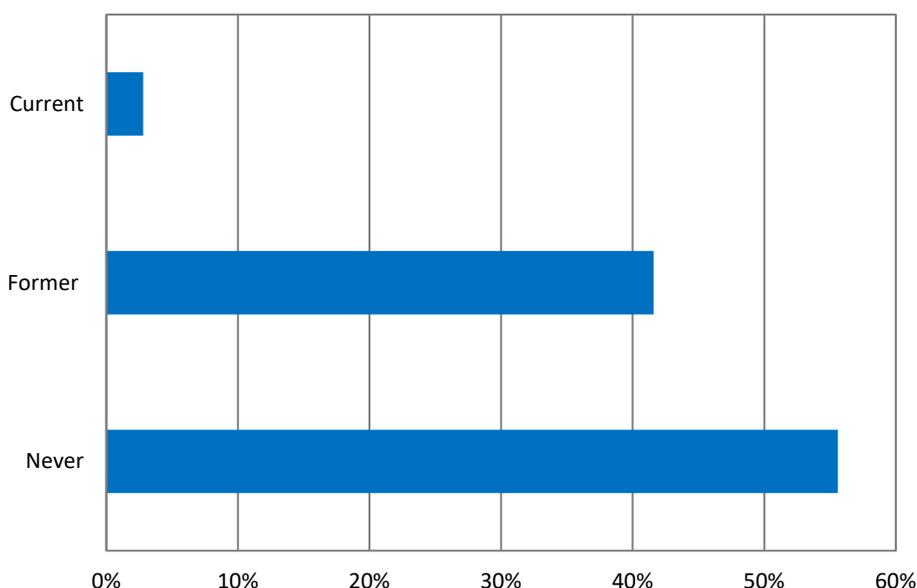
- Meet all graduation requirements
- Demonstrate reading and writing skills in English (the means for doing this may vary by district)
- Score at the intermediate high level in listening, speaking, reading and writing in a partner language (i.e., the partner language is the assessed language)

In 2018-19, 2,727 students earned the Seal of Biliteracy, most of them never ELs

Of the 2,727 students who earned the Seal in 2018-19 (including 27 students from Chemeketa Community College), over half of them (1,517 or 55.6 percent) were never ELs (note that never ELs include students who have never been identified as an EL and have a home language of English or another language). Former ELs are students who exited EL program services before the 12th grade and made up most of the rest of those

earning the seal; they earned 41.6 percent of the seals (1,135 students). Seventy-five students, or 2.8 percent of all those who earned seals, were current ELs while in the 12th grade (Figure 22).

Figure 22. Percentage of students earning the Seal of Biliteracy who were current ELs, former ELs, or never ELs, 2018-19



Over the past five years, the number of students earning the Seal of Biliteracy has grown dramatically.

In 2014-15, only 350 students earned the Seal of Biliteracy. This number has increased consistently in each subsequent year, reaching 2,727 in 2018-19.

Students earned the Seal of Biliteracy for their knowledge of 22 different partner languages, but Spanish was by far the most common partner language.

More than three-quarters of those earning the Seal of Biliteracy (78.5%) had Spanish as their partner language. The next five partner languages, in order, were Chinese, French, Japanese, German and Russian, all with 50 or more students earning the Seal with that language. A few students (49) had two partner languages, and two students had three.

About half (49%) of those earning the Seal reported English as their primary language, while 51 percent reported another language.

Ten districts had over 50 students earning the Seal of Biliteracy.

In 2018-19, the ten districts identified in Table 7 all had at least 10 students earning the Seal of Biliteracy.

Table 7. Districts with 10 or more students earning the Seal of Biliteracy

District	Number of Students	District	Number of Students
Portland*	991	Corvallis	78
Salem-Keizer	260	North Clackamas	74
Eugene	237	West Linn/Wilsonville	63
Woodburn	205	Hood River	61
Beaverton	173	Hillsboro	56

*In 2018-19, Portland submitted data to the Biliteracy Seal data collection for students who earned Seals of Biliteracy in 2018-19 and prior years.

Postsecondary Enrollment

Over the past ten years, Oregon has tracked the percentage of high school graduates who go on to postsecondary education. Such an education offers students a wide range of advantages, including greater employment and financial security, particularly in tight labor markets, as well as more opportunities to contribute to their community and often, greater life satisfaction.

Never ELs enrolled in post-secondary education at higher rates than did students who were current ELs in high school. Rates of postsecondary enrollment of former ELs were very similar to those of never ELs.

Figure 23 reports the rates of enrollment in postsecondary education (two- or four-year college programs) for three groups of Oregon students.⁹ Never ELs, represented by the green line on the graph, are those students who were not English Learners at any time in their K-12 education. During the decade represented on the graph, postsecondary enrollment rates ranged from 62.6 to 67.0 percent.

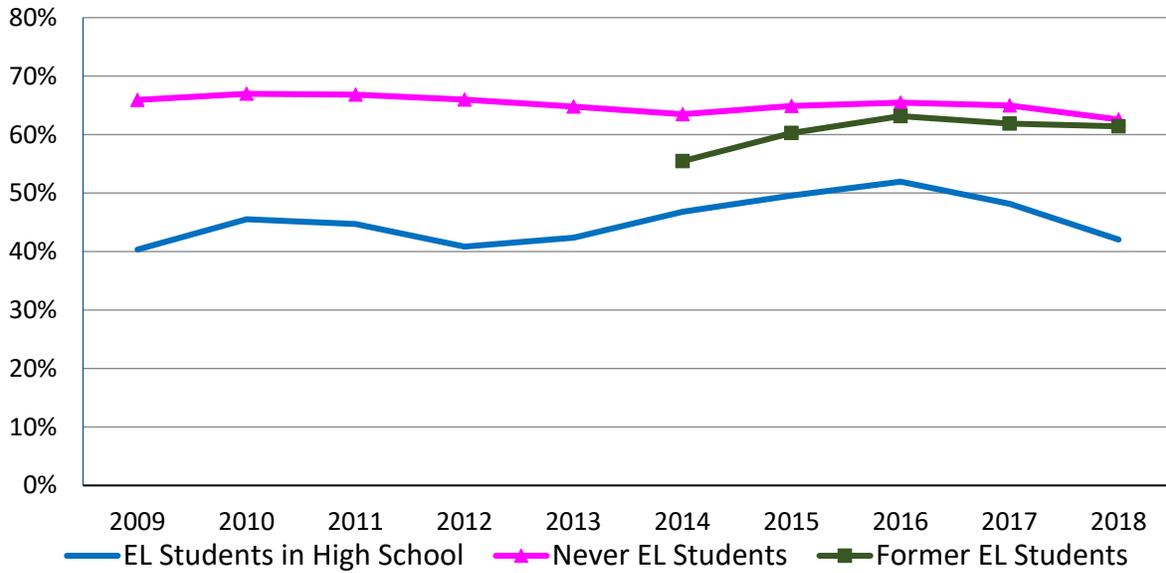
The blue line in figure 23 reports the same information for students who were English Learners at any time in high school, whether or not they were reclassified as former ELs during their high school years.

Postsecondary enrollment rates for students who were ELs in high school were substantially lower for non-ELs, averaging about 45 percent, and dropping to 42.0 percent for 2018 graduates.

The magenta line in figure 23 represents the rates of postsecondary enrollment for students who were former ELs in high school. These were students who had at one time been classified as ELs but who were reclassified in either elementary or middle school. Data were first collected for this group of students in 2014. Since then, enrollment in postsecondary education has increased from 55.4 to 61.4 percent, nearly matching rates for never ELs.

⁹ Because students do not always enroll in college in the fall after their graduation, ODE tracks and reports any postsecondary enrollment with a 16-month time span after graduation. So for example, if a student graduated in May 2015 and enrolled in college in January 2016 or in September 2016, that student would be counted as enrolled in college. However, if the student first enrolled in college five years later, that student would not be included in the postsecondary enrollment rate for his or her cohort.

Figure 23. Percentage of ELs in high school, former ELs and never ELs enrolling in college within 16 months of high school graduation, 2009-10 to 2018-19



Section 5: Instructional Programming for English Learners

Districts and schools are required to provide instruction to ELs that ensures they have access to comprehensible content area learning even while they are learning English, as well as a program to help them develop English. They may accomplish this using one of five program models (see Box 1.)

Most current ELs were taught in sheltered instruction programs.

In Oregon in 2018-19, the majority of current ELs (77.3%) were taught in sheltered instruction programs. Two-way immersion programs served about 11 percent of ELs, and bilingual programs served about 6 percent of ELs, nearly all of them elementary students. Newcomer programs were very rare; only 167 students in the state took part in them (Table 8).

Box 1. Program Models for ELs

Newcomer programs are for newly arrived immigrant students and are designed to meet their academic, linguistic and transitional needs on a short-term basis (usually not longer than about two years). Students move from newcomer to other program models when this period of time is complete.

Two-way immersion programs (sometimes called “dual language immersion programs”) aim to develop full bilingualism and biliteracy in English and a partner language. These programs enroll both native English speakers and native speakers of the partner language.

Bilingual programs develop skills in both students’ primary language and in English. Some bilingual programs, known as “transitional bilingual, aim to transition ELs into English-only instruction, most often by mid- to late elementary school. Other programs, known as “developmental bilingual,” continue through elementary school or beyond and, like two-way immersion programs, have the goal of developing full bilingualism and biliteracy. Both types of bilingual programs serve only ELs, not native English speakers.

Sheltered instruction programs provide instruction in English only, but use specialized techniques to accommodate the linguistic needs of ELs. Some sheltered instruction classes are only for ELs, while others may include a mix of ELs, former ELs, and/or never ELs.

Source: ESEA Title III Collection Variables, Definitions & Submission Rules

Table 8. Number of current ELs served in different language models, 2018-19¹⁰

Language Model	Elementary ELs	Secondary ELs	Total K-12
Sheltered Instruction	25,887	13,654	39,541
Two-Way Immersion	4,941	1,004	5,945
Bilingual ¹¹	2,951	93	3,044
Newcomer	38	129	167
Not Participating ¹²	707	1,718	2,425
Total	34,524	16,598	51,122

Note that there are limitations to these data on program models; some schools offer more than one program model, but data may not always reflect more than one model per school. This is an area in which ODE is continuing to improve statewide data collection.

¹⁰ Counts are based on enrollments as of May 1, 2019.

¹¹ This category includes both transitional and developmental bilingual programs. Current data do not allow for accurate counts of the number of students in each type of bilingual program.

¹² “Not participating” in this case includes ELs whose parents declined EL services for them and/or ELs who did not participate in the ELP assessment.

Section 6: State Revenues and Expenditures for English Learners

Each year, Oregon's State School Fund provides funding to districts through General Purpose Grants. The amount of the grants are based on a formula that considers the number of students in the district (referred to as average daily membership weighted, or ADMw). On average the per-pupil funding amount in 2018-19 was \$7,984.¹³

In addition to this basic funding, districts receive additional state funds for each student enrolled in an English language learner program. This amount is weighted at 0.5 of the \$7,984 average, meaning that districts received on average, \$3,974 per EL student. Altogether the state allocated \$190,183,009 for these additional EL funds in 2018-19.

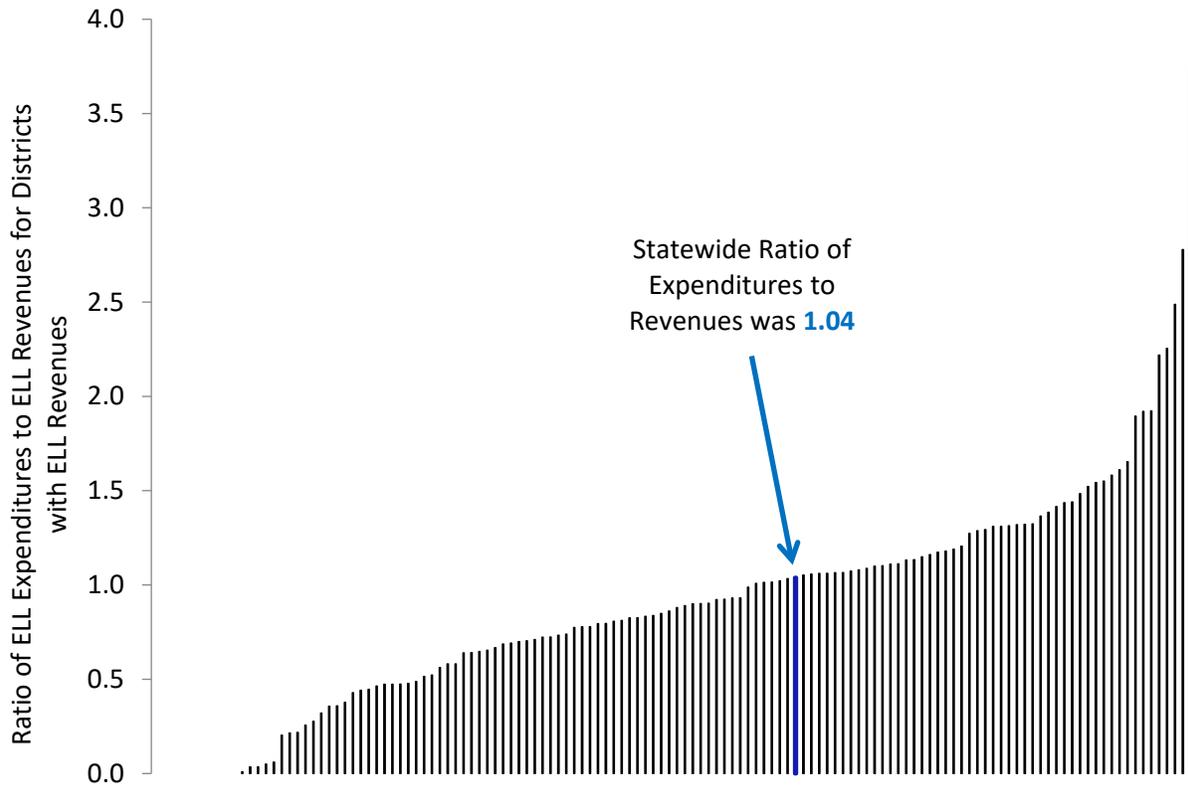
Figure 22 depicts the relationship between ELL revenues allocated to districts via the State School Fund Formula and the total ELL expenditures from the General Fund in districts' accounting financial reports, expressed as a ratio.

Statewide, the ratio of expenditures to revenues in 2018-19 was 1.04, meaning that district expenditures on ELs, overall, total 104 percent of the funds allocated to districts via the State School Fund Formula. Some districts spent more than this percentage (up to 373%), while others spent less (as little as 1%).

The figures on the more extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with small EL populations, for example, report revenue received from the state, but do not identify expenditures specific to ELs, even though they may expend funds for EL services. Other districts on the high end of the spending ratio may include expenses for dual language programs that also educate never ELs, rather than calculating the percentage spent solely on ELs.

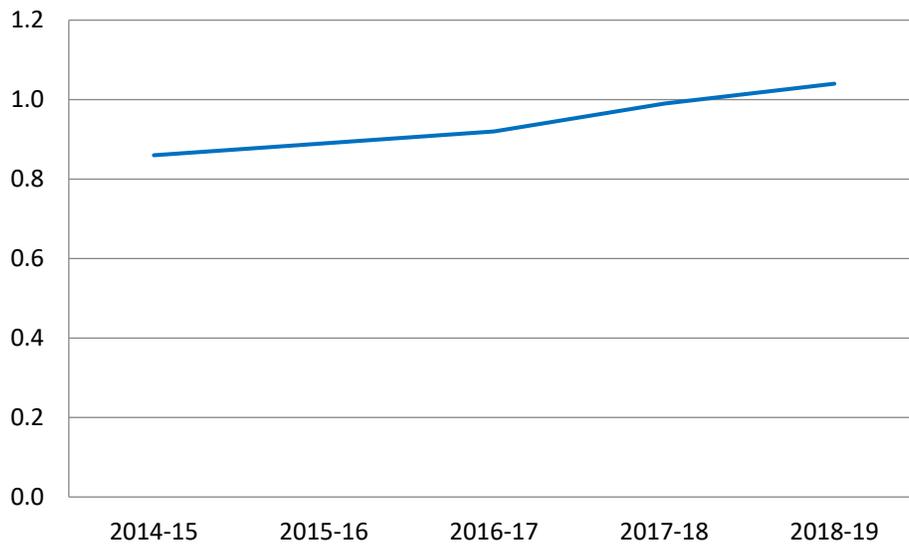
¹³ While \$7984 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

Figure 24. Ratio of EL expenditures to revenues across Oregon districts, 2018-2019



As Figure 25 illustrates, this statewide ratio has increased steadily since reporting began in 2014-15.

Figure 25. Ratio of statewide expenditures on ELs to revenues, 2014-15 to 2018-19



Expenditures from the General Fund on ELs are either associated with Function 1291 (covering expenditures for instruction and interventions to help ELs learn English) or Area of Responsibility 280 (other supports for ELs, such as interpretation services or transportation).¹⁴

EL expenditures for 2018-19 totaled \$198,536,954. About 77 percent of the expenditures were accounted for using Function 1291 (\$153,405,712), while the remaining 23 percent (\$35,131,242) were accounted for in Area of Responsibility 280.

In addition to this state funding, districts with at least 69 ELs may access federal Title III grants, which in 2018-19 provided an additional \$146.20 per student for supplemental EL services. Districts with fewer than 69 students could join other districts in a consortium to access these grants. These federal funds are not described in this report but information on the grant amounts are available on the [ODE website under Title III Allocations](#).

¹⁴ For a more detailed description of the accounting system categories, see [Oregon's Program Budgeting and Accounting Manual](#).

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Code: AC
Adopted: 6/26/18
Revised/Readopted: 1/22/19
Orig. Code(s): AC

Nondiscrimination

The District prohibits discrimination and harassment on any basis protected by law, including but not limited to:

- An individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, or veterans' status; or
- The perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, or veterans' status of any other persons with whom the individual associates.

The District prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignments to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals, and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The Superintendent shall appoint individuals at the District to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments of 1972, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The District will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the District's administrative office and on the home page of the District's website.

