

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

Administration Center, 3083 NE 49th Place, Hillsboro, OR

Board Meeting Agenda

February 23, 2021

5:15 PM

1. **5:15 PM - Work Session**

- A. Equity Update 5
Presenter: Saideh Haghighi / Francesca Sinapi
Time: 5:15 PM, 30 minutes
- B. Drug, Alcohol, and Tobacco Prevention Plan 6
Presenter: Casey Waletich / Brooke Nova
Time: 5:45 PM, 15 minutes
- C. Fall 2021-22 Kinder Enrollment Plan and Process 16
Presenters: Dayle Spitzer / Audrea Neville
Time: 6:00 PM, 15 minutes
- D. Return to In-Person Learning Update 17
Presenters: Mike Scott / Travis Reiman / Dayle Spitzer
Time: 6:15 PM, 35 minutes
- E. Recess Board Meeting
Time: 6:50 PM

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

- A. Call to Order and Flag Salute
Time: 7:00 PM, 5 minutes
- B. Land Acknowledgement 18
Presenter: Erika Lopez
Time: 7:05 PM, 5 minutes
- C. Recognitions and Proclamations
Time: 7:10 PM, 5 minutes
 - 1. Classified Employee Appreciation Week 19
Presenter: Jaci Spross
 - 2. Women's History Month 20
Presenter: Yadira Martinez
- D. Approval of Agenda
SAMPLE MOTION: *I move that the Board of Directors approve the Agenda as printed.*
Time: 7:15 PM, 5 minutes
- E. Audience Time
Time: 7:20 PM, 5 minutes
- F. Consent Agenda
Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.
SAMPLE MOTION: *I move that the Board of Directors approve the Consent Agenda as printed.*
Time: 7:25 PM, 5 minutes
 - 1. Approve Minutes of January 26, 2021, Board Meeting 21
 - 2. Approve Minutes of February 9, 2021 Board Meeting 26

3. Approve Routine Personnel Matters	29
4. Approve Policies	30
a. GCBDA/GDBDA-AR(1): Federal Family and Medical Leave/State Family Medical Leave	31
b. GCPC/GDPC: Retirement of Staff	45
c. IGBBC: Talented and Gifted Services	47
d. IKFB: Graduation Exercises	49
e. JFCM: Threats of Violence	51
f. JHFE-AR(1): Reporting of Suspected Abuse of a Child	54
g. KL: Public Complaints	61
5. Approve High School Courses: Exploring Computer Science and Graphic Design	64
6. Approve Extension and Non-Extension of Temporary, Probationary and Contract Teachers and Administrators	76
G. Action Items	
1. Adopt Resolution Approving Northwest Regional Education Service District Local Service Plan for 2021-22	89
Presenter: Mike Scott	
SAMPLE MOTION: <i>I move that the Board of Directors adopt the resolution approving the Northwest Regional Education Service District Local Service Plan for 2021-2022.</i>	
Time: 7:30 PM, 15 minutes	
2. Award Contracts	
Presenter: Adam Stewart	
Time: 7:45 PM, 5 minutes	
a. Award Contract for Butternut Creek Elementary School Improvements	193
Presenter: Adam Stewart	
SAMPLE MOTION: <i>I move that the Board of Directors award the contract for Butternut Creek Elementary School improvement project to Par-Tech Construction for the base bid amount of \$2,947,100, Alt #1 amount of \$32,590, and Alt #2 amount of \$73,350 for a total of \$3,053,040.</i>	
b. Award Contract for North Plains Elementary School Improvements	195
Presenter: Adam Stewart	
SAMPLE MOTION: <i>I move that the Board of Directors award the contract for the North Plains Elementary School improvement project to Five Star Builders in the amount of \$1,375,246.90.</i>	
3. Approve Site Contractor Prequalification	197
Presenter: Adam Stewart	
SAMPLE MOTION: <i>I move that the Board of Directors approve the pre-qualified site-contractor list to include Coffman Excavation, Moore Excavation, Inc., Emory & Sons Construction Group, Pihl Excavating, Ken Leahy Construction, Inc., The Saunders Group, and Kerr Contracts.</i>	
Time: 7:50 PM, 5 minutes	
4. Approve Dedication Deed and Right of Way Dedication, Donation Agreement and Obligation Agreement	214
Presenter: Adam Stewart	

SAMPLE MOTION: *I move that the Board of Directors approve the Dedication Deed, Donation Agreement, and Obligation Agreement between Washington County and the Hillsboro School District for the Ladd Acres/SE Johnson Street and SE Cornelius Pass Road Improvement Project.*

Time: 7:55 PM, 5 minutes

5. Accept Gifts and Donations 228

Presenter: Michelle Morrison

SAMPLE MOTION: *I move that the Board of Directors accept the donation of \$10,000 from Gold Family Farm Inc, to Groner K-8 for the STEM Program, \$10,000 from the Hillsboro Schools Foundation to the Hillsboro School District for Senior Signs - Marketing, \$10,000 from Gold Family Farm Inc, to Farmington View Elementary School for the STEM Program, and \$5,000 from FIRST to Liberty High School for the Robotics Team.*

Time: 8:00 PM, 5 minutes

6. Appoint Budget Committee Member 229

Presenter: Michelle Morrison

SAMPLE MOTION: *I move that the Board of Directors appoint Kristine Adams-Wannberg to serve on the Budget Committee position 4, expiring June 30, 2021.*

Time: 8:05 PM, 5 minutes

7. Adopt Planning Calendar for 2021-22 Budget 230

Presenter: Michelle Morrison

SAMPLE MOTION: *I move that the Board of Directors adopt the planning calendar for the 2021-22 budget.*

Time: 8:10 PM, 5 minutes

- H. Recess Board Meeting; Convene Meeting of the Local Contract Review Board

Presenter: Erika Lopez

Time: 8:15 PM

- I. Public Hearing Authorizing Procurement of Instructional Equipment 232

Presenter: Jordan Beveridge

Time: 8:15 PM, 5 minutes

1. Public Testimony

Presenter: Erika Lopez

Time: 8:20 PM, 5 minutes

2. Authorize Instructional Equipment Purchase 233

Presenter: Erika Lopez

SAMPLE MOTION: *I move that the Board of Directors, acting as the Local Contract Review Board, authorize the purchase of instructional equipment from CDW-G under the Oregon IT Hardware VAR Contract (5603) in the amount of \$239,200 for the purposes described and in compliance with policy DJ: District Purchasing.*