The District prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted, or participated in an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)
[ORS 408.230](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 - 659.860](#)
[ORS 659.865](#)
[ORS 659.870](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.230 - 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
[OAR 581-002-0001 – 002-0005](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0047](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2012).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2012); 29 C.F.R. Part 1626 (2017).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2012); 29 C.F.R. Part 1630 (2018);
28 C.F.R. Part 35 (2018).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2012).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2012); 34 C.F.R. Part 104 (2018).
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 (2018).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012); 28 C.F.R. §§ 42.101-42.106 (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012); 29 C.F.R. § 1601 (2018).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2012).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2012).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2012).

Corrected 7/29/19

Code: AC-AR
Adopted: 4/24/18
Revised/Readopted: 1/22/19
Orig. Code(s): AC-AR

Discrimination Complaint Procedure

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed according to the following procedures.

Step 1: An oral or written complaint must be filed with the principal or designee. The principal or site administrator, or other designated official, shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within 10 District business days of receipt of the complaint.

Any staff member who receives a written or oral complaint shall refer the complainant to the principal or site administrator.

Step 2: If the complainant wishes to appeal the principal's or designee's decision, they may submit a written appeal to the district-level administrator who is designated to receive these appeals. The written appeal must be submitted within five District business days after receipt of the principal's or designee's response to the complaint. The administrator receiving the appeal shall review the merits of the principal's or designee's decision, and may meet with all parties involved. The administrator receiving the appeal will respond in writing to the complainant within 10 District business days.

The following district-level administrators are designated to receive these appeals:

- The Office of School Performance administrator who oversees the school will receive appeals for complaints related to elementary and secondary schools;
- The Human Resources director who manages licensed staff will receive appeals for complaints related to district department-level licensed staff;
- The Human Resources director who manages classified staff will receive appeals for complaints related to District department-level classified staff.

- Step 3: If the complainant wishes to appeal the step 2 decision, they may submit a written appeal to the superintendent or designee within five District business days after receipt of the step 2 response to the complaint. The superintendent or designee shall review the merits of the complaint and the initial decision, and may meet with all parties involved. The superintendent or designee shall respond in writing to the complainant within 15 District business days.
- Step 4: If the complainant is not satisfied with the decision reached by the Superintendent or designee, a written appeal may be filed with the Board within five District business days after receipt of the response to step 3. The Board may hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within 10 District business days of this meeting.

If the principal or designee is the subject of the complaint, the complainant may start at step 3 and file a complaint with the superintendent or designee.

If the Superintendent is the subject of the complaint, the complaint may start at step 4 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at step 4 and should be submitted to the Board chair and may be referred to District counsel.

Complaints against the Board chair may start at step 4 and be referred directly to the Board vice chair.

The timelines established in each step of this procedure may be extended upon mutual consent of the District and the complainant in writing. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the District and the complainant.

The complainant, if a person who resides in the District, a parent or guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the District fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, they may appeal the District's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 002-0023.

Charter Schools of which the District Board is a Sponsor

The District Board, through this administrative regulation, will not review an appeal of a decision reached by the Board of the City View Charter School on a complaint alleging a violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of City View Charter School as the district Board's final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.

**Hillsboro School District
DISCRIMINATION COMPLAINT FORM**

Name of Complainant:

Date:

School or Activity:

Student Parent Employee Person that resides in the District

Type of discrimination:

Race Color National or Ethnic Origin Marital
Status

Age Religion Sexual Orientation Veteran's
Status

Sex Familial Status Pregnancy Mental or
Physical Disability

Discriminatory use of a Native American mascot Other

Specific complaint – provide detailed information including names, dates, places, and activities:

Who should we talk to and what evidence should we consider?

Suggested solution/resolution/outcome:

This complaint form should be mailed or submitted to the campus principal.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Corrected 7/29/19



Code: **BBFC**
Adopted:

Reporting of Suspected Abuse of a Child

(A new proposed OPTIONAL policy)

A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately notify the Oregon Department of Human Services (DHS) or local law enforcement pursuant to Oregon Revised Statute (ORS) 419B.015.

The Board member making a report of child abuse, as required by ORS 419B.010, shall make an oral report by telephone or otherwise to the local office of the Department of Human Services, to the designee of the department or to a law enforcement agency within the county where the Board member making the report is located at the time of the contact.

The report shall contain, if known: the names and addresses of the child and the parents of the child or other persons responsible for the care of the child; the child's age; the nature and extent of the abuse, including any evidence of previous abuse; the explanation given for the abuse; and any other information that the Board member making the report believes might be helpful in establishing the cause of the abuse and the identity of the perpetrator.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 419B.005](#)
[ORS 419B.010](#)
[ORS 419B.015](#)
[Senate Bill 415 \(2019\)](#)

Code: GBLA
Adopted: 4/28/20

Disclosure of Information

Authorized District officials may disclose information about a former employee's job performance to a prospective employer. District officials are immune from civil liability for such disclosures under the following conditions:

- The disclosure of information regarding the former employee's job performance is upon request of the prospective employer or the former employee. This disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was:
 - Knowingly false;
 - Deliberately misleading;
 - Rendered with malicious purpose; or
 - Violated civil right of the former employee protected under Oregon Revised Statute (ORS) 659 or ORS 659A.
- Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The District may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
- The disclosure is a result of a request from law enforcement, Oregon Department of Human Services, Teacher Standards and Practices Commission, or the Oregon Department of Education in conducting an investigation related to suspected abuse or suspected sexual conduct to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;
- No later than 20 days after receiving a request under ORS 339.374(1)(b), the District, if it has or has had an employment relationship with the applicant, shall disclose the information requested.

END OF POLICY

Legal Reference(s):

[ORS 30.178](#)
[ORS 339.370 - 339.374](#)
[ORS 339.378](#)
[ORS 339.388](#)
[ORS Chapter 659](#)
[ORS Chapter 659A](#)

Or. Attorney General's Public Records and Meetings Manual.

Corrected 5/20/20

Code: IGBAH-AR
Adopted: 4/22/08
Revised/Readopted: 2/25/20
Orig. Code: IGBAH-AR

Special Education – Evaluation and Eligibility Procedures**

- Request for Initial Evaluation
 - 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.
 - Upon receiving a request from a parent or public agency for an initial evaluation, the District designates a team to determine whether an initial evaluation will be conducted.
 - The 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.
 - The team may make the decision to evaluate with or without a meeting.
 - The District documents team members' input, including parents, whether or not the District convenes a meeting.
 - If a meeting is held, the District invites parents to participate.
 - If the District agency refuses an evaluation requested by the parent, the District provides the parent with prior written notice of its refusal to conduct an evaluation.
 - The District acknowledges the parent's rights to challenge its refusal to conduct an evaluation.
- The initial evaluation consists of procedures:
 - To determine if the child has a disability; and
 - To identify the child's educational needs.
- The District conducts the initial evaluation within 60 school days of receiving parental consent for evaluation unless:
 - The District and the parents agree in writing to extend the timeline for an evaluation to determine eligibility for specific learning disabilities;
 - The child moves from another district during the evaluation, the District is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the District agree in writing to a specific time when the evaluation will be completed;
 - The parent repeatedly fails or refuses to produce the child for evaluation.
- Reevaluation
 - The District conducts reevaluations:

- When the educational or related service needs, including improved academic achievement and functional performance of the child, warrant an evaluation;
 - When the child's parents or teacher request a reevaluation; and
 - At least every three years, unless that parent and the District agree that a reevaluation is unnecessary.
- The District does not conduct reevaluation more than once a year, unless the parent and District agree otherwise.
- Evaluation Planning
 - As part of an initial evaluation (if appropriate) and as part of any re-evaluation, the child's individualized education program (IEP) or individualized family service plan (IFSP) team, including the parents and other qualified professionals, as appropriate, must review information on the child, including:
 - Evaluations and information provided by the child's parents;
 - Current classroom-based, local or state assessments and classroom-based observations;
 - Observations by teachers and related service providers; and
 - Medical, sensory, and health information.
 - On the basis of that review and input from the child's parents, identify what additional data if any is needed to determine:
 - Whether the child has a disability;
 - The child's present levels of academic achievement and related development needs;
 - Whether the child needs or continues to need early intervention/early childhood special education (EI/ECSE) or special education and related services; and
 - 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:
 - To enable the child to meet the measurable annual goals in the child's IEP or IFSP; and
 - To participate, as appropriate, in the general education curriculum or, for preschool children, appropriate activities.
- Evaluation Procedures
 - The 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.
 - 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.
 - 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:
 - Whether the child has a disability; and

- 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).
- The District ensures that assessments and other evaluation materials, including those tailored to assess specific areas of educational need, used to assess a child:
 - Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - 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;
 - Are used for the purposes for which the assessments or measures are valid and reliable;
 - Are administered by trained and knowledgeable personnel; and
 - Are administered in accordance with any instructions provided by the producer of the assessments.
- The 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).
- The District uses technically sound instruments that may assess the relative contribution of cognitive factors and behavioral factors in addition to physical or developmental factors.
- The 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.
- Requirements if Additional Evaluation Data is not Needed to Determine Eligibility
 - 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 provides prior written notice of that decision, the reasons for it, and the right of parents to request an assessment.
 - When the IEP or IFSP team determines that no additional data is needed to determine eligibility, the District does not conduct an assessment of the child unless requested to do so by the parents.
- Evaluation Procedures for Transfer Students

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

- Eligibility Determination

- Once evaluation is completed, the District designates an eligibility team to determine whether the child is eligible for special education services.
- This team includes:
 - Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and
 - The student's parent(s).
- For consideration of eligibility in the area of specific learning disabilities, the District eligibility team includes:
 - A group of qualified professionals and the parent;
 - 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
 - A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or other qualified professional.
- In interpreting evaluation data, each 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.
- Each eligibility team prepares a written eligibility statement that includes:
 - Identification of the evaluation data considered in determining the child's eligibility, including the required evaluation components for the disability under consideration;
 - A determination of whether the child meets the minimum evaluation criteria for one or more of the disability categories in Oregon Administrative Rule;
 - A determination of whether the primary basis for the suspected disability is:
 - A lack of appropriate instruction in reading (including the essential components of reading) or math; or
 - Limited English proficiency.
 - A determination of whether the child's disability has an adverse impact on the child's educational performance;
 - A determination of whether, as a result of the disability, the child needs special education services;
 - The signature of every team member and an indication of whether each agrees with the eligibility determination;
 - 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.
- The team does not find a child eligible as a child with a disability if the determinant factor for that eligibility decision is:

- Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of appropriate instruction in math; or
 - Limited English proficiency; and
 - The child does not otherwise meet the eligibility criteria found in Oregon Administrative Rule for the category(ies) of disability under consideration.
- 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.
 - 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 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 5/20/20

Code: **JEA**
Adopted: 1/23/18
Revised/Readopted: 5/28/19
Orig. Code: JEA

Compulsory Attendance**

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

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

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

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

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

The district will develop procedures for issuing a citation.

Exemptions from Compulsory School Attendance

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

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

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

- Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
- Students excluded from attendance as provided by law;
- Students who are eligible military children are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.
- An exemption may be granted to the parent or guardian of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college, or an alternative education program as defined in ORS 336.615.
- An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.588.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 336.615 - 336.665](#)
[ORS 339.010 - 339.090](#)
[ORS 339.095](#)
[ORS 339.257](#)
[ORS 339.990](#)
[ORS 419B.550 - 419B.558](#)
[ORS 807.065](#)
[ORS 807.066](#)
[OAR 581-021-0026](#)
[OAR 581-021-0029](#)
[OAR 581-021-0071](#)
[OAR 581-021-0077](#)

[Senate Bill 802 \(2019\)](#)

Corrected 5/20/20



Code: **JECA**
Adopted: 12/13
Revised/Readopted: 12/10/19
Orig. Code: JECA

Admission of Resident Students**

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

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

Transportation for a student whose parent or guardian voluntarily placed the student outside the student's home with a public or private agency and who is living in a licensed, certified or approved substitute care programs shall be the responsibility of the student's resident District, as determined above.

6. Students who are military children¹ are considered resident of the District if the District is the "district of military residence" for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer² indicated on the official military orders.
7. Students living in the District who have attained the age of majority are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.
8. Minor students living with a parent or guardian who resides in the District are considered residents of the District unless the student has transferred to another district via interdistrict transfer or open enrollment.
9. Students who are in foster care³ and who are placed in the District are residents of the district of origin, unless the court determines that attending in the District of residence is in the best interest of the student.
10. The District may deny school admission to students who have become residents and who are expelled from other school districts.
11. The District shall deny school admission for at least one calendar year from the date of the expulsion to students who have become residents and who are under expulsion from another school district for a weapons policy violation.

END OF POLICY

Legal Reference(s):

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

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

³ "Foster care" does not mean care for children whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and for whom the child's parent or guardian retains legal guardianship.

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

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

[Senate Bill 802 \(2019\)](#)
[Senate Bill 905 \(2019\)](#)

Corrected 5/20/20

Code: **JGE**
Adopted: 5/01/16
Revised/Readopted: 5/28/19
Orig. Code: JGE

Expulsion**

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

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

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

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

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

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

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

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

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

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

- The name of the minor student;
- The issues involved, including a student's confidential records;
- The discussion;
- The vote of Board members, which may be taken in executive session when considering an expulsion.

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

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 332.061](#)
[ORS 336.615 - 336.665](#)
[ORS 339.115](#)
[ORS 339.240](#)
[ORS 339.250](#)
[OAR 581-021-0050 - 021-0075](#)

House Bill 2514 (2019)

Corrected 5/20/20



Code: JHCC
Adopted: 4/24/18
Revised/Readopted: 12/10/19
Orig. Code: JHCC

Communicable Diseases - Student

The district shall provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

A student will not attend school while in communicable stage of a restrictable disease or ~~When a principal or designee¹ has reason to suspect that any susceptible student has or has been exposed to any restrictable disease for which the student is required to be excluded in accordance with law, the principal or designee¹ involved shall exclude the student from school and~~ per administrative regulation JHCC-AR - Communicable Diseases - Students. ~~If~~ the disease is a reportable disease, the principal or designee will report the occurrence to the local health department. The principal or designee¹ will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

~~In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the principal or designee¹ shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.~~

The District may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

The District will include, as a part of its emergency plan, a description of the actions to be taken by District personnel in the case of a declared public health emergency or other catastrophe that disrupts District operations.

The District shall protect the confidentiality of each student's health condition and record to the extent possible and consistent with federal and state law. ~~In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.~~

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

¹ Or site administrator for non-school locations/departments.

END OF POLICY

Legal Reference(s):

[ORS 431.150 - 431.157](#)

[ORS 433.001 - 433.526](#)

[OAR 333-018](#)

[OAR 333-019-0010](#)

[OAR 333-019-0014](#)

[OAR 333-019-1000](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2020).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34
C.F.R. Part 99 (2019).



Code: JHCC-AR
Adopted: 4/24/18
Revised/Readopted: 12/10/19
Orig. Code: JHCC-AR

Communicable Diseases – Student

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule and include but are not limited to COVID-19¹, chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis-disease, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by Board policy² or by the local public health administrator, after determining that it poses presents a danger to significant public health risk in the public’s health school-setting.
2. “Susceptible” for a child means lacking documentation being at risk of immunization required under OAR 333-050-0050 contracting a restrictable disease by virtue of being in one or more categories described in law.
3. “Reportable diseases” means a human reportable-disease, infection, microorganism or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health as specified in OAR Chapter 333, Division 18.

Restrictable Diseases

1. A student of the District will not attend a District school or facility while in a communicable stage of a restrictable disease, including a communicable stage of COVID-19³, unless authorized to do so

¹ Added per OAR 333-019-1000(2).

²“OAR 333-019-0010(7) Nothing in these rules prohibits a school or children’s facility from adopting more stringent exclusion standards under ORS 433.284.”

³ “Communicable stage of COVID-19” means having a positive presumptive or confirmed test of COVID-19.

under Oregon law. When a principal or designee⁴ has reason to suspect any child has a restrictable disease, the principal or designee shall send the student home.

2. A principal or designee⁵ shall ~~who~~ exclude a susceptible child from school if the principal or designee has reason to suspect that a student ~~has or~~ has been exposed to ~~any restrictable disease for which the student is required to be excluded, shall exclude that student from school and send them home~~ measles, mumps, rubella, diphtheria, pertussis, hepatitis A or hepatitis B, unless the local health officer determines that exclusion is not necessary to protect the public's health. The principal or designee may request the local health officer to make a determination as allowed by law. If the disease is reportable, the principal or designee² will report the occurrence to the local health department.
3. A principal or designee shall exclude a student if the principal or designee has been notified by a local public health administrator or local public health officer that the student has had a substantial exposure to an individual with COVID-19 and exclusion is deemed necessary by same.
4. ~~The~~ A student will be excluded in such instances until such time as the student or the parent or guardian of the student presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505-677.525, a nurse practitioner licensed under ORS 678.375-678.390, local health department nurse or school nurse stating that the student does not have or is not a carrier of any restrictable diseases.
5. ~~A principal or designee² will exclude a susceptible student that has been exposed to a restrictable disease that is also a reportable disease unless the local health officer determines that exclusion is not necessary to protect the public's health, or the local health officer states the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. The principal or designee² may request the local health officer to make a determination as allowed by law.~~
- 6.5. The District may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. A student may remain in an alternative educational setting until such time as a certificate from a physician, physician assistant, nurse practitioner, local health department nurse or school nurse, ~~under the guidance of the Local Public Health Authority (LPHA)~~, states that the student does not have or is not a carrier of any restrictable disease, or until such time as a local ~~public health officer~~ administrator states that the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. A restrictable disease exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may also be removed by a school nurse or health care provider.
- 7.6. More stringent exclusion standards for students from school may be adopted by the local health department ~~or by the District through Board adopted policy.~~

⁴ Or site administrator for non-school locations/departments.

⁵ ~~Or site administrator for non-school locations/departments.~~

~~8. A disease is considered to be a restrictable disease if it is listed in OAR 333-019-0010, or it has been designated to be a restrictable disease through Board policy or by the local health administrator, after determining that it presents a significant public health risk in the school setting.~~

9.7. The District's emergency preparedness plan shall address the District's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the District and with all rules set forth by the Oregon Health Authority, Public Health Division and the local health department.
2. A principal or designee² may seek confirmation and assistance from the local health officer to determine the appropriate District response when the principal or designee² is notified that a student or an employee has been exposed to a restrictable disease that is also a reportable disease.
3. A principal or designee² shall determine other persons ~~with a legitimate educational interest~~ who may be informed of a student's ~~the communicable nature of an individual student's disease~~ when a legitimate educational interest exists or for health and safety reasons in accordance with ~~or an employee's communicable disease, within guidelines allowed by~~ law.

Education

1. The principal or designee² shall seek information from the District's school nurse or other appropriate health officials regarding the health needs/hazards of all students and the impact on the educational needs of a student diagnosed with a restrictable disease or exposed to a restrictable disease.
2. The principal or designee² shall, utilizing information obtained above, determine an educational program for such a student and implement the program in an appropriate (i.e., regular or alternative) setting.
3. The principal or designee² shall review the appropriateness of the educational program and the educational setting of each individual student ~~diagnosed with a restrictable disease~~.

Equipment and Training

1. The principal or designee² shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The principal or designee² shall consult with the District's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All District personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). (See ~~policy EBBAA~~)



Code: JHCD/JHCDA
Adopted: 5/22/18
Revised/Readopted: 5/28/19
Orig. Code(s): JHCD; JHCDA

Medications**

The District recognizes that administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the District may administer or a student may be permitted to administer to themselves prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The District shall designate personnel authorized to administer medications to students. Annual training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE). When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

Current first-aid and CPR cards are required for designated personnel. Other personnel may be strongly encouraged to have current first aid and CPR cards, depending on their duties and/or positions.

The District reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The Superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy or a need to manage asthma, and an individualized health care plan for every student for whom the District has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.

A request to the District to administer or allow a student to self-administer prescription medication shall include a signed prescription and treatment plan from a prescriber.

A request to the district to administer or allow a student to self-administer nonprescription that is not approved by the Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the District, the District may revoke the permission given to a student to self-administer medication.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established District administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a back-up prescribed autoinjectable epinephrine is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

[Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.]

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by District employees in accordance with established state law, Board policy and administrative regulation.

A school administrator, teacher or other District employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the

administration in good faith and pursuant to state law of prescription and/or nonprescription medication.

A school administrator, school nurse, teacher or other District employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, as described in Oregon Revised Statute (ORS) 339.866, if that person in good faith assisted the student in self-administration of the medication.

A school administrator, school nurse, teacher or other District employee designated by the school administration is not liable in a criminal action or for civil damages as a result of the use of medication if that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy, who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine[, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who that person believes in good faith is experiencing an overdose of an opioid drug].

The District and the members of the Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith, on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district, administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine[, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who the person believes in good faith is experiencing an overdose of an opioid drug].

The Superintendent shall develop administrative regulations as needed to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 109.610](#)
[ORS 109.640](#)
[ORS 109.675](#)
[ORS 332.107](#)
[ORS 339.866 - 339.871](#)
[ORS 433.800 - 433.830](#)
[ORS 475.005 - 475.285](#)

[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)
[OAR 333-055-0000 -055-0115](#)
[OAR 581-021-0037](#)
[OAR 581-022-2220](#)

[OAR 851-047-0030](#)
[OAR 851-047-0040](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

Oregon Health Authority and Oregon Department of Education, *Medication Administration: A Manual for School Personnel*.
Corrected 5/20/20



Code: JHCD/JHCDA-AR
Adopted: 5/22/18
Revised/Readopted: 5/28/19
Orig. Code: JHCD/JHCDA-AR

Medications**

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

- Definitions
 - “Medication” means any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for premeasured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student’s Oregon licensed health care professional for asthma or severe allergies. [Medication also includes naloxone or any similar medication that is in any form available for the safe administration and that is designed to rapidly reverse an overdose of an opioid drug.]
 - “Prescription medication” means any medication that under federal or state law requires a prescription by a prescriber.
 - “Nonprescription medication” means medication that under federal law does not require a prescription from a prescriber.
 - “Adrenal crisis” means adrenal crisis as defined in Oregon Revised Statute (ORS) 433.800.
 - “Adrenal insufficiency” means adrenal insufficiency as defined in ORS 433.800.
 - “Notice of a diagnosis of adrenal insufficiency” means written notice to the district from a student or the parent or guardian of a student who has been diagnosed as adrenal insufficient, with a copy of an order from the student’s primary care provider that includes the student’s diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis, and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered.
 - “Prescriber” means a doctor of medicine or osteopathy, a physician assistant

licensed to practice by the Board of Medical Examiners for the State of Oregon, an Oregon-licensed, advance practice registered nurse with prescriptive authority, a dentist licensed by the Board of Dentistry for the State of Oregon, an optometrist licensed by the Board of Optometry for the State of Oregon, a naturopathic physician licensed by the Board of Naturopathy for the State of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.

- “Qualified trainer” means a person who is familiar with the delivery of health services in a school setting, and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy or a physician assistant licensed by the Board of Medical Examiners for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the State of Oregon.
- “Severe allergy” means a life-threatening hypersensitivity to a specific substance such as food, pollen, dust or insect sting.
- “Asthma” means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
- “Designated personnel” means the school personnel designated to administer medication pursuant to district policy and procedure.
- Designated Personnel/Training
 - The principal will designate personnel authorized to administer prescription or nonprescription medication to a student while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care programs on school-owned property, and in transit to or from school or a school-sponsored activity, as required by Oregon law. The principal will supervise and ensure that building and activity practices and procedures are consistent with the requirements of law, rules and this administrative regulation.
 - The principal will ensure that the training required by Oregon law is provided to designated personnel. Training must be conducted by a qualified trainer. Training will be provided annually to designated personnel authorized to administer medication to students. The first year and every third year of training requires in-person instruction; during the intervening years, designated personnel may complete an online training that has been approved by the Oregon Department of Education (ODE) so long as a trainer is available within a reasonable amount of time following the training to answer questions and provide clarification.
 - Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations, and include, but not be limited to, the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life-threatening side effects, allergic reactions or adrenal insufficiency, and student confidentiality. Materials as recommended and/or approved by ODE will be used.
 - A copy of the district’s policy and administrative regulation will be provided to all staff authorized to administer medication to students and others, as appropriate.
 - Designated personnel who complete the required training will have their names

entered into a database, and the sign-in sheet will be retained.

- Administering Premeasured Doses of Epinephrine to a Student or Other Individual

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who, the personnel believe in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

- [Administering Naloxone or Other Similar Medication to a Student or Other Individual]

- Naloxone or any other similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an opioid overdose.]

- Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

A student experiencing symptoms of adrenal crisis, while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from a school or a school-sponsored activity, may be treated by designated personnel and shall be subject to the following:

- Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal will designate one or more school personnel to be responsible for administering the medication to treat adrenal insufficiency;
- The designated personnel will successfully complete training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis, in accordance with the rules adopted by the Oregon Health authority;
- The student or the student's parent or guardian must provide an adequate supply of the student's prescribed medication to the district;
- The District will require the development of an individualized health care plan for the student that includes protocols for preventing exposures to allergens, and establishes if or when a student may self-carry prescription medication when the student has not been approved to self-administer medication;
- In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student's parent or guardian.

- Administering Medication to a Student
 - A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:
 - A written request for designated personnel to administer prescription medication to a student if, because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, and in transit to or from school or a school-sponsored activity, must be submitted to the school office, and shall include:
 - The written, permission of the student's parent or guardian or the student, if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
 - The written instruction from the prescriber for the administration of the medication to the student that includes:
 - Name of the student;
 - Name of the medication;
 - Method of administration;
 - Dosage;
 - Frequency of administration;
 - Other special instructions from the prescriber, if any; and
 - Signature of the prescriber.

The prescription label, prepared by a pharmacist at the direction of the prescriber will be considered to meet this requirement if it contains the information listed in (i) - (vii) above.

- A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:
 - The nonprescription medication is necessary for the student to remain in school;
 - The nonprescription medication is provided in the original manufacturer's container by the parent or guardian of the student;

- The written instruction from the student’s parent or guardian for the administration of the nonprescription medication that includes:
 - Name of the student;
 - Name of the medication;
 - Method of administration;
 - Dosage;
 - Frequency of administration;
 - Other special instructions, if any; and
 - Signature of the student’s parent or guardian.

If the written instruction is not consistent with the manufacturer’s guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

- If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student’s prescriber is required and will include:
 - Name of the student;
 - Name of the medication;
 - Dosage;
 - Method of administration;
 - Frequency of administration;
 - A statement that the medication must be administered while the student is in school;
 - Other special instructions, if any; and
 - Signature of the prescriber.
- An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on

school-owned property and in transit to or from school or a school-sponsored activity, and will include a determination on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;

- It is the student's parent's or guardian's or the student's, if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication.
- It is the student's parent's or guardian's or the student's, if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions.
- In the event a student refuses medication, the parent or guardian will be notified immediately, except where a student is allowed to seek medical care without parental consent. No attempt will be made to administer medication to a student who refuses a medication.
- Any error in administration of a medication will be reported to the parent or guardian immediately, except where a student is allowed to seek medical care without parental consent, and documented on the district's Medication Incident Report form. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration or method of administration.
- Medication shall not be administered until the necessary permission form and written instructions have been submitted, as required by the district.
- Administration of Medication by a Student to Themselves
 - A student, including a student in kindergarten through grade 12 with asthma or severe allergies, may be permitted to administer medication to themselves without assistance from designated personnel and is subject to the following:
 - A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
 - A permission form from a parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675, and other documentation requested by the district, must be submitted for self-medication of all prescription medications;
 - If the student has asthma, diabetes and/or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for

managing the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care programs on school-owned property or in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;

- The permission to self-administer the medication from a principal / designee and a prescriber or registered nurse practicing in a school setting.

- A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:
 - The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675;
 - The student's name affixed to the manufacturer's original container; and
 - The permission to self-administer medication from a building principal/designee².

- A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
 - The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
 - A written order from the student's prescriber that includes:
 - Name of the student;
 - Name of the medication;
 - Dosage;
 - Method of administration;
 - Frequency of administration;
 - A statement that the medication must be administered while the

student is in school;

- Other special instructions, if any; and
 - Signature of the prescriber.
-
- The student may have in their possession only the amount of medication needed for that school day, except that, for manufacturer's packaging that contains multiple dosages, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers.
 - Sharing and/or borrowing of medication with another student is strictly prohibited.
 - For a students who has been prescribed bronchodilators or epinephrine, the designated personnel will request that the parent or guardian provide backup medication for emergency use by that student. Backup medication, if provided, will be kept at the student's school in a location to which the student has immediate access, in the event the student has an asthma and/or severe allergy emergency.
 - Upon written request from a parent or guardian and with a prescriber's written statement that the lack of immediate access to backup autoinjectable epinephrine may be life-threatening to a student, and the location where the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom.
 - A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
 - Permission for a student to administer medication to themselves may be revoked if the student violates the Board's policy and/or this administrative regulation.
 - A students may be subject to discipline, up to and including expulsion, as appropriate;
 - A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication.

- Handling, Monitoring and Safe Storage of Medication Supplies for Administering Medication to Students
 - Medication administered by designated personnel to a student or self-administered by a student must be delivered to the school, in its original container, accompanied by the permission form and written instructions, as required above.
 - Medication in capsule or tablet form and categorized as a sedative, stimulant, anticonvulsant, narcotic analgesic, or psychotropic medication will be counted by designated personnel in the presence of another district employee upon receipt, documented in the student's medication log, and routinely monitored during storage and administration. Discrepancies will be reported to the principal immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
 - Designated personnel will follow the written instructions of the prescriber and the student or the student's parent or guardian, and training guidelines as may be recommended by the ODE for administering all forms of prescription and/or nonprescription medications.
 - Medication will be secured as follows:
 - Non-refrigerated medications will be stored in a locked cabinet, drawer, or box.
 - Medications requiring refrigeration will be stored in a locked box in a refrigerator.
 - Access to medication storage keys will be limited to the principal and designated personnel.
 - Designated personnel will be responsible for monitoring all medication supplies, and for ensuring that medication is secure at all times, not left unattended after administering, and that the medication container is properly sealed and returned to storage.
 - In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian or the student (in situations involving ORS 109.610, 109.640 and 109.675) immediately.
- Emergency Response
 - Designated personnel will notify 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of

life-threatening side effects that result from district-administered medication or from student self-medication or allergic reactions. The parent or guardian, school nurse, and principal will be notified immediately.

- Minor adverse reactions that result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675.
- Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.
- Disposal of Medication
 - Medication not picked up by the student's parent or guardian or the student, when allowed pursuant to ORS 109.610, 109.640 and 109.675, at the end of the school year or within five school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in a nonrecoverable fashion, as follows:
 - Medication will be removed from its original container and personal information will be destroyed;
 - Solid medications will be crushed, mixed or dissolved in water; liquid medications will be mixed or dissolved in water; and
 - Mixed with an undesirable substance, e.g., coffee grounds, kitty litter, flour; and
 - Placed in impermeable, non-descript containers such as empty cans or sealable bags; and
 - Placed in the trash.
 - Other medication will be disposed of in accordance with established training procedures including sharps and glass.
 - All medication will be disposed of by designated personnel in the presence of another school employee and documented as described in Section 10 (below).
- Transcribing, Recording and Record Keeping
 - A medication log will be maintained for each student who is administered medication by the district. The medication log will include, but not be limited to:
 - The name of the student, name of the medication, dosage, method of

administration, date and time of administration, frequency of administration and the name of the person administering the medication;

- Student refusals of medication;
 - Errors in administration of medication;
 - Incidents of emergency and minor adverse reaction by a student to medication;
 - Discrepancies in medication supply;
 - Disposal of medication, including date, quantity, manner in which the medication was destroyed, and the signature of the staff involved.
-
- All records relating to administration of medications, including permissions and written instructions, will be maintained in a separate medical file apart from the student's education records file, unless otherwise related to the student's educational placement and/or individualized education program. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
 - Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student, and their parent or guardian. Information may be shared with other staff with a legitimate educational interest in the student or others, as may be authorized by the parent or guardian in writing or others as allowed under state and federal law.

Corrected 5/20/20



Code: **LBE**
Adopted: 12/14
Revised/Readopted: 4/28/20
Orig. Code: LBE

Public Charter Schools

The Board is dedicated to providing educational options for all students, and recognizes there will be students in the District whose needs and interests are best served by participation in other educational programs. Public charter schools shall demonstrate a commitment to the mission and diversity of public education, while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents, and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Public charter schools may be established as a new public school, from an existing public school or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the District unless the District is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant, and adverse impact on the quality of the public education of students residing in the District. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon Revised Statutes, Oregon Administrative Rules, Board policy, and administrative regulation. Upon request of the Board, the public charter school applicant must furnish, in a timely manner, any other information the Board deems relevant and necessary to conduct a complete and good-faith evaluation of the public charter school proposal.

The District will determine if it has any vacant, unused, or underutilized buildings. Upon request, the District shall make this list available to developing or operating public charter schools. Buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the Board. Public charter school use outside the District's instructional day will be subject to Board policy KG - Community Use of District Facilities and accompanying administrative regulation.

Students attending Hillsboro-sponsored public charter schools may, upon request, be allowed to participate in District programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials are available. Students must adhere to state law, Board policies, regulations, and rules concerning conduct and discipline.

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's available activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements found in Oregon law are met.

The District will not provide instructional materials, lesson plans, or curriculum guides for use in a public charter school.

The public charter school employer will be determined with each proposal. If the District is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the District is not the sponsor of the public charter school, the District shall not be the employer and will not collectively bargain with public charter school employees.

~~The District will annually, by~~ *Beginning* October 1st of each year, *the District will* calculate *on a monthly basis* the number of students residing in the District who are enrolled in a virtual public charter school. When the percentage is 3 percent or above, the District may choose to not approve additional students for enrollment to a virtual public charter school, subject to the requirements in OAR 581-026-0305(2).

The District is only required to use data that is reasonably available to the District including, but not limited to, the following for such calculation:

1. The number of students residing in the District enrolled in the schools within the District;
2. The number of students residing in the District enrolled in public charter schools located in the District;
3. The number of students residing in the District enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the District and who have registered with the educational service district; and
5. The number of students who reside in the District enrolled in private schools located within the District.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.

The Superintendent or designee will develop administrative regulations for public charter schools to include the proposal process, review and appeal procedures, and charter agreement provisions.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)

[ORS 327.109](#)

[ORS 332.107](#)

[ORS Chapter 338](#)

[ORS 339.141](#)

[ORS 339.147](#)

[OAR 581-026-0005 to -0515](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).

HILLSBORO SCHOOL DISTRICT 1J
November 17, 2020
ACCEPT GIFTS AND DONATIONS
(as of October 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 \$10,000 from Ballmer Group of Goldman Sachs Philanthropy Fund to Farmington View Elementary school for Home Outreach for the Migrant Farm Community
- Donation of \$5,071 from Imlay PTA to Imlay Elementary School for Chromebooks
- Donation of \$5,000 from The Oregon Community Foundation to the Hillsboro School District for the Indian Education Program

RECOMMENDATION

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

I move that the Board of Directors accept the donation of \$10,000 from Ballmer Group of Goldman Sachs Philanthropy Fund to Farmington View Elementary school for Home Outreach for the Migrant Farm Community, \$5,071 from Imlay PTA to Imlay Elementary School for Chromebooks, and \$5,000 from The Oregon Community Foundation to the Hillsboro School District for the Indian Education Program.

HILLSBORO SCHOOL DISTRICT 1J
November 17, 2020
STUDENT INVESTMENT ACT AGREEMENT

SITUATION

Staff last presented information on the status of the Student Investment Act grant application outlook for the 2020-21 at the April 28th Board meeting and again during the budget adoption process. This was an effort to inform and engage key communicators regarding resource use and budgetary impacts based on current information.