Time: 8:25 PM, 5 minutes

- J. Adjourn Meeting of the Local Contract Review Board; Reconvene Board Meeting

Presenter: Erika Lopez

Time: 8:30 PM

- K. Reports and Discussion

1. Financial Report (*see written report*) 234

Time: 8:30 PM, 5 minutes

2. Bond Audit Report	238
Presenters: Michelle Morrison / Adam Stewart / Jeff Jones	
Time: 8:35 PM, 10 minutes	
3. First Read 2021-2022 Calendar	272
Presenter: Kona Lew-Williams	
Time: 8:45 PM, 10 minutes	
L. Policies - First Reading	275
<i>Policies that are scheduled for first reading are included in the Board meeting packet. Staff members will not formally present the first reading of policies, unless the Board requests information that is not already included in the Board meeting packet. If no public comments or questions are received regarding these policies during the review period, they may be placed on the consent agenda for approval during the next regular meeting.</i>	
Time: 8:55 PM, 5 minutes	
1. JHFE: Reporting of Suspected Abuse of a Child	276
Presenter: Kona Lew-Williams	
M. HCU / HEA Reports	
Time: 9:00 PM, 10 minutes	
N. Discussion Time	
Time: 9:10 PM, 10 minutes	
1. Student Representatives' Time	
2. Superintendent's Time	
3. Board of Directors' Time	
O. Adjourn Regular Session	
Time: 9:20 PM	
P. Next Meetings of the Board of Directors	
• March 16, 2021, Work / Regular Session	
• April 13, 2021, Work Session	

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
EQUITY UPDATE

SITUATION

The Board has been engaged in diversity, equity, and inclusion work for the past several years. The Board will receive an update on equity work happening in the Hillsboro School District.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
ANNUAL REVIEW OF HILLSBORO SCHOOL DISTRICT
DRUG, ALCOHOL AND TOBACCO PREVENTION PLAN

SITUATION

- This report outlines curricular programs and activities that are provided for students as part of the District's comprehensive Drug, Alcohol, and Tobacco Prevention Plan. [Please Click HERE for 2020-2021 Revised Plan for Review](#).
- Introduction
Students have a right to attend school in an environment conducive to learning. Since student alcohol, drug, and tobacco use is illegal and harmful, and interferes with both effective learning and the healthy development of students, the school has a fundamental legal and ethical obligation to prevent unlawful drug, alcohol, and tobacco use, and to maintain drug-free educational environments. After consulting with stakeholders, the Board will adopt a written plan for a drug, alcohol, and tobacco prevention and intervention program. The plan will be reviewed annually for revision and re-adoption.
- Supporting Laws & HSD Policy
 - [IGEAB](#) - Drug, Alcohol, and Tobacco Prevention, Health Education
 - [JFCG/JFCH/JFCI](#) - Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems
 - [Rule 581-022-2045 Prevention Education in Drugs and Alcohol](#)

RECOMMENDATION

The Superintendent recommends that the Board of Directors review annual revisions and place the HSD Drug, Alcohol and Tobacco Plan on 30-day review. Casey Waletich and Brooke Nova will field questions and feedback that the Board may have.

**HILLSBORO SCHOOL DISTRICT 1J
2020-21 DRUG, ALCOHOL, AND TOBACCO PREVENTION PLAN**

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

Table of Contents

Purpose/Introduction	3
Introduction	3
Supporting Laws & HSD Policy	3
Staff Training	3
SafeSchools Module	3
Health Room Protocol	3
Universal Prevention	3
CASEL	3
District Health Curriculum	4
District SEL Curriculum	4
Screeners/Surveys	5
Standards of Student Conduct and Athletic/Activity Handbook	6
Climate & Culture Teams	7
Targeted Prevention	7
Kid Talk/Action Team	7
Peer Mediation	7
Intervention	7
Progressive Discipline Plan	7
Care Teams	7
Care Coordinator Program	8
Community Partner Resources	8
LifeWorksNW	8
Youth Contact Student Assistance Program	8
BLAST/Zone Programs	9
Hillsboro Police Department	9
Washington County Public Health (Tobacco Prevention Specialist)	9
Action Steps to Strengthen Plan	9
Annual Review	9
Improved Communication Structure for Health Educators	9

Purpose/Introduction

- Introduction

Students have a right to attend school in an environment conducive to learning. Since student alcohol, drug, and tobacco use is illegal and harmful, and interferes with both effective learning and the healthy development of students, the school has a fundamental legal and ethical obligation to prevent unlawful drug, alcohol, and tobacco use, and to maintain drug-free educational environments.

After consulting with parents, teachers, school administrators, local community agencies, and persons from the drug, alcohol, or health service community who are knowledgeable of the latest research information, the Board will adopt a written plan for a drug, alcohol, and tobacco prevention and intervention program. The plan will be reviewed annually for revision and readoption.

- Supporting Laws & HSD Policy

- [IGEAB](#) - Drug, Alcohol, and Tobacco Prevention, Health Education
- [JFCG/JFCH/JFCI](#) - Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems
- [Rule 581-022-2045 Prevention Education in Drugs and Alcohol](#)

Staff Training

- SafeSchools Module

Washington County has created a [Drug, Alcohol and Tobacco module](#) that is accessible to staff on SafeSchools. The module includes current information and is designed to be specific for our county.

- Health Room Protocol

Student Under the Influence Guidelines that inform when to call 9-1-1 if a student is suspected to be under the influence.

Universal Prevention

- CASEL

The Collaborative for Academic, Social, and Emotional Learning is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL defines Social and Emotional Learning as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. CASEL's SEL framework fosters knowledge, skills, and attitudes across five areas of competence and multiple key settings to establish equitable learning environments that advance students' learning and development. The five areas of competence include self management, self awareness, social awareness, relationship skills, and responsible decision making.