The Student Investment Act will be funded at a lower level than originally intended for the 2020-21 fiscal year. The original appropriation of revenues generated by the Corporate Activity Tax was \$16.5 million. This was reduced to \$5.6 million as the state prepared budget reductions in response to the COVID 19 state of emergency impact to the economy late last May. The appropriation remains at that level and will be used for eligible expenditures under the original grant application up to the amount available. Please see the [District Student Investment Act Application](#) or contact [Travis Reiman/Michelle Morrison](#) for more information.

The [next requirement](#) under HB 3427 rules for the Student Investment Act is for the board to review and approve the grant agreement between the District and the Department of Education. This is not a typical requirement of other grant agreements and reflects the intent of the law for communications regarding the Student Investment Account to be ongoing with the community at large.

RECOMMENDATION

The Superintendent recommends that the board members review, discuss, and approve the Student Investment Act Grant Agreement.

STATE OF OREGON GRANT AGREEMENT

GRANT NO. 13656

“Student Success Act -Student Investment Account”

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **Hillsboro SD 1J** (“Grantee”), each a “Party” and, together, the “Parties”.

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”). Agency is authorized to distribute funding from the Statewide Education Initiative Account for the purposes described in Section 9 of the Act. Agency is authorized to enter into a grant agreement and provide funding for the purposes described in this Grant.

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental or behavioral health needs, and increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2020 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on June 30, 2021.

SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

Rachael Moser
Office of Education Innovation & Improvement
255 Capitol St NE
Salem, OR 97310-0203
SIInfo@ode.state.or.us

4.2 Grantee’s Grant Manager is:

Travis Reiman
Hillsboro SD 1J
3083 NE 49th Pl
Hillsboro, OR 97124-6009

reimant@hsd.k12.or.us

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth on Exhibit A (the "Project"), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending June 30, 2021 (the "Performance Period").

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide Grantee up to \$5,356,178.61 ("Grant Funds") for the Project. Agency will pay the Grant Funds from monies available through its Student Investment Account ("Funding Source").

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1** Subject to the availability of sufficient moneys in and from the Funding Source based on Agency's reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2** Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3** Grantee may use the Grant Funds for indirect or administrative costs up to the amount allowed by OAR 581-014-0004 (currently the lesser of five percent of Grantee's total expenditures or \$500,000 per annum). The rates described in OAR 581-014-0004 control over any other verbal or written rate(s) provided by Agency, including in any notice of award provided by Agency's Electronic Grants Management System ("EGMS").

7.2 Conditions Precedent to Disbursement. Agency's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1** Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
- 7.2.2** No default as described in Section 15 has occurred; and
- 7.2.3** Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

7.3 No Duplicate Payment. Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.

7.4 Suspension of Funding and Project. Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency's discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 Organization/Authority. Grantee represents and warrants to Agency that:

- 8.1.1 Grantee is eligible to accept Grand Funds for this purpose and is duly organized and validly existing under the laws of the State of Oregon;
- 8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (a) execute this Grant, (b) incur and perform its obligations under this Grant, and (c) receive financing, including the Grant Funds, for the Project;
- 8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4 If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5 There is no proceeding pending or threatened against Grantee before any court of governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.

8.2 False Claims Act. Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.

8.3 No limitation. The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

9.1 Intellectual Property Definitions. As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:

“Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.

“Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.

9.2 Grantee Ownership. Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.

- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.
- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information, If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.

- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-646A.628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600 – 628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.
- 10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.5 Background Check.** If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

- 11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys' fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this Section). If legal limitations apply to the indemnification ability of Grantee, this indemnification must be for the maximum amount of funds available for expenditure, including any available contingency funds, insurance, funds available under ORS 30.260 to 30.300 or other available non-appropriated funds.
- 11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon's interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.
- 11.3 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a "public body" as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively "Claim") between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. If the parties cannot resolve the dispute at the direct management level, it will be resolved as provided in OAR 581-014-0004.

SECTION 15: DEFAULT

15.1 Grantee. Grantee will be in default under this Grant upon the occurrence of any of the following events:

- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements or obligations under this Grant;
- 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
- 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.

15.2 Agency. Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (a) termination of this Grant under Section 18.2, (b) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (e) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (f) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

- 17.1** Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2** Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3** Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4** Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

- 18.1 Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 By Agency.** Agency may terminate this Grant as follows:
- 18.2.1** At Agency's discretion, upon 30 days advance written notice to Grantee;
- 18.2.2** Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;

18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or

18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.

18.3 By Grantee. Grantee may terminate this Grant as follows:

18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

18.3.2 If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

18.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

19.1 Conflict of Interest. Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

19.2 Nonappropriation. Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

19.3 Amendments. The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

19.4 Notice. Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.

- 19.5 Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.
- 19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.
- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.8.1 FERPA.** The Family Educational Rights and Privacy Act (FERPA), 20 USC §1232g, applies to education records of individual students held by the Agency. If Grantee has access to personally identifiable education records, Grantee shall not disclose them to anyone and upon completion of the education program and expiration of the Grant, Grantee shall destroy the records. Grantee shall comply with all applicable statutes and rules related to FERPA and education records.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.

19.13 Records Maintenance and Access. Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

19.14 Headings. The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

19.15 Grant Documents. This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the "Project")
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

19.16 Merger, Waiver. This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: _____
Name, Title Date

GRANTEE Hillsboro SD 1J

By: _____
Authorized Signature Date

Printed Name, Title

Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: Cynthia Byrnes, Senior Assistant Attorney General 8/27/2020 via email
Name, Title Date

EXHIBIT A THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA establishes the Student Investment Account (SIA) to provide Oregon school districts and eligible charter schools with access to non-competitive grant funds. Each SIA applicant is required to work alongside educators, students, families and their community to develop a plan and outline priorities and activities that align to the allowable uses in the law.

The SIA grants are for two purposes:

- 1) Meeting students’ mental or behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B.

“Act” means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

“Allowable Costs of the Project” means Grantee’s actual costs that are reasonable, necessary and directly related to the implementation of the SIA Plan and are allowable uses of the Grant Funds under the Act.

“Baseline Targets” means the minimum expectations for improvement set forth in the SIA Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

“Common Metrics” means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

“Disaggregated” has the meaning give in section 12(a) of the Act.

“Five-Year Completion Rate” has the meaning given in section 12(b) of the Act.

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“Focal Student Groups” means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged, students who are homeless and students who are foster children.

“Foundational Year” means the first year of Grantee’s three-year SIA Plan.

“Four-Year on-Time Graduation Rate” means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

“Gap Closing Targets” or “Closing Gap Targets” means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the SIA Plan, based on the December 2019 “Guidance for Eligible Applicants”.

“Longitudinal Performance Growth Targets (LPGT)” means the required common metrics and optional locally defined metrics included in Grantee’s SIA Plan.

“Ninth-grade On-Track Rate” has the meaning given in section 12(d) of the Act.

“Optional Local Metrics” means additional Progress Markers toward the Common Metrics included in the SIA Plan.

“Progress Markers” means sets of indicators set forth in the SIA Plan that identify the kinds of changes Agency expects to see in policies, practices and approaches over the next three years that lead to Grantee reaching its LPGT.

“Regular Attendance Rate” has the meaning given in section 12(f) of the Act.

“SIA Account” means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

“SIA Plan” means the plan developed and implemented by Grantee that focuses on increasing academic achievement and, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs.

“Stretch Targets” means significant improvement set forth in the SIA Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

“Third-Grade Reading Proficiency Rate” has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

This Grant Agreement is for the Foundational Year only.

Subsection 1. Continuous SIA Plan Implementation

Agency will disburse Grant Funds for Allowable Costs of the Project that implement Grantee’s SIA Plan during the Performance Period in accordance with formula and activities described in the Act.

At the start of the 2020-2021 School Year, Grantee must begin to implement its SIA Plans.

Grantees must use the Grant Funds only for:

(a) Increasing instructional time, which may include: (A) More hours or days of instructional time; (B) Summer programs; (C) Before-school or after-school programs; or (D) Technological investments that minimize class time used for assessments administered to students.

(b) Addressing students’ health or safety needs, which may include: (A) Social-emotional learning and development; (B) Student mental and behavioral health; (C) Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school; (D) Student health and wellness; (E) Trauma-informed practices; (F) School health professionals and assistants; or (G) Facility improvements directly related to improving student health or safety.

(c) Reducing class sizes, which may include increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.

(d) Expanding availability of and student participation in well-rounded learning experiences, which may include: (A) Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade; (B) Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers; (C) Broadened curricular options at all grade levels, including access to: (i) Art, music and physical education classes; (ii) Science, technology, engineering and mathematics education; (iii) Career and technical education, including career and technical student organization programs; (iv) Electives that are engaging to students; (v) Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs; (vi) Dropout prevention programs and transition supports; (vii) Life skills classes; or (viii) Talented and gifted programs; or (D) Access to licensed educators with a library media endorsement

Grantee must periodically review its progress toward meeting Grantee’s Progress Markers and LPGT described in the Exhibit B Common and Customized Framework.

Subsection 2. Foundational Year SIA Plan Refinement and Extension

During the Foundational Year, Grantee must re-visit each aspect of its SIA Plan and engage with Focal Student Groups, families, staff and community to develop a four-year SIA Plan that will extend from 2021-2024 with two biannual implementation periods.

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Grantee must also revisit its LPGT and develop Baseline Targets and Stretch Targets for each of the five Common Metrics and develop Gap Closing Targets that Focal Student Groups will be expected to meet over a five-year period.

As part of the application process for follow-up funding to this Foundational Year Grant, Grantee must work with Agency to co-develop LPGT, Progress Markers and Optional Local Metrics in the spring and summer of 2021.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit quarterly financial and performance progress reports as well as a final yearly report on the dates set forth in Section V. This reporting requirement shall survive termination of this Agreement.

Financial Reports

Beginning in January of 2021 and continuing each quarter thereafter, Grantee must submit a financial report detailing its expenditure of Grant Funds to the Agency using the form provided by the Agency. Reports are due 30 days after the end of each fiscal year quarter. The yearly report will be due no later than 60 days after the end of the fiscal year.

If Grantee does not use the Grant Funds for Allowable Project Costs Agency may exercise the remedies provided in Section 17 of this Grant, including without limitation deducting amounts from future disbursements of Grant Funds.

Any Grant Funds that are not used by Grantee by June 30, 2021 must be returned to Agency for deposit in the Student Investment Account. If Grantee has not used all of its Grant Funds by June 30, 2021, Grantee may submit a request to Agency no later than June 15 for an extension until September 30, 2021 to use the Grant Funds. The Agency may approve the request at its discretion based upon a determination as to whether the extension and proposed use constitute Allowable Project Costs that further Grantee's SIA Plan or targets.

SIA Plan Performance Reporting

The Agency will closely monitor and evaluate Grantee's progress towards its Progress Markers.

Beginning in January of 2021 and continuing each quarter thereafter, Grantee must submit a narrative Performance Progress Report detailing its SIA Plan activities to the Agency using the form provided by the Agency. Reports are due 30 days after the end of each fiscal year quarter. The yearly report will be due no later than 60 days after the end of the fiscal year.

SIA grant monitoring

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

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A Grant monitoring visit or call may cover a variety of topics at Agency’s discretion including but not limited to: Grantee’s compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; SIA Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee’s progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee’s training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board.

Each grant recipient must conduct a performance review every four years as required by standards adopted in board rule.

SECTION V – DISBURSEMENT and REPORTING PROVISIONS

Agency will disburse the Grant Funds using its Electronic Grants Management System (“EGMS”), on a quarterly basis as outlined below:

<u>Disbursement Date</u>	<u>Amount</u>
<u>October 1, 2020</u>	<u>40%</u>
<u>January 1, 2021</u>	<u>30%</u>
<u>April 1, 2021</u>	<u>30%</u>

*If this Grant is not fully executed by October 1, 2020, Agency will disburse the Grant Funds within 30 days of the Execution Date.

Agency will disburse the Grant Funds in quarterly disbursements in advance of expenditures, not on a reimbursement basis.

Grantee must submit its financial and performance progress reports on the following dates:

January 31, 2021

April 30, 2021

August 30, 2021 (Yearly Report)

EXHIBIT B COMMON AND CUSTOMIZED FRAMEWORK HILLSBORO SD 1J

SECTION I – PROGRESS MARKERS FOR SCHOOL YEAR 2020-2021

The Progress Markers are a mechanism to support a developmental approach to evaluation with a focus on learning about the kinds of changes that happen from distinct investments. The following fifteen Progress Markers are arranged into three categories that represent the advancement in degree of change from minimum to profound as described and listed below:

- A. **“Expect to see”** progress makers represent initial, easy to achieve changes that indicate a recognition of and commitment to SIA plan goals.
- B. **“Would like to see”** progress markers represent longer term likely changes and indicate more active learning and engagement.
- C. **“Would love to see”** progress markers describe the kinds of profound changes ideal for any program or investment to make or contribute towards. Note: In this first year, this would be unusual to see.

A. Expect to see

1	Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.
2	An equity lens is in place, adopted, and woven through all policies, procedures and practices.
3	Data teams are forming, and they frequently review data that inform a school’s decision-making processes, including barriers to engagement and attendance. ¹
4	Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.
5	Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.
6	Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.

¹ Providing sufficient time for teachers and staff to review data is an eligibility requirement for High School Success (Measure 98) funding in high schools. This suggests the value of that practice when well designed for all developmental levels. Duplication in focus is acceptable and strategic in this case. Funds should be braided but grantees can’t use funding for the same purpose with both initiatives.

B. Would like to see

7	Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.
8	Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.
9	Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.
10	Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.
11	An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups. ²
12	Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.

C. Would love to see

13	Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon’s English Language Arts and Literacy Standards.
14	School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time ³ .
15	Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.

SECTION II – APPROVED OPTIONAL LOCAL METRICS (IF APPLICABLE)

NA

² Again, this is intentionally aligned with High School Success goals and best practices. Changes in progress that might come in part from SIA investments and in part from HSS investments are acceptable to include as “contributions to change” as what we are most interested in is that change is occurring and learning from what is unfolding.

³ ODE considered and received substantial but mixed feedback about the value of mapping the math strategy, and while we chose not to include formally, SIA recipients are encouraged to review the literature and develop an understanding of what Math proficiency is, what it looks like for students and how shared competencies are taught in 9th grade Math.

EXHIBIT C INSURANCE

INSURANCE REQUIREMENTS:

Grantee shall obtain at Grantee's expense the insurance specified in this Exhibit C prior to performing under this Grant Agreement and shall maintain it in full force and at its own expense throughout the duration of this Grant Agreement, as required by any extended reporting period or tail coverage requirements, and all warranty periods that apply. Grantee shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. Coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee shall pay for all deductibles, self-insured retention and self-insurance, if any.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017 and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee shall require and ensure that each of its subcontractors complies with these requirements. If Grantee is a subject employer, as defined in ORS 656.023, Grantee shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident. If Grantee is an employer subject to any other state's workers' compensation law, Grantee shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

COMMERCIAL GENERAL LIABILITY:

Required

Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance shall include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this Grant Agreement, and have no limitation of coverage to designated premises, project or operation. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000.00 per occurrence. Annual aggregate limit shall not be less than \$2,000,000.00.

AUTOMOBILE LIABILITY INSURANCE:

Required **Not required**

Automobile Liability Insurance covering Grantee's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000.00 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

EXCESS/UMBRELLA INSURANCE:

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance.

ADDITIONAL INSURED:

All liability insurance, except for Workers' Compensation, Professional Liability, and Network Security and Privacy Liability (if applicable), required under this Grant Agreement must include an additional insured endorsement specifying the State of Oregon, its officers, employees and agents as Additional Insureds, including additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee's activities to be performed under this Grant Agreement. Coverage shall be primary and non-contributory with any other insurance and self-insurance. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on ISO Form CG 20 10 07 04 or equivalent and the Additional Insured endorsement with respect to completed operations must be on ISO form CG 20 37 07 04 or equivalent.

WAIVER OF SUBROGATION:

Grantee shall waive rights of subrogation which Grantee or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee will obtain any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee's insurer(s).

TAIL COVERAGE:

If any of the required insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, Grantee shall maintain either tail coverage or continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of this Grant Agreement, for a minimum of 24 months following the later of (i) Grantee's completion and Agency's acceptance of all Services required under this Grant Agreement, or, (ii) Agency or Grantee termination of this Grant Agreement, or, (iii) The expiration of all warranty periods provided under this Grant Agreement.

CERTIFICATE(S) AND PROOF OF INSURANCE:

Grantee shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Grant Agreement. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Grant Agreement. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Grant Agreement. Grantee must furnish acceptable insurance certificates to: ode.insurance@ode.state.or.us or by mail to: **Attention Procurement Services, Oregon Department of Education, 255 Capitol St NE, Salem OR, 97310** prior to commencing the work.

NOTICE OF CHANGE OR CANCELLATION:

ODE SIA

The Grantee or its insurer must provide at least 30 days' written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW:

Grantee agrees to periodic review of insurance requirements by Agency under this Agreement and to provide updated requirements as mutually agreed upon by Grantee and Agency.

STATE ACCEPTANCE:

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency's representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

Required (If Grantee is a Non-Profit or if a first tier contractor or subgrantee is a Non-Profit)

Directors, Officers and Organization insurance covering the Grantee's Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions - with a combined single limit of no less than \$1,000,000.00 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

Required **Not required**

Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, investigation, reporting to proper authorities, and retention of any person for whom the Grantee is responsible including but not limited to Grantee and Grantee's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee, and the Grantee's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000.00 per occurrence. Any annual aggregate limit shall not be less than \$3,000,000.00. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

HILLSBORO SCHOOL DISTRICT 1J
November 17, 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 42: HR and B Blueprint Team

Central office services are designed to anticipate and proactively meet the needs of each school. The Business Office provides differentiated and integrated service to schools by working closely with departments to anticipate community supports for staff. Most recently, as a team with Human Resources, Business Office staff have been monitoring and communicating with association leaders regarding the status of workshare, staffing, available staff resources, and COVID 19 news that impacts the ability to return to in-person instruction.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. Finance Manager Jennifer Zavatsky met with staff from Springfield, Beaverton, and Salem-Keizer schools to develop standards continues to refine the District’s Procurement Card (P-Card) program. In order to eliminate errors, increase transparency in transactions, and reduce fraud attempts, Jennifer developed the P-Card “check-out” program to limit the number of individually issued cards. With feedback from users, Office Managers, and Bookkeepers, she has created a short agreement for staff to review and sign prior to accessing the district checkout P-Cards. This will maintain access for user convenience while maintaining a high level of internal control and discretion over transactions.