- District Health Curriculum

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

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

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

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

Currently, HSD teachers design and/or curate their own drug and alcohol prevention education curriculum to meet these standards/performance indicators. Additionally, efforts are underway to adopt evidence-based curriculum and increase alignment K-12.

- District SEL Curriculum

- *Second Steps* - This curriculum has been provided to all of our elementary schools. *Second Steps* is a pro-social / emotional curriculum designed to help students learn how to be empathetic, be problem solvers, use impulse control, and manage stress. Lessons can be taught by classroom teachers or school counselors in elementary schools.
- *PAX: Good Behavior Game* - PAX GBG is an Evidence-based Practice that comes recommended by the Substance Abuse and Mental Health Service Administration (SAMHSA), the Washington State Institute for Public Policy, and the Institute of Medicine. PAX Good Behavior Game (PAX GBG) is a school-based, classroom prevention and is a resource available to all elementary teachers and classrooms. PAX teaches students self-regulation, self-control, and self-management in the context of collaborating with others for peace, productivity, health, and happiness.
- *Sanford Harmony* - [Harmony](#) is a social emotional learning program available to all K-6 grade teachers designed to foster communication, connection, and community both in and outside the classroom by engaging

students in lessons and activities that promote empathy, understanding, and respect

- *CharacterStrong* - Middle School students across our district are using CharacterStrong as a prosocial curriculum in advisory classes. CharacterStrong's curriculum braids the core components of Social Emotional Learning (SEL) as [defined by CASEL](#) and character development into one. One of the strengths of the CharacterStrong curriculum is the relationships it builds between students to peers, students and school staff, students and family, and students and the greater community. This is done through intentional relationship building activities that put a daily and weekly focus on skill development and community building.
- *HS Advisory* -
- Screeners/Surveys
 - *Teen Intervene* - The [Teen Intervene](#) curriculum used with our Progressive Discipline Plan is evidence-based and uses an Screening Brief Intervention and Referral to Treatment (SBIRT) structure.
 - *Student Safety Survey* - A student safety survey is administered annually to students to provide data regarding self-reported behaviors with respect to safety and drug / alcohol frequency of use. Results of the survey are used by schools and the District to measure the effectiveness of prevention programs, and the perceptions of students related to drugs and alcohol. In addition, survey information is used to plan future programs to continue reducing students' abuse of illegal substances.

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

- *Healthy Teen aka Oregon Student Health Survey* - Oregon Healthy Teens (OHT) was an anonymous and voluntary research-based survey, conducted among 8th and 11th graders statewide from 2001 to 2019. The OHT survey incorporated two youth surveys that preceded it, the YRBS and the Student Drug Use Survey.

Healthy Teen Survey is used by district staff members to analyze school specific, district, and statewide trends. The survey is administered in odd-numbered years. The results below are a comparison from the 2017 and 2019 Oregon Healthy Teens Survey.

Category	8th 2017	State 8th 2017	8th 2019	State 8th 2019		11th 2017	State 11th 2017	11th 2019	State 11th 2019
Tobacco 30-day use	3.4	3.0	10.2	11.9		14.1	7.7	17.4	23.1
E-cig, vape 30-day use	2.2	6.3	9.5	10.5		9.8	12.9	16	21.4
Alcohol 30-day use	5.9	10.3	10.7	11.3		20.8	26.9	15.7	24.3
Marijuana 30-day use	4.3	6.7	7.2	7.8		16.6	20.9	16.7	20.4

[*Oregon Healthy Teen Graphs](#)

- Standards of Student Conduct and Athletic/Activity Handbook
These [publications](#) provide specific policies regarding the use, possession, or distribution of drugs, alcohol, or tobacco by students at any school site, school-sponsored activity, or school-sponsored sporting events.
- Transition Programming
 - *6th to 7th Transition Programming (WEB)* - Brown, Evergreen, Poynter, and South Meadows Middle Schools offer transition programs for students entering the seventh grade. WEB (Welcoming Everyone Back) training is led by a cadre of eighth grade students who are trained before the beginning of the school year. The purpose of WEB is to provide a smooth entry into middle school by way of regularly planned activities throughout the year with the same student leaders. WEB training is an extension of the transition activities currently offered at all four high schools, based on the LINK Crew program.
 - *8th to 9th Transition Programming (LINK Crew)* - LINK Crew is a research-based program to increase student participation, while decreasing attendance issues and other problems associated with lack of attachment to the school community.

All schools, grades K through 12, are working on greater articulation of transition activities within their feeder-school alignments. The goal is to have seamless transitions between the three school levels and between each grade. An example of this is the transition survey that is given to 6th, 8th and 12th graders each year by the student's counselor.

- Climate & Culture Teams
Each month Climate and Culture leaders from all HSD schools come together to examine, strengthen, and align Climate and Culture efforts in order to ensure district, building, and classroom expectations, procedures, and practices align with our HSD Community core values. This team's mission is to create an environment

that all community members; students, staff, families and those that support them thrive in; by integrating social and emotional skill development and culturally sustaining practices to see our differences as assets and work collectively to meet the needs of our community and those within it.

Targeted Prevention

- [Kid Talk/Action Team](#)

A team of multi-level staff review data of individual students who are still struggling after step 1 interventions. New interventions or changes to the current intervention are determined. Parents are informed and their input to classroom teachers is encouraged.

- [Peer Mediation](#)

(Paused During CDL) This peer-assistance program is available at District high schools, and serves as an informal safety net for students. Peer mediators are identified by students and teachers as individuals to whom students routinely turn for help. These students are provided training by Youth Contact in active listening and other communication techniques. The goal of the program is to provide a caring listener for any student who is troubled, is considering using drugs / alcohol / tobacco, or is putting himself or herself at risk. Peer mediators are not trained to solve problems, but rather to refer their peers to qualified adults.

Intervention

- [Progressive Discipline Plan](#)

The progressive discipline plan provides support to the student and family to help address the reason a student is using or in possession of an illegal substance. The [Teen Intervene](#) curriculum used is evidence-based and uses an Screening Brief Intervention and Referral to Treatment (SBIRT) structure.

- [Care Teams](#)

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

- [Care Coordinator Program](#)

Care coordinators provide outreach to students and parents when high-risk behaviors have been observed. After conducting an informal assessment, care coordinators provide referral and case management services and psycho-education. Families may be referred to community mental health, drug and alcohol treatment, and/or parent education programs. Care coordinators also lead District Flight Teams in response to school tragedies, and train Flight Team members to

identify high-risk students. They coordinate District suicide prevention and intervention activities, including staff awareness trainings, intensive two-day intervention training, and District protocol development. All activities stress the importance of drug and alcohol awareness, as related to suicide risk and prevention. Finally, the care coordinators facilitate parenting classes that are open to District parents of students in grades 7 through 12. Topics include communication, positive discipline, and alcohol and drug prevention.

Community Partner Resources

Our community partners provide professional development and feedback to inform HSD of best practices. The listed partners below attend regular meetings with HSD staff on related topics on drug, alcohol and tobacco prevention and intervention. Some of our key partners are: SARC, Washington County Sheriff's Youth Services, NWRESA, Washington County Health, Washington Youth & Family Services Department, Department of Human Services, and CARES NW.

- LifeWorksNW
Contracted by the District, WPCS provides counseling services for students in 2 of our elementary schools. These counselors work with students who have been identified as needing outside counseling services outside of their school counselor support. This early intervention of counseling services is to work on executive functioning skills and/or social/emotional learning strategies.
- Western Psychological and Counseling Services (WPCS)
Contracted by the District, WPCS provides counseling services for students in 10 of our elementary schools. These counselors work with students who have been identified as needing outside counseling services outside of their school counselor support. This early intervention of counseling services is to work on executive functioning skills and/or social/emotional learning strategies.
- Youth Contact Student Assistance Program
Contracted by the District, Youth Contact provides counseling services for students at all high schools. These counselors work especially with students who have been identified as being at risk of using drugs and/or alcohol, or have used drugs or alcohol and need support to help them stay free from further use. The counselors facilitate support groups, teach students strategies for avoiding risky situations, and reinforce good problem-solving and goal-setting skills. Hundreds of hours of individual and family counseling are provided by Youth Contact counselors.
- BLAST/Zone Programs
The District partners with Hillsboro Parks and Recreation (HPR) to provide after-school tutoring, academic support, and recreational activities for students who attend Brookwood, Butternut Creek, Eastwood, Free Orchards, Groner, W. L. Henry, Imlay, Indian Hills, Jackson, Ladd Acres, Lincoln Street, McKinney, Minter Bridge, Mooberry, Orenco, Patterson, Quatama, Reedville, Rosedale, Tobias, and Witch Hazel Elementary Schools. All middle schools have the opportunity to participate in the Zone program through HPR. The Zone and BLAST programs

include homework support, academic enrichment activities, life skills, and service learning five days per week for approximately 2.5 hours each day.

- Hillsboro Police Department
School Resource Officers (SROs) - SROs assist in prevention by providing information on drug / alcohol / tobacco laws and prevention, in formal classroom settings. They teach students about the legal consequences of drug / alcohol / tobacco use, and assist in investigations referred to them by school administrators.
- Washington County Public Health (Tobacco Prevention Specialist)
Partner in communication and messaging with Hillsboro School District. Created a recommended SafeSchools module on drug, alcohol and tobacco prevention and intervention information specific to our county. Assist with information for outreach events or included in publications.

Action Steps to Strengthen Plan

- Annual Review with Internal and External Partners
- Improved Communication Structure for Health Educators
During CDL, District-wide coordination and communication with/among secondary Health teachers has improved dramatically. Both a middle school and a high school team meet weekly now, essentially as District-wide PLC's - A practice that we plan to continue moving forward. Formalizing this practice will increase communication with and among Health teachers allowing for a more coordinated approach to drug and alcohol curriculum delivery, review/incorporation of updated data, ongoing professional development, etc.

Public Information Program for Family/Student/Staff

Our Hillsboro School District website houses information related to Drug Safety and Awareness [HERE](#).

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
FALL 2021-22 ENROLLMENT PLAN AND PROCESS

SITUATION

As we prepare for Fall 2021 and the return to school, we are anticipating an increase of students enrolling in the younger grades due to parents keeping them at home another year or choosing other schooling options. Additionally, we expect some parents to be concerned about their children's academic attainment this year and may be considering a request to retain or promote their child. These choices are governed by policy but as a District, we also have procedures and processes in place to consistently inform and partner with families in their decision.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to the plan for Fall 2021 enrollment and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
RETURN TO IN-PERSON LEARNING UPDATE

SITUATION

The Board will receive an update concerning our plans to start hybrid learning, including an update on staff vaccinations.

RECOMMENDATION

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

**HILLSBORO SCHOOL DISTRICT 1J
BOARD OF DIRECTORS 2020-2021
LAND ACKNOWLEDGEMENT**

As we gather here today, even in this virtual setting, we would like to take a moment to acknowledge that our district service area is on the occupied traditional homelands of the Atfalati Indigenous people, lands we now call Washington County and the State of Oregon.

We thank them and their ancestors for being the original stewards of this land. We take this opportunity to offer gratitude for the opportunity to learn, work, and be a community on this land.

We also acknowledge the systemic policies of colonization that have led to genocide, relocation and assimilation that have impacted Indigenous and Native families, both past and present, and those who will be affected in the future.

According to Kalapuya tradition, people have lived here since time immemorial. Indigenous people still live here today, having persevered through US sponsored war displacement, genocide, and oppression.

We honor the Indigenous people whose traditional and ancestral homelands we stand on: the Tualatin Kalapuya, Kathlamet, Clackamas, Tumwater, Molalla, bands of the Chinook and many other indigenous nations of the Columbia River.

We believe it is important to acknowledge the ancestors of this place and to recognize that we are here because of the sacrifices forced upon them.

In remembering these communities, we honor their legacy, their lives, and their ancestors. We also recognize the urban Indigenous/Native/First Peoples community living in the metro area, which includes over 400 tribal nations.

PROCLAMATION

In honor of Classified Employee Appreciation Week, March 1 through 5, 2021, the Board of Directors would like to publicly thank the over 1200 men and women who fill the critical roles of educational assistants, bus drivers, cafeteria workers, maintenance technicians, custodians, office support staff and many others for the Hillsboro School District.