Finance Team – Financial Reporting, Contracts and Grants. Manager of Business Services Jeff Jones and Alejandra Avila-Huacal Business Office Support Specialist, have been re-branding the Medicaid Administrative Claiming (MAC) Survey program. The MAC survey requires three annual surveys of select staff that are trained and then complete an online survey to determine how much of their time is reimbursable by Medicaid. This year, Mr. Jones and Ms. Avila will be targeting the same group of staff for the entire year because they will only have to be trained once. They are also working on a building-level incentive for participation because the strong proceeds may pay for multiple district-level nurses.

Payroll Team and Employee Benefits. Payroll Supervisor Kim Grannis has begun processing the essential employee childcare reimbursements from the Washington County CARES Act grant. Although the grant only covers August 1-December 30, it is anticipated that the District will spend all of the \$1.5 million in available funds on both staff and non-staff essential workers in the community. Another new success for Kim and her team!

Benefits Supervisor Lynette Coffman has been assisting Human Resources and Leah McCarthy, Risk Manager, with handling staff requests for accommodations and various types of leave. The Families First Coronavirus Response Act requires employers to extend additional leave benefits to staff that have been impacted by COVID, have to care for a sick household member or children due to school/childcare closures and expires at the end of December.

General Functions

The Business Office Recovery Team is working to track all COVID-19 related expenses and potential funding sources to recovery outlay wherever possible. Although the economic impact of the Coronavirus is yet to be determined, the Recovery Team is an ad-hoc work group aligned with the Business Office imperative to 1) minimize waste, and 2) maximize opportunities. If you would like more information or to discuss these or other Business Office items, please contact Michelle Morrison at 503-844-1527 or morrisom@hsd.k12.or.us.

Workers' Compensation Report. In order to ensure accurate reports to the Board, and allow adequate time for the claims submitted each month to be fully processed, there is a one-month delay in reporting workers' compensation claims to the Board. The table below includes workers' compensation claims reported in September 2020.

The District received 6 workers' compensation claim in September. As of September 30, 2020, there were 17 open claims; 9 were for medical costs only, and 8 included time loss. There were no employees on modified work plans during September.

Workers' Compensation Reports			
	2018-19	2019-20	2020-21
July	1	3	0
August	2	2	3
September	11	15	6
October	14	15	
November	5	10	
December	13	18	
January	7	14	
February	8	17	
March	13	3	
April	11	0	
May	15	2	
June	11	0	
Yearly Total:	111	99	9

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 no student incidents reported in September.

Student Incident Reports						
	2019-20 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport	2020-21 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport
July	2	N/A	0	0	N/A	0
August	6	N/A	0	0	N/A	0
September	149	7.5	1	0	N/A	0
October	131	6.2	3			
November	77	4.8	1			
December	91	6.1	4			
January	95	5.4	0			
February	74	4.1	3			
March	43	4.3	0			
April	0	N/A	0			
May	0	N/A	0			
June	0	N/A	0			
Yearly Total:	668		12	0		0

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 no bus accidents in September.

Hillsboro School District 1J
MONTHLY FINANCIAL REPORT - as of October 31, 2020

	July	August	September	1st Quarter	October	2nd Quarter	3rd Quarter	4th Quarter	Fiscal YTD	Budget	% of Budget	Fiscal YTD	% of Budget
Revenues	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	2020-21	2020-21		2019-20	% of Budget
Taxes	\$0.00	\$0.00	\$140,003.08	\$140,003.08	\$64,475.95	\$64,475.95	\$0.00	\$0.00	\$204,479.03	\$82,507,072.02	0.25%	\$430,019.01	0.57%
Interest	\$22,078.38	\$25,122.96	\$23,986.95	\$71,188.29	\$17,308.43	\$17,308.43	\$0.00	\$0.00	\$88,496.72	\$1,200,000.00	7.37%	\$199,228.56	15.23%
Local Sources	\$9,273.63	\$7,837.83	\$20,096.29	\$37,207.75	\$40,708.94	\$40,708.94	\$0.00	\$0.00	\$77,916.69	\$2,765,323.98	2.82%	\$251,861.02	12.94%
Total Local	\$31,352.01	\$32,960.79	\$184,086.32	\$248,399.12	\$122,493.32	\$122,493.32	\$0.00	\$0.00	\$370,892.44	\$86,472,396.00	0.43%	\$881,108.59	1.11%
County/ESD	\$0.00	\$898,202.00	\$299,401.00	\$1,197,603.00	\$299,401.00	\$299,401.00	\$0.00	\$0.00	\$1,497,004.00	\$3,790,112.00	39.50%	\$252,375.14	6.86%
State Sources	\$23,243,752.14	\$11,614,828.57	\$11,614,828.57	\$46,473,409.28	\$11,614,828.57	\$11,614,828.57	\$0.00	\$0.00	\$58,088,237.85	\$143,160,594.00	40.58%	\$57,141,597.21	40.77%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$0.00	\$44,025.66	\$0.00	\$44,025.66	\$0.00	\$0.00	\$0.00	\$0.00	\$44,025.66	\$42,833.00	0.00%	\$41.25	0.00%
Beginning Balance*	\$11,973,234.59	\$0.00	\$0.00	\$11,973,234.59	\$0.00	\$0.00	\$0.00	\$0.00	\$11,973,234.59	\$9,409,091.00	127.25%	\$10,090,542.29	112.13%
Total Revenue	\$35,248,338.74	\$12,590,017.02	\$12,098,315.89	\$59,936,671.65	\$12,036,722.89	\$12,036,722.89	\$0.00	\$0.00	\$71,973,394.54	\$242,875,026.00	29.63%	\$68,365,664.48	29.48%
Expenditures													
Instruction													
Salaries	\$37,712.04	\$109,106.80	\$6,768,739.36	\$6,915,558.20	\$6,820,063.87	\$6,820,063.87	\$0.00	\$0.00	\$13,735,622.07	\$79,447,168.00	17.29%	\$14,133,632.67	18.14%
Benefits	\$60,165.43	\$40,280.66	\$3,795,238.47	\$3,895,684.56	\$3,823,831.44	\$3,823,831.44	\$0.00	\$0.00	\$7,719,516.00	\$45,544,715.00	16.95%	\$8,032,602.72	18.18%
Purchased Service	\$279,999.92	\$150,308.98	\$254,602.41	\$684,911.31	\$437,879.36	\$437,879.36	\$0.00	\$0.00	\$1,122,790.67	\$14,371,079.00	7.81%	\$1,744,716.16	14.98%
Supplies/Materials	\$164,125.10	\$110,452.98	\$253,275.62	\$527,853.70	\$125,640.35	\$125,640.35	\$0.00	\$0.00	\$653,494.05	\$4,720,747.00	13.84%	\$696,417.72	22.75%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$141,839.74	\$0.00	\$6,465.00	\$148,304.74	\$3,275.00	\$3,275.00	\$0.00	\$0.00	\$151,579.74	\$975,637.00	15.54%	\$284,635.40	27.72%
Total Instruction	\$683,842.23	\$410,149.42	\$11,078,320.86	\$12,172,312.51	\$11,210,690.02	\$11,210,690.02	\$0.00	\$0.00	\$23,383,002.53	\$145,059,346.00	16.12%	\$24,892,004.67	18.06%
Support Services													
Salaries	\$1,684,722.41	\$1,591,262.70	\$3,424,771.22	\$6,700,756.33	\$3,173,017.05	\$3,173,017.05	\$0.00	\$0.00	\$9,873,773.38	\$47,237,641.00	20.90%	\$10,449,458.57	21.97%
Benefits	\$1,060,354.98	\$983,970.52	\$2,113,173.68	\$4,157,499.18	\$2,016,334.85	\$2,016,334.85	\$0.00	\$0.00	\$6,173,834.03	\$27,079,944.00	22.80%	\$6,420,280.07	23.81%
Purchased Service	\$1,551,887.04	\$978,912.69	\$696,803.03	\$3,227,602.76	\$888,943.50	\$888,943.50	\$0.00	\$0.00	\$4,116,546.26	\$8,544,746.00	48.18%	\$5,145,985.00	72.39%
Supplies/Materials	\$395,667.45	\$488,909.61	\$630,698.67	\$1,515,275.73	\$922,031.37	\$922,031.37	\$0.00	\$0.00	\$2,437,307.10	\$2,806,858.00	86.83%	\$2,238,335.50	119.77%
Capital Purchases	\$0.00	\$0.00	\$5,772.50	\$5,772.50	\$34,699.65	\$34,699.65	\$0.00	\$0.00	\$40,472.15	\$0.00	NA	\$28,911.63	0.00%
Other	\$1,271,992.90	\$49,768.20	\$90,619.44	\$1,412,380.54	\$24,174.62	\$24,174.62	\$0.00	\$0.00	\$1,436,555.16	\$580,094.00	247.64%	\$1,475,084.72	235.30%
Total Support	\$5,964,624.78	\$4,092,823.72	\$6,961,838.54	\$17,019,287.04	\$7,059,201.04	\$7,059,201.04	\$0.00	\$0.00	\$24,078,488.08	\$86,249,283.00	27.92%	\$25,758,055.49	30.62%
Community Services													
Salaries	\$15,613.00	\$12,765.72	\$27,324.15	\$55,702.87	\$31,926.31	\$31,926.31	\$0.00	\$0.00	\$87,629.18	\$313,488.00	27.95%	\$86,135.90	22.11%
Benefits	\$8,304.81	\$7,165.37	\$17,127.07	\$32,597.25	\$17,809.73	\$17,809.73	\$0.00	\$0.00	\$50,406.98	\$179,714.00	28.05%	\$52,911.65	23.95%
Purchased Service	\$0.00	\$0.00	\$745.00	\$745.00	\$0.00	\$0.00	\$0.00	\$0.00	\$745.00	\$56,706.00	1.31%	\$16,570.14	28.45%
Supplies/Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,627.00	0.00%	\$2,422.81	15.83%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,850.00	0.00%	\$0.00	0.00%
Total Community Services	\$23,917.81	\$19,931.09	\$45,196.22	\$89,045.12	\$49,736.04	\$49,736.04	\$0.00	\$0.00	\$138,781.16	\$572,385.00	24.25%	\$158,040.50	22.93%
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%
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%
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%
Debt Service Payment	\$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%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Contingency/Ending Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,994,012.00	0.00%	-\$71.34	0.00%
Total Expenditures	\$6,672,384.82	\$4,522,904.23	\$18,085,355.62	\$29,280,644.67	\$18,319,627.10	\$18,319,627.10	\$0.00	\$0.00	\$47,600,271.77	\$242,875,026.00	19.60%	\$50,808,029.32	21.91%

OSBA Model Sample Policy

Code: ACB

Adopted:

All Students Belong

The Hillsboro School District is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing and eliminating institutional barriers and creating access and opportunities that benefit each student.

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race/ethnicity, national origin, language proficiency, socioeconomic status, mobility, immigration status, sexual orientation, perceived ability level, perceived/identified disability, and gender identity^{1}.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race/ethnicity, national origin, language proficiency, socioeconomic status, mobility, immigration status, sexual orientation, perceived ability level, perceived/identified disability, and gender identity^{2}.

All visitors are entitled to participate in an environment that is free from discrimination or harassment based on perceived race/ethnicity, national origin, language proficiency, socioeconomic status, mobility, immigration status, sexual orientation, perceived ability level, perceived/identified disability, and gender identity^{3}.

A “Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents refer to or conduct, speech, images or expression that demonstrate conscious or unconscious bias prejudice or favor which targets individuals or groups based on but not limited to their actual or perceived race/ethnicity, national origin, language proficiency, socioeconomic status, mobility, immigration status, sexual orientation, perceived ability level, perceived/identified disability, and gender identity. Bias incidents may include derogatory language or hostile behavior directed at or about any of the preceding identity groups.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race/ethnicity, national origin, language proficiency, socioeconomic status, mobility, immigration status, sexual

¹ {OAR 581-022-2312 does not include this list of classes for employees (only for students), but it can be added.}

² {OAR 581-022-2312 does not include this list of classes for employees (only for students), but it can be added.}

³ {OAR 581-022-2312 does not include this list of classes for employees (only for students), but it can be added.}

orientation, perceived ability level, perceived/identified disability, and gender identity including, the noose, Nazi swastika (also known in German as the Hakenkreuz), or confederate flag⁴,^{5} or whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The district prohibits the use or display of any symbols of hate^{6} on district^{7} grounds or in any district- or school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards.

In responding to the use of any symbols of hate, the district will use non-disciplinary remedial action whenever appropriate.

The district prohibits retaliation against an individual because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal Reference(s):

⁴ While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

⁵ {We strongly advise that a district not add to these symbols of hate without first consulting with legal counsel.}

⁶ {Prior to adopting the symbols of hate prohibition, or adding other symbols to the list, we recommend that the district document why the district feels that the presence of these symbols will cause a “material and substantial interference with schoolwork or discipline” or collide “with the rights of other students to be secure and be let alone.” These reasons may include previous incidents, current conditions in the schools and other factors.}

⁷ {Oregon Administrative Rule uses “school.”}

[ORS 659.850](#)
[ORS 659.852](#)

[OAR 581-002-0005](#)
[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).
State v. Robertson, 293 Or. 402 (1982).

OSBA Model Sample Policy

Code: **ACB-AR**
Adopted:

Bias Incident Complaint Procedure

The term “bias incident” is defined in policy. Persons impacted by a bias incident shall be defined broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.¹

Step 1 {²}: When a staff member learns of a potential bias incident, the staff member will prioritize the safety and well-being of all persons impacted and promptly report the incident to the building or program administrator.

Step 2: The administrator or designee shall acknowledge receipt of the complaint, and investigate any complaint of a bias incident. The administrator or designee will recognize the experience of all persons impacted, acknowledge the impact, commit to taking prompt action, and prevent further harm against those persons impacted from taking place. Redirection procedures, if any, may include:

- Educational components that address the history and impact of hate;
- Procedural components to ensure the safety, healing, and agency of those impacted by hate;
- Accountability and transformation for people who cause harm; and
- Transformation of the conditions that perpetuated the harm. {³}

The administrator or designee must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly.

The administrator or designee will provide a response within 10 days of receiving the complaint.

All persons impacted will be provided with allowable information relating to the investigation and the outcome of the investigation. At a minimum, the information provided must include:

- That an investigation has been initiated;
- When the investigation has been completed;
- The findings of the investigation and the final determination based on those findings; and

¹ The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

² {These specific procedures are not required. The procedures must include all of the requirements listed in OAR 581-022-2312(6)(e). If making changes, we recommend working closely with legal counsel.}

³ {ODE will be releasing additional guidance to support administrators in these situations.}

- Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence when the actions relate directly to a person impacted by the event.

If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.⁴

Step 3: If complainant or a respondent wishes to appeal the decision of the administrator or designee, the complainant or respondent may submit a written appeal to the Superintendent or designee within five school days after receipt of the administrator or designee’s response to the complaint.

The Superintendent or designee shall acknowledge receipt of the appeal and may meet with all parties involved. The Superintendent or designee will review the merits of the complaint and the administrator or designee’s decision. The Superintendent or designee will respond in writing to the complainant within 10 school days.

The Superintendent or designee will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4: If the complainant or respondent is not satisfied with the decision of the Superintendent or designee, a written appeal may be filed with the Board within [five] school days of receipt of the [superintendent or designee]’s response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at a regular or special Board meeting. The Board’s decision will be final and will address each allegation in the complaint and contain reasons for the Board’s decision. A copy of the Board’s final decision shall be sent to the complainant in writing within 10 days of this meeting.

The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the administrator or designee, in which case Step 1 will be skipped. Complaints against the administrator can be directed to the Superintendent or designee and will begin at Step 3. Complaints against the Superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

The complainant, if a person who resides in the district, or a parent or guardian of a student who attends school in the district, or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal⁵ the district’s final

⁴ Refer to policies GBL - Personnel Records, JOA - Directory Information and JOB - Personally Identifiable Information and district legal counsel for guidance in these situations. Possible laws include, but are not limited to, Title 34 C.F.R. § 99.31 and ORS 342.850.

⁵ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.⁶

District administration will develop and implement instructional materials to ensure that all school employees and staff are made aware of this procedure and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

When necessary, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

⁶ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>



Code: **GBDA**
Adopted: 6/11/19
Orig. Code(s): GBDA

Expression of Milk or Breast-feed in the Workplace

The district recognizes that a normal and important role for mothers is to have the option and ability to express milk or breast-feed in the workplace. All employees must give notice to their supervisors; at the District Office, employees must give notice to the receptionist; and at schools and all other locations, employees must give notice to the office manager.

The following locations have been identified in each facility for milk expression or breast-feeding:

Elementary Schools

- Brookwood Elementary School: ~~library office~~ *Level 1, room #113*
- Butternut Creek Elementary School: workroom in the library
- Eastwood Elementary School: Kinder Team Area (located next to the kinder classes)
- Farmington View Elementary School: Mother's room at end of hallway by gym
- Free Orchards Elementary School: Room 104
- *Groner K-8 School: Individual Staff Lounge*
- Hillsboro Online Academy: Principal's office or server closet
- *Imlay Elementary School: Library office, Library workroom or teacher's classroom*
- Indian Hills Elementary School: All classrooms or Counselor's office
- Jackson Elementary School: Media/Tech room
- Ladd Acres Elementary School: Work room in back of Pod 1: Check in with Office Manager
- Lenox Elementary School: Women's lounge in lobby
- Lincoln Street Elementary: Room #160C or classrooms if assigned teacher needs to use it
- *Minter Bridge Elementary: ~~3rd grade team office~~ EL Coach Office*
- Mooberry Elementary School: Room 24
- North Plains Elementary School: Conference room in office
- Orenco Elementary School: ERC Secretary room, Wellness room, Vice Principal's office.
- Patterson Elementary School: Office near workroom
- Quatama Elementary School: Room #103
- *Reedville Elementary School: ~~Mom-friendly individual staff restroom / lounge (lower level of building)~~ Private Office in Annex Building*
- Rosedale Elementary School: Room 277
- Tobias Elementary School: Room #1
- W. Verne McKinney Elementary School: Principal's office
- West Union Elementary School: Room #10
- Witch Hazel Elementary School: Family resource room
- WL Henry Elementary School: Team room in primary or secondary den

Middle Schools

- Evergreen Middle School: Room in main office
- Poynter Middle School: Room #125 in main office
- R.A. Brown Middle School: Corner office in counseling center
- South Meadows Middle School: Classroom #136 and #236

High Schools

- Century High School: N120
- Glencoe High School: Career center office #218
- Hillsboro High School: Office in commons area
- Liberty High School: Conference rooms 101 and 107
- Miller Education Center: Room #113

Other Locations

- Administration Center: Floor 1, private room next to women's restroom
- Facilities: Conference room
- Transportation - *Main Terminal*: Front office file room
- *Transportation and Support Services: Office 104/Privacy Room*

An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The district must allow the employee to bring a cooler or other insulated food container to work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee's cooler or insulated food container.

This policy and the list of designated locations is published on the District website. The list of designated locations is available upon request in the central office of each school facility and in the district's central office.

This policy only applies to employees who are expressing milk or breast-feeding for children 18 months of age or younger.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#) [ORS 653.077](#)
[ORS 653.256](#)
[OAR 839-020-0051](#)

Code: GBEA
Adopted:

Workplace Harassment *

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

The district may not require or coerce a district employee to enter into a nondisclosure or nondisparagement agreement.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s):

[ORS 243.317 - 243.323](#)

[ORS 659A.001](#)

[ORS 659A.003](#)

[ORS 659A.006](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.082](#)
[ORS 659A.112](#)
[ORS 659A.820](#)
[ORS 659A.875](#)
[ORS 659A.885](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

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

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2019).

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



Code: GBEA-AR
Revised/Reviewed:

Workplace Harassment Reporting and Procedure

Any district employee who believes they have been a victim of workplace harassment may file an oral or written report consistent with this administrative regulation, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process, or under any other available law.

Additional information regarding the filing of a report may be obtained through the principal, compliance officer or superintendent.

A complaint alleging an unlawful employment practice as described in ORS 659A.030, 659A.082 or 659A.112 or section 4 of Senate Bill 479 (2019) must be filed no later than five years after the occurrence of the alleged unlawful employment practice.

All documentation related to workplace harassment complaints may become part of the personnel file of the employee who is the alleged harasser, as appropriate. Additionally, a copy of all workplace harassment reports, complaints, and documentation will be maintained by the district as a separate confidential file and stored in the district office.

Investigation Procedure

The supervisor, with support from Human Resources, is responsible for investigating reports concerning workplace harassment. The investigator(s) shall be a neutral party having had no involvement in the report presented. If the alleged workplace harassment involves direct supervisor, the employee may report to a designated Human Resources administrator. All reports of alleged workplace harassment behavior shall be investigated.

The investigator shall:

1. Document the alleged, reported incident of workplace harassment;
2. Provide information about legal resources and counseling and support services, which may include district-provided assistance services available to the district employee;
3. Provide a copy of the district's Board policy GBEA - Workplace Harassment and this administrative regulation to the district employee; and
4. Complete the following steps:

Step 1 Promptly initiate an investigation. The investigator will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation, including the response of the alleged harasser, shall be

reduced to writing. The investigator shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

A copy of the report, complaint, or other documentation about the incident, and the date and details of notification to the complainant of the results of the investigation, together with any other documentation related to the workplace harassment incident, including disciplinary action taken or recommended, shall be forwarded to the Human Resources office.

Step 2 If a complainant is not satisfied with the decision at step 1, the complainant may submit a written appeal to the Superintendent or designee. Such appeal must be filed within 10 working days after receipt of the step 1 decision. The Superintendent or designee shall review the investigators report and findings. The Superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary by the Superintendent or designee to discuss the appeal. The Superintendent or designee shall provide a written decision to the complainant within 10 working days after receipt of the appeal.

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board will review the findings and conclusion of the Superintendent or designee in a public meeting to determine what action is appropriate. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the Superintendent's or designee's decision as the district's final decision.

If the Board conducts a hearing, the complainant shall be given an opportunity to present the appeal at a Board meeting. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The parties involved may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues. The Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

If the Board chooses not to hear the appeal, the Superintendent's or designee's decision in Step 2 is final.

Reports involving the superintendent should be referred to the Board chair on behalf of the Board. The Board chair will cause the information¹ required to be issued to the complainant as described in this administrative regulation. The Board chair shall present the complaint to the Board at a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The Board shall decide, within 30 days, in open session what action if any is warranted. The Board chair shall notify the

¹ Provide information about legal resources and counseling and support services, which may include district-provided assistance services available to the district employee, and a copy the district's Board policy GBEA - Workplace Harassment and this administrative regulation to the district employee.

complainant in writing within 10 days that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Follow-up Procedures

The designated Human Resources administrator will follow up with the district employee of the alleged harassment once every three months for the calendar year following the date on which the designated Human Resources administrator or supervisor received a report of harassment, to determine whether the alleged harassment has stopped or if the employee has experienced retaliation. The designated Human Resources administrator will document the record of this follow-up. The designated Human Resources administrator will continue follow-up in this manner until and unless the employee directs designated Human Resources administrator in writing to stop.

Other Reporting Options and Filing Information

Nothing in this policy prevents an employee from filing a formal grievance in accordance with a collective bargaining agreement (CBA) or a formal complaint with BOLI or the Equal Employment Opportunity Commission (EEOC); or if applicable, the U.S. Department of Labor (USDOL) Civil Rights Center. Review the CBA for any provision that requires an employee to choose between the complaint procedure outlined in the CBA and filing a BOLI or EEOC complaint.

Nothing in Board policy GBEA - Workplace Harassment or this administrative regulation prevents any person from seeking remedy under any other available law, whether civil or criminal.

An employee or claimant must provide advance notice of claim against the employer as required by ORS 30.275.

Filing a report with the U.S. Department of Labor (USDOL) Civil Rights Center.

An employee whose agency receives federal financial assistance from the USDOL under the Workforce Innovation and Opportunity Act, Mine Safety and Health Administration, Occupational Safety and Health Administration, or Veterans' Employment and Training Service, may file a complaint with the state of Oregon Equal Opportunity Officer or directly through the USDOL Civil Rights Center. The complaint must be written, signed and filed within 180 days of when the alleged discrimination or harassment occurred.



Workplace Harassment Reporting or Complaint Form	
Name of person making report/complaint:	
Position / Role of person making report/complaint:	
Phone:	Email:
Date of report:	Name of alleged harasser:
Date and place of incident or incidents:	
Description of alleged misconduct:	
Name of witnesses (if any):	
Evidence of workplace harassment, i.e., letters, photos, etc. (attach evidence, if possible):	
Any other information:	
I agree that all of the information on this form is accurate and true to the best of my knowledge.	
Signature:	Date:

Attach additional pages as needed.



Witness Statement Form

Name of Witness:	Position of Witness:
Date of Testimony/Interview:	Incident Location:
Other Witnesses:	

Description of instance witnessed: (Write only what was observed - include description of who, where, when)
Any additional information:
I agree that all of the information on this form is accurate and true to the best of my knowledge.
Signature: Date:

Attach additional pages as needed



Code: **GBEB**
Adopted: 4/24/18
Revised/Readopted: 4/28/20
Orig. Code(s): GBEB/JHCC

Communicable Diseases – Staff

The District shall provide reasonable protection against the risk of exposure to communicable disease for employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the Communicable Disease Guidance published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

An employee ~~who knows that they have or have been exposed to any restrictable disease,~~ may not attend work ~~while in~~ ~~unless authorized by Oregon law. When a~~ communicable stage of a restrictable disease or ~~when an administrator~~ ~~principal or designee¹~~ has reason to suspect that the ~~any~~ employee has or has been exposed to any ~~restrictable~~ disease for which ~~and~~ exclusion is required in accordance with law and per administrative regulation GBEB-AR - Communicable Diseases - Staff, ~~the principal or designee shall send the employee home.~~ If the disease is a reportable disease, the ~~administrator or designee~~ ~~principal or designee~~ will report the occurrence to the local health department.

Employees shall comply with all other measures adopted by the District and with all rules adopted by Oregon Health Authority, Public Health Division and the local health department.

Employees shall provide services to students as required by law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the principal or designee shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The District shall protect the confidentiality of an employee's health condition and record to the extent possible and consistent with federal and state law.

The District will include, as part of its emergency plan, a description of the actions to be taken by District staff in the case of a declared public health emergency or other catastrophe that disrupts District operations.

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

END OF POLICY

Legal Reference(s):

¹~~Or the site administrator for non-school locations or departments.~~

[ORS 332.107](#)

[ORS 431.150 - 431.157](#)

[ORS 433.001 - 433.526](#)

[OAR 333-018](#)

[OAR 333-019-0010](#)

[OAR 333-019-0014](#)

[OAR 333-019-1000](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2020).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34
C.F.R. Part 99 (2019).

Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2018); 45 C.F.R. Parts 160, 164
(2019).



Code: **GBEB-AR**
Revised/Reviewed: 4/24/18; 4/28/20
Orig. Code: JHCC/GBEB-AR

Communicable Diseases – Staff

In accordance with state law, administrative rule, the local health authority and the Communicable Disease Guidance, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule and include but are not limited to COVID-19¹, chickenpox, diphtheria~~diphtheria~~, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxicogenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis~~disease~~, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by Board policy² or by the local public health administrator after determining that it poses~~presents~~ a danger to significant public health risk in the public’s health~~school setting~~.
2. “Susceptible” for an employee means lacking evidence~~being at risk~~ of immunity to the~~contracting a restrictable~~ disease~~by virtue of being in one or more categories described in law~~.
3. “Reportable diseases” means a human reportable~~disease, infection, microorganism~~ or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health~~as specified in OAR Chapter 333, Division 18~~.

Restrictable Diseases

1. An employee of the eDistrict will not attend or work at a eDistrict school or facility while in a communicable stage of a restrictable disease, including a communicable stage of COVID-19³, unless authorized to do so under Oregon law. When an administrator has reason to suspect that an employee has a restrictable disease, the administrator or designee shall send the employee home.

¹ Added per OAR 333-019-1000(2).

²OAR 333-019-0010(7): “Nothing in these rules prohibits a school or children’s facility from adopting more stringent exclusion standards under ORS 433.284.”

³ “Communicable stage of COVID-19” means having a positive presumptive or confirmed test of COVID-19.

2. A principal or designee⁴ shall exclude an employee if the ~~When a~~ principal or designee has reason to suspect that an employee has ~~or has~~ been exposed to measles, mumps, rubella, diphtheria, pertussis, hepatitis A, or hepatitis B, unless the local health officer determines ~~any restrictable disease that requires~~ exclusion is not necessary to protect the public's health. The administrator or designee may request the local health officer to make a determination as allowed by law; ~~the principal or designee shall send the employee home~~. If the disease is reportable, the principal or designee will report the occurrence to the local health department.
3. A principal or designee shall exclude an employee if the principal or designee has been notified by a local public health administrator or local public health officer that the employee has had a substantial exposure to an individual with COVID-19 and exclusion is deemed necessary by same.
4. An employee will be excluded in such instances until such time as the employee presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505-677.525, a nurse practitioner licensed under ORS 678.375-678.390, local health department nurse or school nurse stating that the employee does not have or is not a carrier of any restrictable disease.
- ~~5. A principal or designee will exclude a susceptible employee that has been exposed to a restrictable disease that is also a reportable disease unless the local health officer determines that exclusion is not necessary to protect the public's health, or the local health officer states the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. The principal or designee may request the local health officer to make a determination as allowed by law.~~
- ~~6.5.~~ A principal or designee may allow attendance of an employee restricted for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting if the restriction has been removed by a school nurse or health care provider.
- ~~7.6.~~ More stringent exclusion standards for employees from school or work may be adopted by the local health department ~~or by the district through policy adopted by the Board~~.
- ~~8.7.~~ The District's emergency plan shall address the District's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by Oregon Health Authority, Public Health Division and the local health department.
2. A principal or designee may seek confirmation and assistance from the local health officer to determine the appropriate district response when the principal or designee is notified that an employee or a student has been exposed to a restrictable disease that is also a reportable disease.
3. District staff with impaired immune responses, that are of childbearing age or some other medically fragile condition, should consult with a medical provider for additional guidance.

⁴ Or the site administrator for non-school locations or departments.

4. A principal or designee shall determine other persons ~~with a legitimate educational interest~~ who may be informed of ~~the communicable nature of an individual student's disease, or~~ an employee's communicable disease, ~~or that of a student's when a legitimate educational interest exists or for health and safety reasons, in accordance with~~ ~~within guidelines allowed by~~ law.

Equipment and Training

1. The principal or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The principal or designee shall consult with the District's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All District personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). ~~(See policy EBBAA)~~

Code: **GBEDA**
Adopted: 8/26/14
Revised/Readopted: 4/28/20
Orig. Code: GBEDA

Drug and Alcohol Testing and Record Query - Transportation Personnel

In a continuing effort to prevent accidents and injuries resulting from the misuse of drugs and alcohol by drivers of commercial motor vehicles, the District shall establish a drug and alcohol misuse prevention program. The district's program shall meet the requirements of the Omnibus Transportation Employee Testing Act of 1991. The District or its transportation provider shall have an in-house drug and alcohol testing program, or be a member of a consortium that provides testing that meets the federal regulations, and shall annually certify this information to the Oregon Department of Education (ODE). The district or its transportation provider shall comply with the reporting and pre-employment and annual query requirements of the Federal Motor Carrier Safety Administration (FMCSA).

The Superintendent will develop administrative regulations as needed to implement the District's program, including such provisions for pre-employment, reasonable suspicion, random, post-accident, return-to-duty, and follow-up drug testing as may be necessary. The regulations will include training, education, and other assistance to employees to promote a drug and alcohol-free environment.

END OF POLICY

Legal Reference(s):

[ORS 657.176](#)
[ORS 825.415](#)
[ORS 825.418](#)

[OAR 581-053-0220\(3\)\(h\)](#)
[OAR 581-053-0230\(9\)\(t\)](#)
[OAR 581-053-0420\(4\)\(b\)\(B\)\(ii\)](#)
[OAR 581-053-0430\(13\),\(14\)](#)
[OAR 581-053-0531\(12\),\(13\)](#)
[OAR 581-053-0615\(2\)\(c\)\(D\)\(ii\)](#)
[OAR 581-053-0620\(1\)\(d\)](#)

Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317 (2012); 49 C.F.R. Parts 40, 382, 391-395 (2019).

Corrected 5/20/20

Code: **GBEDA-AR**
Adopted: 9/23/14
Revised/Readopted: 4/28/20
Orig. Code: GBEDA-AR

Drug and Alcohol Testing and Record Query - Transportation Personnel

The following procedures shall govern the District's drug and alcohol misuse prevention program. This administrative regulation is intended to comply with the Federal Motor Carrier Safety Administration (FMCSA) of the U.S. Department of Transportation (DOT) regulations.

Program Coordinator

A director or designee will be designated as the District's drug and alcohol misuse prevention program coordinator. This director or designee will coordinate the District's responsibilities and compliance efforts with the applicable provisions of the Omnibus Transportation Employee Testing Act of 1991 (OTETA).

The coordinator will:

- Ensure that all employees subject to DOT testing receive written materials explaining the District's drug and alcohol misuse prevention program, including:
 - The DOT drug and alcohol testing regulations, and the District policy and administrative regulations.
 - A contact person knowledgeable about the materials, policy, administrative regulations, and OTETA.
 - The categories of employees covered.
 - Information about the safety-sensitive functions and period of the work day the employee is required to be in compliance. Safety-sensitive functions shall include such responsibilities as on-duty time waiting to be dispatched, driving time, assisting or supervising loading or unloading, repairing, obtaining assistance or remaining in attendance upon a disabled vehicle. All time spent providing drug and alcohol samples, including travel time to and from the collection or testing site as needed to comply with random, reasonable suspicion, post-accident, return-to-duty or follow-up testing, will also be considered as on-duty time.
 - Specific information concerning prohibited conduct.
 - Circumstances under which employees will be tested.
 - Procedures used in the testing process.
 - The requirement that covered employees submit to drug and alcohol testing, administered in accordance with 49 C.F.R. Part 382.

- Explanation of what constitutes a refusal to submit to a drug and/or alcohol test.
- Consequences of violations (e.g., discipline up to and including dismissal as required by the District, and removal from safety-sensitive functions as may be required by the OTETA), and notification of resources available to the driver in evaluating and resolving problems associated with the misuse of alcohol and drugs, including the names, addresses and telephone numbers of substance abuse professionals (SAPs) and counseling and treatment programs.
- Information on the effects of drug and alcohol misuse on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem (driver's or co-worker's); and available methods of intervening when such problems are suspected, including confrontation, referral to an employee assistance program as available, and/or referral to the administration; and
- Requirement of the District to collect, maintain and report the following information to the Federal Motor Carrier Safety Administration (FMCSA) Drug and Alcohol Clearinghouse:
 - A verified positive, adulterated, or substituted drug test result;
 - An alcohol confirmation test with a concentration of 0.04 or higher;
 - A refusal to submit to any test required by subpart C of 49 C.F.R. Part 382;
 - An employer's report of actual knowledge (as defined at 49 C.F.R. § 382.107) of a violation of regulations, including:
 - On duty alcohol use;
 - Pre-duty alcohol use;
 - Alcohol use following an accident;
 - Controlled substance use.
 - A SAP's report of the successful completion of the return-to-duty process;
 - A negative return-to-duty test; and
 - An employer's report of completion of follow-up testing.
- Ensure that employees sign statements certifying that they have received the materials.
- Ensure that Designated Employer Representatives (DER) designated to determine reasonable suspicion receive at least 60 minutes of drug abuse training and an additional 60 minutes of alcohol misuse training. Training will include the physical, behavioral, speech, and performance indicators of probable drug abuse and alcohol misuse.
- Ensure District compliance with applicable provisions of the OTETA's requirements regarding the District's management information system, and retention and confidentiality of records.
- Ensure selection of a site with appropriately trained personnel for the collection of specimens for drug testing.