Your often-unsung work behind the scenes, support of teachers in delivering instruction, diverse talents and tireless dedication to our community's students is invaluable. Your contributions to the Hillsboro School District are valued and appreciated.

Please join me in thanking our Classified staff and recognizing them during Classified Employee Appreciation Week.

The Board of Education of the Hillsboro School District do hereby proclaim the week of March 1st through 5th, 2021 to be:

CLASSIFIED EMPLOYEE APPRECIATION WEEK



We urge all community members to join us in recognizing the many contributions and achievements of Classified employees to the development and prosperity of our Hillsboro School District community.

Erika Lopez, Board Chair

PROCLAMATION

The Hillsboro School District celebrates women of every race, class, and ethnic background that have made historic contributions to the growth and strength of our community in countless recorded and unrecorded ways.

The Hillsboro School District honors women that have played, and continue to play, critical economic, cultural, and social roles in every sphere of the life of our community by constituting a significant portion of the labor force working inside and outside of the home.

The Hillsboro School District acknowledges that women have played a unique role throughout the history of our community by providing the majority of the volunteer labor force of the community and school district.

The Hillsboro School District recognizes that women of every race, class, and ethnic background served as early leaders in the forefront of every major progressive social change movement. Women have been leaders, not only in securing their own rights of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor movement, the civil rights movement, and other movements, especially the peace movement, which create a more fair and just society for all;

The Board of Education of the Hillsboro School District do hereby proclaim the month of March 2021 to be:

WOMEN'S HISTORY MONTH



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

Erika Lopez, Board Chair

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

January 26, 2021

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

1. WORK SESSION

Board Present:

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

Student Representatives Present:

Devlin Knill
Mya Smith
Ilhaam Ikramullah

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
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
Arcema Tovar, Director of Elementary Teaching & Learning
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 5:16 PM

- A. Bilingual Program 2020-21 Update
Assistant Superintendent Dayle Spitzer and Director of Elementary Teaching & Learning Arcema Tovar gave an update on Bilingual Programs.
- B. Support Services Report
Chief Operations Officer Casey Waletich presented the Support Services report and thanked the Facilities staff for their work over the past year.
- C. Vaccination Update and Return to School Information
Superintendent Mike Scott, Assistant Superintendent Travis Reiman, and Assistant Superintendent Dayle Spitzer gave an update on vaccinations and the return to hybrid instruction.
- D. March 16 Half-Day Retreat
Due to time constraints, this agenda item was tabled.
- E. Recess Board Meeting
Board Chair Erika Lopez recessed at 6:58 PM.

2. REGULAR SESSION

Board Present:

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

Student Representatives Present:

Devlin Knill
Mya Smith
Ilhaam Ikramullah

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
Olga Acuña, Director of Federal Programs
Elaine Fox, Executive Director of Student Services
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
Jill Golay, HEA President
Melody Hansen, HCU
Debbie Langworthy, HCU
Andrea Brock, Teacher
Chris Winikka, Teacher
Wayne Clift, Teacher
Theresa Alexander, Teacher
Kelly Purdy, Asst Coordinator Early Learning/Career/College
Meghan McCaffrey, Teacher

- A. Call to Order and Flag Salute
Board Chair Erika Lopez reconvened the meeting at 7:05 PM and led the Pledge of Allegiance.
- B. Land Acknowledgement
Board Chair Erika Lopez read a Land Acknowledgement.
- C. Recognitions and Proclamations
Director Lisa Allen read the Black History Month Proclamation
Director Martin Granum read the National School Counseling Week Proclamation.
Director Mark Watson read the School Bus Driver Recognition Week.
- D. School Board Appreciation Month Proclamation
Superintendent Mike Scott read the School Board Appreciation Month Proclamation.
- E. Approval of Agenda
Director Martin Granum MOVED, SECONDED by Director Lisa Allen, to approve the agenda as printed.

The MOTION CARRIED (7-0).

No further discussion took place.

F. Audience Time

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

Arwen Nielson, a senior at Hillsboro High School submitted a comment and materials regarding internet safety to the Board.

G. Consent Agenda

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

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

The MOTION CARRIED (7-0).

No further discussion took place.

Consent Agenda items were as follows:

1. Approve Minutes of December 8, 2020, Board meeting
2. Approve Minutes of January 12, 2021 Board Meeting
3. Approve Routine Personnel Matters
3. Approve Policies G
 - a. G: Personnel
 - 1) GBN/JBA - Sexual Harassment
 - 2) GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure
 - 3) GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure

H. Action Items

1. Approve Financing of School Buses

Michelle Morrison discussed the need to purchase additional school buses.

Director Martin Granum MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors approve the purchase of ten (10) vehicles on a three-year lease, with an annual payment of \$358,971.

The MOTION CARRIED (7-0).

No further discussion took place.

2. Student Activity Fee Suspension

Chief Financial Officer Michelle Morrison and Chief Operations Officer Casey Waletich discussed suspending the student activity fee schedule for the 2020-2021 school year.

I. Reports and Discussions

1. Financial Report (see written report)

Chief Financial Officer Michelle Morrison presented the Financial Report.

2. First Reading - High School Course Approval

Assistant Superintendent Travis Reiman introduced the topic and Kelly Purdy introduced the courses and instructors.

a. Meghan McCaffrey and Andrea Brock discussed the Graphic Design course. Board members asked questions.

b. Chris Winikka and Terry Alexander discussed the Exploring Computer Science course. Board members asked questions.

3. Graduation Rates

Assistant Superintendent Dayle Spitzer highlighted Hillsboro School District graduation rates.