- Ensure selection of a site with a certified breath alcohol technician and evidential breath testing devices for alcohol testing.
- Ensure selection of a laboratory certified by the Oregon Health Authority, Public Health Division (OHA) to conduct drug specimen analysis.
- Ensure selection of a qualified medical or osteopathic doctor to serve as a Medical Review Officer (MRO) to verify laboratory drug test results.
- Ensure selection of qualified personnel to provide education and training to employees and supervisors in accordance with employee assistance program requirements as specified in OTETA.
- Ensure that the District’s drug and alcohol misuse prevention program is maintained in at least outline form, on file, and available for inspection at the transportation department. The District shall maintain the following:
 - Information regarding the effects and consequences of drug and alcohol use on personal health, safety, and the work environment.
 - Information regarding the manifestations and behavioral changes that may indicate drug and alcohol use or abuse.
 - Documentation of training given to employees.
 - Documentation that drug and alcohol training for all supervisory personnel included at least two hours (60 minutes of each, i.e., drug training and alcohol training) on the signs and symptoms of drug use and alcohol misuse, and how to handle reasonable suspicion incidents.
- Ensure that clearly defined communication procedures are in place so authorized individuals can send and receive information to meet the documentation and confidentiality requirements of OTETA. This would include the method (e.g., mail, facsimile, etc.) and frequency (e.g., daily, weekly, etc.) of the communications, as well as the authorized individuals.
- Ensure employee organizations receive written notice of the availability of all pertinent drug and alcohol misuse prevention program information.
- Ensure compliance with stand-down prohibitions as set forth by the OTETA. “Stand-down” means the practice of temporarily removing an employee from the performance of safety-sensitive functions, based on a report from a laboratory to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test, before the MRO has completed verification of the test results. The District will not stand-down employees, except as provided by the FMCSA below:
 - The District may seek a waiver of the prohibition against standing down an employee;
 - Requests which include all required information will be submitted to FMCSA for approval.
- **Pre-employment and Annual Queries from, and Required Reporting to FMCSA**

The District is required to conduct a pre-employment query with FMCSA on drivers who are subject to controlled substance and alcohol testing regulation, and is required to report information obtained through its controlled substance and alcohol testing program to

FMCSA. All offers of employment for positions identified by the District, as required by the OTETA, will be contingent upon the results of a pre-employment query.

- The District will obtain written or electronic consent from a driver subject to controlled substances and alcohol testing to conduct a pre-employment query with FMCSA. The consent will include consent to obtain the following information:
 - If the driver has a verified positive, adulterated, or substituted controlled substances test result;
 - If the driver has an alcohol confirmation test with a concentration of 0.00 per policy GBEC – Drug-Free Workplace;
 - If the driver has refused to submit to a test (in violation of 49 C.F.R. § 382.211); or
 - If the driver has a report submitted by another employer on actual knowledge (as defined at 49 C.F.R. § 382.107) of a violation of regulations that included:
 - On duty alcohol use;
 - Pre-duty alcohol use;
 - Alcohol use following an accident; or
 - Controlled substance use.

The District will conduct annual queries with the FMCSA on employees subject to such queries as required by law.

- The District will report to FMCSA the following personal information about a driver that is collected and maintained in connection with the District's testing program:
 - An alcohol confirmation test with an alcohol concentration of 0.00 per policy GBEC – Drug-Free Workplace;
 - A refusal to submit to an alcohol test pursuant to conditions found in 49 C.F.R. § 40.261 or a refusal to drug test determination made in accordance with 49 C.F.R. § 40.191(a)(1)-(4), (a)(8)-(11) or (d)(1), but in the case of a refusal to test under (a)(11), the District may report only those admissions made to the specimen collector;
 - A SAP's report of the successful completion of the return-to-duty process;
 - A negative return-to-duty test; and
 - An employer's report of completion of follow-up testing.

The report will include, as applicable:

- Reason for the test;
- Driver's name, date of birth, and CDL number and State of issuance;
- Employer name, address, and USDOT number;
- Date of the test;
- Date the result was reported; and
- Test result. The test result must be one of the following:

- Negative (only required for return-to-duty tests administered in accordance with law);
- Positive; or
- Refusal to take a test.
- An employer's report of a driver's refusal to submit to alcohol or drug testing must include the following information:
 - Documentation, including, but not limited to, electronic mail or other contemporaneous record of the time and date the driver was notified to appear at a testing site; and the time, date and testing site location at which the employee was directed to appear, or an affidavit providing evidence of such notification;
 - Documentation, including, but not limited to, electronic mail or other correspondence, or an affidavit, indicating the date the employee was terminated or resigned (if applicable); and
 - Documentation, including a certificate of service or other evidence, showing that the employer provided the employee with all documentation reported herein.
- An employer's report of a violation of one of the following will occur by the close of the third business day following the date on which the employer obtains actual knowledge (as defined at 49 C.F.R. § 382.107):
 - On duty alcohol use;
 - Pre-duty alcohol use;
 - Alcohol use following an accident;
 - Controlled substance use.

This report will include the following information:

- Driver's name, date of birth, CDL number and State of issuance;
- Employer name, address, and USDOT number, if applicable;
- Date the employer obtained actual knowledge of the violation;
- Witnesses to the violation, if any, including contact information;
- Description of the violation;
- Evidence supporting each fact alleged in the description of the violation required under paragraph above in this section, which may include, but is not limited to, affidavits, photographs, video or audio recordings, employee statements (other than admissions pursuant to §382.121), correspondence, or other documentation; and
- A certificate of service or other evidence showing that the employer provided the employee with all information reported under paragraph above in this section.

If the District's program coordinator is the subject of the testing, the District will ensure compliance with applicable consent, testing, and reporting requirements pursuant to law.

Pre-Employment Testing

The District shall conduct pre-employment testing as follows:

- Testing for drugs is required of applicants for DOT-covered driver positions and safety sensitive positions as required by the OTETA. A negative test result must be received before the individual is allowed to drive a commercial motor vehicle. All offers of employment for positions as identified by Board policy and as required by the OTETA will be contingent upon drug and alcohol test results.
- Individuals offered employment with the District and employees transferring to positions subject to the OTETA contingent on drug and alcohol testing must provide written consent for the release of any prior employer positive drug and failed alcohol testing results, refusals to be tested, other violations of testing regulations and, with respect to any employee who violated drug and alcohol regulations, documentation of the employee's successful completion of return-to-duty requirements (including SAP evaluations and follow-up tests) within the preceding two years.
- The District shall obtain and review drug and alcohol information from previous employers of the past two years no later than 14 calendar days after the driver is used for the first time. The District will provide the written permission of the driver for release of information to the previous employers.
- The District will maintain a written, confidential record of information obtained from another employer or the good faith efforts to obtain such information, and will maintain the same for three years from the date of the driver's service began.
- Requests received by the District for release of such information to another employer must include written consent from the subject driver. Records will be released immediately in any written form (e.g., fax, email, letter) that ensures confidentiality. The District will maintain a written record and summary of information released, the date, and to whom the information was released.
- The District must ask a driver, and will not use such driver, if they have a positive drug test or a failed alcohol test while employed with a previous employer or who refused to test while under employment with a previous employer in the past two years unless the driver is in compliance with the SAP's treatment program and the OTETA's return-to-duty test requirements.
- The applicant will be notified that the urine sample collected shall be tested for the presence of drugs prior to being directed by the District to go to a collection site for drug and alcohol testing.
- Failure to report to the collection site for testing within the time frame specified by the District shall constitute a refusal to report and result in immediate termination of the employment or transfer offer.
- Pre-employment drug and alcohol testing will be paid for by the prospective employee. Under District authority, and as permitted by the DOT, a negative dilute result is unsatisfactory on a pre-employment test. Applicants will be given one additional opportunity to provide a valid specimen. The result of the second test will determine whether the applicant is eligible for employment in a safety sensitive position.

- Test results must be negative for drugs and alcohol. Individuals who fail to meet drug and alcohol requirements will not be hired or transferred voluntarily or involuntarily to covered positions.
- Such testing will also be required of covered employees each time an employee returns to work after a layoff period if the employee was removed from the random testing pool. As long as the employee remains in the random testing pool, additional testing or subsequent pre-employment drug and alcohol testing will not be necessary following a layoff.
- The District will notify individuals offered employment with the District contingent on drug testing of the results of testing, upon request, within 60 days of being notified of the status of the employment application.
- Refusal to submit to such testing and/or to provide signed permission for the release of past testing information, as required by the District, shall result in immediate termination from employment or transfer consideration.
- Any candidate with a urine sample that tests positive for the use of adulterants shall not be considered for employment. Adulterants are substances that corrupt or make impure drug screening results.

A drug test result which is verified as positive for unauthorized use of controlled substances or found to be substituted or adulterated, will disqualify the applicant for the OTETA position. Applicants for DOT-covered driver positions with positive test results must wait at least 90 days and fulfill any federal requirements for return to duty at their own expense before reapplying.

- The individual may request a screening of the split specimen at **their** expense. All such requests must be received in writing by the District no later than 72 hours following notification to the applicant of the positive test results.

Post-Accident Testing

The District shall conduct post-accident testing as follows:

DOT-covered drivers are required by DOT to be tested after an accident if:

- There is a fatality;
- The driver receives a citation for a moving traffic violation and there is an injury requiring medical treatment away from the scene of the accident; or
- The driver receives a citation for a moving traffic violation and a vehicle must be towed from the scene of the accident (DOT accidents).

Additionally, employees who are involved in safety-related incidents or accidents on the job may be required to be tested for drugs or alcohol under the District's independent authority (non-DOT accidents).

- Drivers are required to remain available for testing after any DOT accident. The employee must report for post-accident drug and alcohol testing as soon as possible

following a motor vehicle accident meeting DOT criteria in items 1-3 above which occurs while the employee is performing District safety-sensitive functions. A non-DOT post drug/alcohol test may be administered at the discretion of the District.

- The employee will be escorted to the designated collection site for post-accident drug and alcohol testing as soon as possible following the occurrence of the accident, but no later than 32 hours after the incident/accident. Alcohol testing will be conducted only if there is reasonable suspicion of alcohol misuse, and must take place as soon as possible, but no later than eight hours after the accident.
- If alcohol testing has not been administered within two hours, the District shall prepare and maintain a record stating the reasons the alcohol test was not promptly administered.
- If alcohol testing is not administered within eight hours, the District shall cease attempts to administer an alcohol test and shall state and maintain a record specifying why the test was not administered.
- If drug testing has not been administered within 32 hours following the accident, the District will cease attempts to administer such tests and will document why the test was not administered.
- The employee will inform the appropriate District official or designee as soon as possible following the accident, giving as much detailed information about the accident as available (e.g., fatalities, injuries, tow-aways, traffic citation issued, etc.).

If the accident does not meet any of the DOT criteria, the District management may require non-DOT testing for drugs or alcohol under the District's independent authority based on the extent of injuries, equipment damage, or contract requirements.

- The District will provide employees with necessary post-accident testing information, procedures, and instructions as a part of its employee training program. Additionally, written instructions to follow in the event of an accident will be provided in District vehicles as appropriate. Instructions will include telephone numbers of the District drug and alcohol misuse prevention program coordinator or other District officials to contact. Under the District's independent authority, employees will be removed from safety sensitive job duties until all test results have been received.
- The employee shall remain readily available for testing or may be deemed by the District to have refused to submit to testing. Such refusal is treated as if the District received a positive alcohol or drug test. Nothing in this requirement shall cause the delay of necessary medical attention for injured people following an accident or prohibit an employee from leaving the scene of an accident for the period necessary to obtain necessary emergency medical care or assistance in responding to the accident.

- The District may use the results of a breath or blood test for the use of alcohol or a urine test for the use of drugs conducted by on-site federal, state, and/or local law enforcement officials having independent authority for the test, if the results of the tests are obtained by the District and the tests conform to all applicable federal, state, and/or local requirements.
- An employee who is involved in an accident involving a fatality, injury, and/or tow away as described by the OTETA, is prohibited from using alcohol for eight hours after the accident or until the employee undergoes a post-accident alcohol test, whichever occurs first.

Random Testing

The District shall conduct random drug and alcohol testing annually as follows:

- An objective outside party will conduct random selections for the District. DOT-covered drivers will be in a random “pool” with federally-regulated employees from other companies (consortium). Each person in the pool will have the same chance of being selected every time a selection occurs. As a result, individuals are subject to testing at any time, and may be randomly tested more than once in a calendar year. Random testing through the consortium will be reasonably distributed through the calendar year.
- Not less than 25 percent of the average number of driver positions shall be tested for drugs and not less than 10 percent shall be tested for alcohol in accordance with current minimum random testing requirements of OTETA. Any unfilled, covered positions will be included as part of the total number of positions counted by the District for testing rate purposes.

The District will meet minimum testing rates.

- The testing rate may be adjusted by FMCSA based on industry wide data;
- The testing process shall, in fact, be random. Unless advised otherwise by their consortium, all employees will remain in the pool of drivers for each subsequent period, including vacations, holiday periods and summer recesses, whether or not they have been chosen for testing in the past;
- The selection of employees for random testing shall be made by a scientifically valid method. The District uses an outside contractor, whose process ensures that all employees shall have an equal chance of being tested each time selections are made.
- All testing shall be unannounced, and dates selected spread reasonably throughout the calendar year to avoid predictability and the perception that testing is “done for the year.” The date selected will be kept confidential to ensure that testing is unannounced as required by law.
- Following notification of testing, selected employees shall proceed to the District-selected collection site immediately or as soon as possible.
- **Each employee selected for testing shall be tested during the selection period.**

- An employee shall only be tested for alcohol before the driver is scheduled to perform safety sensitive functions, during, or just after performing such functions.
- Employees off work due to leave, vacation, and layoff will be informed that they remain subject to random testing. Employees drawn for such testing will be notified and tested as soon as possible upon return to duty, but no later than the next selection cycle (e.g., monthly, quarterly, etc.).

Reasonable Suspicion Testing

The District shall conduct reasonable suspicion drug and alcohol testing as follows:

- The District will test covered employees whenever there is reasonable suspicion, including police and arrest reports, to believe that the employee has engaged in drug or alcohol misuse.
- Reasonable suspicion will be based on specific, contemporaneous, articulable observations made by a trained administrator or designee as designated by the District, concerning appearance, behavior, speech, or body odors indicative of employee drug or alcohol misuse. Observations of drug misuse may include indications of chronic and withdrawal effects of drugs and noticeable decline in job performance that may be associated with the misuse of drugs.
- Hearsay or second hand information is not sufficient to require an employee to submit to testing. However, if the District receives information directly from a person who witnesses an employee's drug or alcohol misuse, this information may be sufficient to require an employee to submit to testing.
- Alcohol testing may be authorized only if observations resulting in reasonable suspicion are made during, just preceding, or just after the period of the work day that the employee is required to be in compliance with Board policy, administrative regulations, and the provisions of the OTETA.
- A written record shall be made of the observations leading to a reasonable suspicion test and signed by the administrator or designee authorized to make such observations within 24 hours of the observed behavior or before the results of the test are released, whichever is earlier.
- The District will ensure that the employee under reasonable suspicion is transported to the designated collection or testing site.

Return to Duty

~~The DOT requires that DOT-covered drivers who have violated the federal drug/alcohol prohibitions undergo a return-to-duty procedure, which includes return-to-duty testing (under direct observation, if required), with "negative" test results prior to return to work. The District's policy to terminate employees who have violated the drug and alcohol prohibitions negate the need for a return-to-duty test policy.~~

Prescription Medicines

The DOT permits employers to require drivers to report therapeutic drug use. All District employees who take prescription medications with warning labels regarding driving or operating equipment or commercial motor vehicle while using the medicine are required to:

- Discuss use of the medicine with their licensed medical practitioner, specifically with regard to how it could affect their job performance.
- Inform the District supervisor that they are using a medication which could impair performance.

The notification can be personal, by telephone, or by a note in an envelope addressed to the supervisor. The District may change an employee's job duties temporarily to ensure safety.

Use of prescribed medicine according to the healthcare provider's instructions is not a violation of this administrative regulation or Board policy. It is a violation of federal law, and of Board policy and this administrative regulation to use another person's prescription medication(s).

Marijuana is a Class 1 controlled substance; its use is illegal under federal law. The state of Oregon permits the use of marijuana to treat medical conditions when supported in writing by a licensed medical doctor. This is not an acceptable explanation for a positive drug test for DOT-covered drivers. The District MRO will automatically report such tests as positive, and the employee will be terminated.