J. Policies First Read

1. First Reading - Policies

a. G: Personnel

1) G: Federal Family and Medical Leave/State Family Medical Leave

Presenter: Kona Lew-Williams

2) GCPC/GDPC: Retirement of Staff

Presenter: Kona Lew-Williams

b. I - Instruction

1) IGBBC: Talented and Gifted Services

Presenter: Travis Reiman

2) IKFB: Graduation Exercises

Presenter: Dayle Spitzer

c. J: Students

1) JFCM: Threats of Violence

Presenter: Casey Waletich

2) JHFE: Reporting of Suspected Abuse of a Child

Presenter: Kona Lew-Williams

3) JHFE-AR(1): Reporting of Suspected Abuse of a Child

Presenter: Kona Lew-Williams

d. K/L - District-Community Relations

1) KL: Public Complaints

Presenter: Dayle Spitzer

K. HCU / HEA Reports

HCU President Melody Hansen gave a view of distance learning from Classified Staff point of view and expressed a desire for a Classified MOU

HEA President Jill Golay thanked the Board for their work and highlighted a donation made in their honor to the Oregon Education Association. She also discussed a January HEA survey.

L. Discussion Time

1) Student Representatives' Time

Mya Smith expressed appreciation for the topics discussed and thanked the Native American PAC for the beautiful necklaces.

Devlin Knill expressed concern about high school students being the last group to return to in-person learning.

Ilhaam Ikramullah also expressed her concern for high school students returning in the last group of in-person learning.

2) Superintendent's Time

Superintendent Mike Scott thanked the Board for tonight's conversation, highlighted Chief Information Technology Officer Jordan Beveridge and the HSD Technology department staff, and thanked the Board for their work.

3) Board of Directors' Time

Director Yadira Martinez expressed the desired to have students back in buildings and also the need to minimize the risk, and appreciation to district staff for their explanations. Director See Eun Kim expressed appreciation for the leadership and dedication of staff for keeping students as our top priority. Vice Chair Martin Granum thanked schools and the Native American PAC for the Board Appreciation gifts. Highlighted bargaining and Chair Erika Lopez being quoted in the media, and for her representation. Director Mark Watson highlighted Chair Erika Lopez testifying in front of a legislative committee and thanked Superintendent Mike Scott, staff and the student representatives for their work on the Board during the pandemic. Director Lisa Allen thanked teachers for the course proposals and spoke to the timeline for returning to in-person instruction. She reminded that the Board understands the need and want to return to school, and appreciated the advocacy by school districts at the state level for vaccinations. Director Jaci Spross expressed appreciation for the discussion and announced her intent to run for the Board of Directors again. Chair Erika Lopez thanked Director Mark Watson for his work on the Washington County Legislative Summit and the Legislative Policy Committee, and thanked Vice Chair Martin Granum for his work as Vice Chair and for responding to public comments. She also highlighted Chief Information Technology Officer Jordan Beveridge for his presence on the Cabinet and the student representatives for staying engaged and participating in meetings.

M. Adjourn Meeting

Chair Erika Lopez adjourned the meeting at 8:51 PM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

February 9, 2021

Virtual Meeting

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	Adam Stewart, Capital Projects Officer
	Casey Waletich, Chief Operations Officer
<u>Student Representatives Present:</u>	Jordan Beveridge, Chief Information Technology Officer
Devlin Knill	Elaine Fox, Executive Director of Student Services
Mya Smith	Saideh Haghighi, Director of Equity and Human Resources
Ilhaam Ikramullah	Audrea Neville, Executive Director of Schools
	Francesca Sinapi, Executive Director of Schools
<u>Budget Committee</u>	Rose Roman, Executive Assistant to the Board of Directors
Dawn Wallace	Justin Arey, Web Specialist/Designer
Michael Smith	Corina Soriano, Technology Support
Monica Uribe	Sarah Crane, Director of Student Services
Kim Strelchun	Gregg O'Mara, Director of Student Services
	Wendy Ramos, Director of Student Services

A. Call to Order

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

B. Budget Update

Chief Financial Officer Michelle Morrison discussed the open position vacated by Kyle Taylor, the budget calendar, revenue assumptions, expenditure assumptions, budget outlook for current service level, student success act and the continuous improvement Plan, including the Student Investment Act, Full Funding of Measure 98, and other resources. Board members and Budget Committee members asked questions.

C. Award Contracts

Capital Projects Officer Adam Stewart presented the bids for Bond construction projects.

Director Martin Granum MOVED, SECONDED by Director Jaci Spross, award the contract for Groner K-8 School improvement project to InLine Construction in the amount of \$1,793,560.

The MOTION CARRIED (7-0).

Director Jaci Spross MOVED, SECONDED by Director Yadira Martinez, award the contract for Miller Education Pathways Center design/build project to Five Star Builders in the amount of \$2,299.942.

The MOTION CARRIED (7-0).

Director Jaci Spross MOVED, SECONDED by Director Yadira Martinez, Directors award the contract for Peter Boscow improvement project to Five Star Builders in the amount of \$572,442.90.

The MOTION CARRIED (7-0).

No further discussion took place.

- D. Discuss Superintendent Evaluation and Timeline
Superintendent Mike Scott and Board Chair Erika Lopez discussed the upcoming Superintendent Evaluation and timeline.
- E. Announce School Board Election
Chief Communications Officer Beth Graser discussed the upcoming Board of Directors election and the planned virtual information sessions.
- F. Discuss Student Representative Positions and Planning
Superintendent Mike Scott discussed the Student Representatives to the Board selection process and the Student Representatives gave their opinions on the application process. Board members discussed adding a staff mentor to the process to serve as additional support for the student.
- G. Student Services Update
Executive Director of Student Services Elaine Fox, Director of Student Services Dr. Sarah Crane, Director of Student Services Wendy Ramos and Director of Student Services Gregg O'Mara gave a framework on how the Hillsboro School District continues to meet the needs of students who experience disabilities during the time of the pandemic.
- H. Vaccination Update and Return to In-Person Learning Information
Travis Reiman gave an update on vaccinations, and hybrid learning planning, timeline. Kona Lew Williams gave an update on bargaining with Licensed and Classified Unions. Casey Waletich gave an update on HSD meal delivery services. A What to Expect when you return to school video was shown.
- I. Discussion Time
 - 1) Student Representatives' Time
Mya Smith complimented the "what to expect" video, and liked the example shown of hybrid learners displayed on the white board in classrooms. Devlin Knill expressed frustration of HS going back to school last. Ilhaam Ikramullah had no comment.

2) Superintendent's Time

Superintendent Mike Scott reminded the Board that the District is still having conversation with both associations and looking forward to returning to in-person learning. He also highlighted the Hillsboro Schools Foundation Online Gala on February 19, from 6:30-8pm, and thanked HSF for being help and a partner to the District.

3) Board of Directors' Time

Director Jaci Spross complimented Devlin on bringing up returning to in-person for more technical classes and looking forward to having hybrid Board meetings. Director Lisa Allen expressed her excitement that the timeline is continuing as planned and liked Jaci's idea of continuing to livestream Board meetings. Director Mark Watson expanded on incorporating technology and his desire to have expanded public comments and hybrid Board meetings. Vice Chair Martin Granum mentioned the HSF Gala online, on February 19, from 6:30-8pm. Director See Eun had no comment. Director Yadira Martinez expressed her excitement about the timeline for in-person learning continuing to hold. Chair Erika Lopez thanked staff for their efforts and work and for looking out for the needs of students.

J. Adjourn Meeting

The meeting was recessed at 7:29 PM.

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
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:

Courtney Rempel

Education: MA – George Fox University, Newberg, OR
Experience: None
Assignment: 0.5 FTE Health Teacher – Glencoe High School

Heather Mason

Education: MA – University of Northern Iowa, Cedar Falls, IA
Experience: None
Assignment: 0.5 FTE Health Teacher – Glencoe High School

Shannon Witman

Education: MA – Salem State University, Salem, MA
Experience: 14 years
Assignment: 0.2 FTE Speech Language Pathologist – Minter Bridge Elementary School

- E. Approve the employment of the following licensed personnel in the 2020-21 school year, who have held temporary status:

Patrick Birkle

Education: MA – George Fox University, Newberg, OR
Experience: 17 years
Assignment: 1.0 FTE 1st Grade Teacher – Minter Bridge Elementary School

Alyssa Rainey

Education: MA – George Fox University, Newberg, OR
Experience: None
Assignment: 1.0 FTE 3rd Grade Teacher – North Plains Elementary School

MaKaylee Rios

Education: MA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE 5th Grade Teacher – Quatama Elementary School

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
APPROVE POLICIES IN SECTIONS G: PERSONNEL; I: INSTRUCTION;
J: STUDENTS; K/L: DISTRICT-COMMUNITY RELATIONS

SITUATION

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

Policy language must meet the following criteria:

- Legally mandated or legally wise
- Harmonize with District's existing collective bargaining agreements
- Reflect current District practice

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

- Policies in Section G: Personnel
 - GCBDA/GDBDA-AR(1): Federal Family and Medical Leaves/State Family Medical Leave
 - GCPC/GDPC: Retirement of Staff
- Policies in Section I: Instruction
 - IGBBC: Talented and Gifted Services
 - IKFB: Graduation Exercised
- Policies in Section J: Students
 - JFCM: Threats of Violence
 - JHFE-AR(1): Reporting of Suspected Abuse of a Child
- Policies in Section K/L: District-Community Relations
 - KL: Public Complaints

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the policies in sections G, I, J, and K/L of the District's policy manual.



Code: **GCBDA/GDBDA-AR(1)**
Revised/Reviewed: 4/28/20

Federal Family and Medical Leave/State Family Medical Leave

Coverage

The federal Family and Medical Leave Act (FMLA) applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

The Oregon Family Leave Act (OFLA) and the Oregon Military Family Leave Act (OMFLA) applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

Employee Eligibility

FMLA applies to employees who have worked for the District for at least 12 months (not necessarily consecutive) and worked for at least 1,250 hours during the 12-month period immediately preceding the start of the leave.

An employee who has previously qualified for and has taken some portion of FMLA leave may request additional FMLA leave within the same leave year. In such instances, the employee need not requalify as an eligible employee, if the additional leave applied for is in the same leave year and for the same condition.

OFLA applies to employees who work an average of 25 hours or more per week during the 180 calendar days or more immediately prior to the first day of the start of the requested leave.¹ For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

An employee who has previously qualified for and has taken some portion of OFLA leave, may request additional OFLA leave within the same leave year. In such instances, the employee must requalify as an eligible employee for each additional leave requested unless one of the following exceptions apply:

¹ The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA.

1. A female employee who has taken 12 weeks of pregnancy disability leave need not requalify leave in the same leave year for any other purpose;
2. An employee who has taken 12 weeks of parental leave need not requalify to take an additional 12 weeks in the same leave year for sick child leave; and
3. An employee granted leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in this leave year for the same reason.

OMFLA applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

In determining if an employee has been employed for the preceding 180 calendar days, when applicable, the employer must consider days, e.g., paid or unpaid, an employee is maintained on payroll for any part of a work week. Full-time public school teachers who have been maintained on payroll by a district for 180 consecutive calendar days are thereafter deemed to have been employed for an average of at least 25 hours per week during the 180 days immediately preceding the start date of the OFLA leave. This provision is eligible for rebuttal if for example, the employee was on a nonpaid sabbatical.

In determining average workweek, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines.

Qualifying Reason

Eligible employees may access FMLA leave for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
 - a. Inpatient care;
 - b. Continuing treatment;
 - c. Chronic conditions;
 - d. Permanent, long-term or terminal conditions;
 - e. Multiple treatments;
 - f. Pregnancy and prenatal care.
2. Parental leave² (separate from eligible leave as a result of a child's serious health condition):
 - a. Bonding with and the care for the employee's newborn (within 12 months following birth);
 - b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
 - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.

² Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

3. Military Caregiver Leave: leave for the care for spouse, son, daughter or next-of-kin who is a covered servicemember/veteran with a serious injury or illness;
4. Qualifying Exigency Leave: leave arising out of the foreign deployment of the employee's spouse, son, daughter or parent.

Eligible employees may access OFLA for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
 - a. Inpatient care;
 - b. Continuing treatment;
 - c. Chronic conditions;
 - d. Permanent, long-term or terminal conditions;
 - e. Multiple treatments;
 - f. Pregnancy and prenatal care.
2. Parental leave (separate from eligible leave as a result of the child's serious health condition):
 - a. Bonding with and the care for the employee's newborn (within 12 months following birth);
 - b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
 - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.
3. Sick Child Leave: leave for non-serious health conditions of the employee's child. For OFLA, sick child leave includes absence to care for an employee's child whose school or child care provider has been closed³ in conjunction with a statewide public health emergency declared by a public health official.⁴
4. Bereavement Leave: leave related to the death of a covered family member.⁵

³ "Closure" for the purpose of sick child leave during a statewide public health emergency declared by a public health official means a closure that is ongoing, intermittent, or recurring and restricts physical access to the child's school or child care provider. OAR 839-009-0210(4).