Follow-up Testing

~~Employees, if they continue employment, shall comply with the following:~~

- ~~—— Follow-up testing will be conducted whenever an SAP determines that an employee is in need of resolving problems associated with drug use and/or alcohol misuse;~~
- ~~—— Follow-up alcohol testing will be conducted only when the employee is performing safety-sensitive functions, just before or just after the driver has performed safety-sensitive functions;~~
- ~~—— Follow-up drug and alcohol testing will be unannounced;~~
- ~~—— The number and frequency of such tests shall be determined by the SAP. Minimally, there shall be:~~
 - ~~—— At least 6 unannounced tests in the first 12 months following the driver's return to duty;~~
 - ~~—— Testing shall not exceed 60 months from the date of the employee's return to duty. The SAP, however, may terminate the follow-up testing at any time after the first six tests if the SAP determines the testing is no longer needed.~~

Drug and Alcohol Testing Procedures

The District, in cooperation with contracted collection and testing facilities, shall maintain drug and alcohol testing procedures in accordance with federal standards (49 C.F.R. Part 40) as follows:

- Drugs
 - The applicant or employee reports to the District-designated collection site and provides positive identification (e.g., photo ID);
 - A urine sample for drug testing is provided. A “split specimen” (two urine specimen bottles) is prepared from the urine sample;
 - Following completion of a chain-of-custody form, both specimen bottles are forwarded to the certified laboratory for analysis. The split specimen is stored at the laboratory for later testing as may be necessary. Initial testing is performed only on one specimen bottle;
 - Testing results are reported to the District-selected MRO by mail or electronic transmission. Results may not be given over the phone;
 - The MRO will verify both negative and positive testing results;
 - The MRO will report the verified negative testing results to the District;
 - The MRO will report verified positive testing results to the applicant or employee, discuss the type of illegal substance found, and determine whether there is any valid medical reason for the positive testing results;
 - A verified valid medical reason for a positive test result will be reported as a negative test result to the District;
 - If no legitimate medical reason exists for positive drug testing, the MRO will report a confirmed positive test result and identity of the substance(s) to the District;
 - The employee or applicant may request within 72 hours of a positive test notice that the split specimen (second bottle) be screened. Such screening costs will be paid for by the employee;
 - Unlike the original specimen analyzed for specific levels of controlled substances, the split specimen is analyzed only for the presence of drugs;
 - The MRO will report results of the second screening to the employee and the District;
 - The MRO will meet all OTETA requirements, including review of chain-of-custody control form, administrative processing of negative test results, verification of positive testing results, report to the FMCSA, and maintenance of confidentiality requirements as may be applicable;
 - Detailed drug testing procedures may be obtained by contacting the District’s drug use and alcohol misuse prevention coordinator or designee.
- Alcohol
 - The employee reports to the District-designated testing site and provides positive identification;
 - Under the alcohol testing rule, an alcohol test result will be considered failing even if over-the-counter or legally prescribed medication is involved;
 - All alcohol screening tests will be conducted by a qualified breath alcohol technician using evidential breath testing devices.

- Testing may be conducted at a certified laboratory or other location including mobile facilities equipped for such testing as may meet the requirements of OTETA;
- District supervisors should generally not be used as a breath alcohol or screening test technician for covered employees. Under certain circumstances, a properly trained District supervisor may conduct such testing in the absence of another technician;
- The employee submits to breath or saliva testing;
- If the result of the testing indicates an alcohol concentration rate of 0.02 or greater, a confirmation breath test is administered after at least 15 minutes, but no longer than 30 minutes, after the initial testing. All confirmation tests will be conducted using evidential breath testing devices;
- The technician will report any invalid tests, confirmed failing and passing results to the District;
- Employee refusal to sign forms as required (i.e., Step 2 on the Alcohol Testing Form) shall be considered as refusal to be tested;
- The breath alcohol or screening test technician will meet all OTETA requirements, including such testing procedures, Alcohol Testing Form, and confidentiality requirements as may be required;
- Detailed alcohol testing procedures may be obtained by contacting the District's drug use and alcohol misuse prevention program coordinator or designee.

Positive Test Results

When the MRO determines a positive test result is valid, the MRO will report the finding to the Oregon Department of Transportation (ODOT) and the Oregon Department of Education. The person who is the subject of the test results will be notified by ODOT that the person has a right to a hearing to determine whether the test results reported will be placed in the employee's employment driving record.

Investigations and Searches

In order to enforce Board policy under independent District authority, the District may investigate potential violations and require personnel to undergo drug/alcohol screening, including urine, breath, or other appropriate tests. When there is reasonable cause, the District may search all areas of the District's physical premises, including vehicles on District property, lockers, work areas, desks, purses, briefcases, and other locations or belongings brought onto District work sites.

Record Keeping/Record Reporting

The District shall maintain records of its drug and alcohol misuse prevention program as follows:

- Records related to the collection process:
 - Documents relating to the random selection process;
 - Documents generated in connection with decisions to administer reasonable suspicion drug or alcohol testing;
 - Documents generated in connection with decisions on post-accident testing;
 - Documents verifying the existence of an explanation of the inability of an employee to provide adequate breath or to provide a urine specimen for testing;
 - An annual calendar year report summarizing results of the District's drug and alcohol misuse prevention program will be prepared and maintained when requested by the FMCSA as part of an inspection, investigation, special study, or for statistical purposes.
- Records related to each query:
 - Documents related to consent of any query;
 - Documents related to information received for a pre-employment or annual query;
 - Documents related to meeting reporting requirements.
- Records related to pre-employment verification with a driver's previous employer;
- Records related to a driver's test results, including:
 - The District's copy of the alcohol testing form, including the test results;
 - The District's copy of the controlled substance test custody and control form;
 - Documents sent by the MRO to the District;
 - Documents related to the refusal of any employee to submit to drug and/or alcohol testing;
 - Documents presented by a driver to dispute the results of a drug and/or alcohol test administered in connection with the requirements of the OTETA.
- Records related to evaluations as follows:
 - Records concerning a driver's compliance with recommendations of the SAP;
 - Records pertaining to a determination by an SAP concerning an evaluation of a covered employees' need for assistance.
- Records related to education and training as follows:
 - Materials on drug and alcohol misuse awareness, including a copy of the District's policies and administrative regulations on drug and alcohol misuse and related information;
 - Driver's signed receipt of education materials;
 - Documentation of training provided to supervisors for the purpose of qualifying them to make a determination concerning the need for drug and/or alcohol testing based on reasonable suspicion;
 - Certification that any training conducted in compliance with the OTETA meets all pertinent requirements for such training.

- Records related to alcohol and drug testing as follows:
 - Agreements with collection site facilities, laboratories, MROs, and consortia (includes breath alcohol technicians, screening test technicians and third party providers), as applicable.
 - Names and positions of officials and their role in the District's drug and alcohol testing program(s).
 - Semi-annual laboratory statistical summaries of urinalysis as required by the OTETA and as reported by the laboratory. The District will document laboratory failures to provide statistical summaries and any District follow-up efforts to obtain such reports.
- Records will be retained by the District as follows:
 - Five years:
 - Records of employee alcohol tests with positive results;
 - Records of verified positive drug test results;
 - Documentation of refusals to take required drug and/or alcohol tests;
 - Drug testing custody and control forms;
 - Employee evaluation and referrals;
 - Testing program records including violations;
 - A copy of each annual calendar year report summary.
 - Three years:
 - Records related to each query and all information received in response to each query. Documentation of a consent will be retained for three years from the date of the last query.
 - Pre-employment records obtained, or good faith efforts to obtain, from a previous employer about a driver.
 - Two years:
 - Records related to the drug and alcohol collection process (except calibration of evidential breath testing devices).
 - One year:
 - Records of negative drug test results and canceled drug tests.
 - Indefinite period:
 - Records related to the education and training of breath alcohol technicians, screening test technicians, supervisors and drivers shall be maintained by the District while the individual performs the functions which require training, and for two years after ceasing to perform those functions.
- To ensure confidentiality requirements are met, records will be maintained in a secure location with controlled access.

- Drug and alcohol misuse prevention program records will be maintained at the transportation department. Records relating to individual employee drug and/or alcohol testing, evaluation, and treatment will be maintained separately from the employee's personnel file.
 - Employees are entitled, upon written request, to obtain copies.
 - The District may disclose information in connection with employee benefit proceedings, Department of Transportation agency action against an employee, or National Transportation Safety Board safety investigations.
 - The District shall disclose such information to subsequent employers upon written request from the employee (in accordance with 49 C.F.R. § 382.413(a)(1))*.

*Information that must be disclosed to subsequent employers, upon receipt of proper authorization form/release signed by the employer's ex-driver:

- Failed alcohol tests (~~breath alcohol content of 0.04 or greater~~).
- Verified positive drug tests.
- Refusals to test.

Refusal to Test or Consent of Query

Compliance with Board policy is a condition of employment with the District. Refusal to test or consent to a record query, including refusing to cooperate with the testing or query procedures or personnel or purposefully interfering with testing (e.g. adulteration or substitution) or queries, will result in termination of employment.

Disciplinary Consequences/Termination

Any employee who tests positive for drugs, alcohol or adulterants in random sampling, post-accident, or reasonable suspicion testing will be terminated immediately.

Employees who violate the prohibitions in Board policy or administrative regulation will be removed immediately from safety sensitive duties. Employees are subject to disciplinary action, up to and including termination of employment. Under the District's independent authority, disciplinary consequences for violations of Board policy or administrative regulation are as follows:

- Positive tests for drugs and alcohol: termination of employment.
- Refusal to test: immediate termination of employment.
- Other policy violations: disciplinary action, up to and including termination of employment.

Ordinarily, the employment of DOT-covered employees who have violated the District's drug/alcohol prohibitions will be terminated promptly. Such employees will be ineligible for employment for a period of one year.

The District reserves the right to consider all circumstances involved in a violation of Board policy or administrative regulation before taking disciplinary action.

The District will distribute educational material, including this administrative regulation, and make informational resources available to DOT-covered drivers as required by DOT.

Referrals, Evaluation, and Treatment

The District shall provide information related to referrals, evaluation, and treatment as follows:

- Early recognition and treatment of alcohol and drug abuse are essential to successful rehabilitation. The District will assist employees with these problems by referring them to appropriate treatment programs.
- This applies only to current employees and not to job applicants who refuse testing or who test positive for drugs and/or alcohol.
- This shall not be interpreted to require the District to provide or pay for any rehabilitation costs or to hold a job open for an employee with or without salary.

Employees voluntarily seeking assistance for a substance abuse problem, through an agreed medical source, will not be disciplined as a result of their disclosure or prior drug or alcohol use. Treatment will be handled in confidence. However, an employee may avoid discipline for violation of this regulation only by participating in a treatment program and complying with the following requirements:

- Volunteers for such treatment prior to being confronted by a supervisor or law enforcement personnel with the possible violation of this regulation or before being involved in an accident.
- Signs a release so that appropriate District official(s) may communicate with the treatment provider.
- Successfully adheres to requirements of and completes the prescribed treatment program, including any recommendations of the program for after care.
- Does not engage in conduct violating this regulation regarding use of alcohol, illegal drugs, and unauthorized prescription drugs.

In the case of employees returning to work after successful completion of a treatment program, the District reserves the right to test for drug and/or alcohol use on a random or periodic basis and/or to receive reports of testing by the treatment provider. Any positive test will constitute just cause for discharge.

Corrected 5/20/20



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

Reporting Requirements Regarding Sexual Conduct with Students

(Delete and see new JHFF/GBNAA as a result of Senate Bill 155 (2019))

Sexual conduct by District employees as defined by Oregon law will not be tolerated. All District employees are subject to this policy.

“Sexual conduct” as defined by Oregon law is any verbal, physical, or other conduct by a school employee that is sexual in nature; directed toward a kindergarten through Grade 12 student; unreasonably interferes with a student’s educational performance; and creates an intimidating, hostile, or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered child abuse as outlined by Oregon law and District Board policy JHFE and JHFE-AR - Reporting of Suspected Abuse of a Child.

Any District employee who has reasonable cause to believe that another District employee has engaged in sexual conduct with a student must immediately notify his/her immediate supervisor. If the immediate supervisor is the subject of the complaint, the employee will contact Human Resources.

When the District receives a report of suspected sexual conduct by a District employee, the District may decide to place the employee on paid administrative leave or in a position that does not involve direct, unsupervised contact with students while conducting an investigation. An investigation is a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the complainant, witnesses, and the District employee or student who is the subject of the report. If the subject of the report is a school employee, the investigation must meet any negotiated standards of an employment contract or agreement.

If, following the investigation, the report is substantiated, the District will inform the employee that the report has been substantiated and provide information regarding the appeal process. The employee may appeal the District’s decision through the appeal process provided by the District’s collective bargaining agreement. A substantiated report is one that (1) an educational provider has reasonable cause to believe is founded based on the available evidence after conducting an investigation; and (2) involves conduct that the educational provider determines is sufficiently serious to be documented in the employee’s personnel file.

If the employee decides not to appeal the determination or if the determination is sustained after

an appeal, a record of the substantiated report will be placed in the employee's personnel file. The employee will be notified that this information may be disclosed to a potential employer.

The District will post in each school building the name and contact information of the person designated to receive sexual conduct reports, as well as the procedures Human Resources will follow upon receipt of a report. In the event the designated person is the suspected perpetrator, the assistant superintendent of Human Resources shall receive the report. If the assistant superintendent of Human Resources is the suspected perpetrator, the complaint shall be referred to the assistant superintendent of the Office for School Performance. When Human Resources or the Office for School Performance takes action on the report, the person who initiated the report must be notified.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment, or the work environment of the complainant. If a student initiates a report of suspected sexual conduct by a District employee in good faith, the student will not be disciplined by the Board or any District employee.

The District will provide annual training to District employees, parents, and students regarding the prevention and identification of sexual conduct. The District will provide to employees at the time of hire a description of conduct that may constitute sexual conduct and a description of records subject to disclosure if a sexual conduct report is substantiated.

Educational providers shall follow hiring and reporting procedures as outlined in ORS 339.374 for all District employees.

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)

[ORS 418.746 - 418.751](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2012).



Code: JHFF/GBNAA
Adopted:
Orig. Code(s): JHFF

Reporting Requirements for Suspected Sexual Conduct with Students *

(New proposed policy to replace JHFF as a result of Senate Bill 155)

Sexual conduct by district employees, contractors, agents, and volunteers is not tolerated. All district employees, contractors, agents, and volunteers are subject to this policy.

“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating, hostile or offensive educational environment. “Sexual conduct” does not include touching that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator for their school building. If the superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Officer who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When the designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district’s administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and

Practices Commission (TSPC) as appropriate, for investigation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will post in each school building the names and contact information of the employees designated for the school building to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

- A description of conduct that may constitute sexual conduct;
- A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
- A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with

students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.370 - 339.400](#)
[ORS 419B.005 - 419B.045](#)

Senate Bill 155 (2019)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).



Code: JHFF/GBNAA-AR
Revised/Reviewed:

Suspected Sexual Conduct Report Procedures and Form *

(New proposed policy resulting from Senate Bill 155)

When the designee receives a report of suspected sexual conduct that may have been committed by a person licensed¹ through Teacher Standards and Practices Commission (TSPC), the designee shall notify TSPC as soon as possible. When the designee receives a report of suspected sexual conduct that may have been committed by a person who is not licensed through TSPC, the designee shall notify the Oregon Department of Education (ODE) as soon as possible.

The district posts in each school building the names and contact information of the employees² in each school building designated to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

If the superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Officer who shall refer the report to the Board chair.

When the designee receives a report of suspected sexual conduct by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave³ and take necessary actions to ensure the student's safety. The employee shall remain on leave until TSPC or ODE determines that the report is substantiated and the district takes appropriate employment action against the employee, or cannot be substantiated or is not a report of sexual conduct and the district determines either: 1) an employment policy was violated and the district will take appropriate employment action against the employee; or 2) an employment policy has not been violated and an employment action against the employee is not required. The district will investigate all reports of suspected sexual conduct by persons who are licensed by the TSPC, unless otherwise requested by TSPC, and all reports of suspected sexual conduct by persons who are not licensed by TSPC, unless otherwise requested by ODE.

When the designee receives a report of suspected sexual conduct by a contractor⁴, an agent or a volunteer, the district shall prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support a report of suspected sexual conduct, the district shall prohibit the contractor, agent or volunteer from providing services. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of

¹ "License" includes a license, registration or certificate issued by the Teacher Standards and Practices Commission.

² Senate Bill 155 (2019) requires the district to designate a licensed administrator and an alternate licensed administrator for each school building.]

³ The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

⁴ The district is encouraged to duplicate this language in the contract. If the contract is with a company and the person assigned to do the work is the alleged perpetrator, the district shall notify the company and request another company employee be assigned to complete the work.]

suspected sexual conduct has been investigated and a determination has been made by TSPC or ODE that the report is unsubstantiated.

Upon request from ODE or TSPC the district will provide requested documents or materials to the extent allowed by state and federal law.

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

An “investigation” means a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the person who initiated the report, the person who may have been subjected to sexual conduct, witnesses and the person who is the subject of the report, and results in a finding that the report is a substantiated report, cannot be substantiated, or is not a report of sexual conduct. If the subject of the report is a district employee represented by a contract or a collective bargaining agreement, the investigation must meet any negotiated standards of such employment contract or agreement.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend the investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

A “substantiated report” means a report of sexual conduct that TSPC or ODE determines is founded.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement.

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, the district shall create a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

Training

The district shall provide training each school year to district employees on the following:

1. Prevention and identification of sexual conduct;
2. Obligations of district employees under ORS 339.388 and 419B.005 - 419B.050 and under adopted board policies to report suspected sexual conduct; and
3. Appropriate electronic communications with students.

The district shall make available each school year the training described above to contractors, agents, volunteers and to parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees.

The district shall provide to contractors, agents and volunteers each school year information on the following:

1. Prevention and identification of sexual conduct;
2. Obligations of district employees under adopted board policies to report suspected sexual conduct; and
3. Appropriate electronic communications with students.

The district shall make available each school year training that is designed to prevent sexual conduct to students attending district-operated schools.



Suspected Sexual Conduct Report Form	
Name of person making report:	
Position / Role of person making report:	
Phone:	Email:
Name of person suspected of sexual conduct:	
Date and place of incident or incidents:	
Description of suspected sexual conduct:	
Name of witnesses (if any):	
Evidence of suspected sexual conduct, e.g., letters, photos, etc. (attach evidence, if possible):	
Any other information:	
I agree that all of the information on this form is accurate and true to the best of my knowledge.	
Signature:	Date:



WITNESS STATEMENT FORM

NAME OF WITNESS:	POSITION OF WITNESS:
DATE OF TESTIMONY/INTERVIEW:	INCIDENT LOCATION:
OTHER WITNESSES:	

DESCRIPTION OF INSTANCE WITNESSED: (WRITE ONLY WHAT WAS OBSERVED - INCLUDE DESCRIPTION OF WHO, WHERE, WHEN)

ANY ADDITIONAL INFORMATION:

I AGREE THAT ALL OF THE INFORMATION ON THIS FORM IS ACCURATE AND TRUE TO THE BEST OF MY KNOWLEDGE.

SIGNATURE: _____ **DATE:** _____

ATTACH ADDITIONAL PAGES AS NEEDED