⁴ The district may request verification of the need for sick child leave due to a closure during a statewide emergency. Verification may include:

1. The name of the child being cared for;
2. The name of the school or child care provider that has closed or become unavailable; and
3. A statement from the employee that no other family member of the child is willing and able to care for the child. With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

⁵ Bereavement leave under OFLA must be completed within 60 days of when the employee received notice of the death.

5. Eligible employees may access OMFLA for the purpose of spending time with a spouse or same-gender domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.
6. The eligibility of an employee who takes multiple leaves for different qualified reasons during the same District designated leave period may be reconfirmed at the start of each qualified leave requested.

Definitions

1. Family member:

- a. For the purposes of FMLA, “family member” means:
 - (1) Spouse⁶;
 - (2) Parent;
 - (3) Child; or
 - (4) Persons who are “in loco parentis”.
- b. For the purposes of OFLA, “family member” means:
 - (1) Spouse;
 - (2) Registered, same-gender domestic partner;
 - (3) Parent;
 - (4) Parent-in-law;
 - (5) Parent of employee’s registered, same-gender domestic partner;
 - (6) Child;
 - (7) Child of employee’s registered, same-gender domestic partner;
 - (8) Grandchild;
 - (9) Grandparent; or
 - (10) Persons who are “in loco parentis”.

2. Child:

- a. For the purposes of FMLA, “child” means a biological, adopted or foster child, a stepchild, a legal ward or a child of a person standing “in loco parentis”, who is either under the age of 18, or who is 18 years of age or older and who is incapable of self-care because of a physical or mental impairment.
- b. For the purposes of Military Caregiver Leave and Qualifying Exigency Leave under FMLA, “child” means the employee’s son or daughter on covered active duty regardless of that child’s age.
- c. For the purposes of OFLA, “child” means a biological, adopted, foster child or stepchild of the employee, the child of the employee’s same-gender domestic partner, or a child with whom the employee is or was in a relationship of “in loco parentis”.

⁶ “Spouse” means individuals in a marriage, including “common law” marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

- d. For the purposes of parental and sick child leave under OFLA, the child must be under the age of 18 or an adult dependent child substantially limited by a physical or mental impairment.

3. In loco parentis:

- a. For the purposes of FMLA, “in loco parentis” means persons with day-to-day responsibility to care for and financially support a child, or, in the case of an employee, who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.
- b. For the purposes of OFLA, “in loco parentis” means person in the place of the parent having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Next of kin:

For the purposes of FMLA and Military Caregiver Leave under FMLA, “next of kin” means the nearest blood relative other than the servicemember’s spouse, parent, son or daughter in the following order of priority (unless otherwise designated in writing by the servicemember):

- a. Blood relatives who have been granted legal custody of the servicemember by court decree or statutory provisions;
- b. Brothers or sisters;
- c. Grandparents;
- d. Aunts and uncles; and
- e. First cousins.

5. Covered servicemembers:

For the purposes of Military Caregiver Leave under FMLA, “covered servicemember” means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is receiving medical treatment, recuperation or therapy, or is in outpatient status, or is on the temporary disability retire list for a serious injury or illness.

6. Covered veteran:

For the purposes of Military Caregiver Leave under FMLA, “covered veteran” means a veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness provided ~~they~~ ~~were~~ ~~he or she was~~:

- a. A member of the Armed Forces (including a member of the National Guard or Reserves);
- b. Discharged or released under conditions other than dishonorable; and
- c. Discharged within the five-year period before the eligible employee first takes FMLA, Military Caregiver Leave.

Leave Period

The District will use a fiscal year (July 1 through June 30) for calculating the 12-month period in which the 12 workweek FMLA and OFLA leave entitlement occurs for all employees. However, in all instances, the leave period for the purposes of OMFLA and Military Caregiver Leave under FMLA shall be

dependent on the start day of any such leave regardless of the District's designated 12-month leave period described above.

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the District's designated leave period⁷. Spouses who work for the District may be limited to a combined 12 weeks of FMLA leave during the District's designated leave period when the purpose of the leave is for the birth of a child or to care for a child after birth, placement of an adopted or foster child or the care for an adopted or foster child after placement, or to care for the employee's parent's serious medical condition. Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the District's designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the District's designated leave period. However, a woman is entitled to an additional, full 12 weeks of parental leave during the District's designated leave period following the birth of a child regardless of how much OFLA qualified leave she has taken prior to the birth of such child during the District's designated leave period. Likewise, an employee who uses the full 12 weeks of parental leave during the District designated leave period, will be entitled to an additional 12 weeks of sick child leave under OFLA during the District's designated leave period for the purpose of caring for a child(ren) with a non-serious health condition requiring home care.⁸ Unlike FMLA, OFLA does not combine the leave entitlement for spouses working for the District. However, under OFLA, family members who work for the District may be restricted from taking concurrent OFLA qualified leave.⁹

For the purposes of OMFLA, an eligible employee is entitled to 14 days of leave per call or order to active duty or notification of a leave from deployment. When an employee also meets the eligibility requirements of OFLA, the duration of the OMFLA leave counts toward that employee's leave entitlement during the District's designated leave period.

Except as otherwise noted above, qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the District's designated leave period.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of

⁷ An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the District's leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent FMLA qualified leave, regardless of reason for such leave, will count toward the employee's 26-week entitlement under Military Caregiver Leave under FMLA.

⁸ Sick child leave under OFLA need not be provided if another family member, including a noncustodial biological parent, is willing and able to care for the child.

⁹ Exceptions to the ability to require family members from taking OFLA qualified leave at different times are when 1) employee is caring for the other employee who has a serious medical condition; 2) one employee is caring for a child with a serious medical condition when the other employee is suffering a serious medical condition; 3) each family member is suffering a serious medical condition; 4) each family member wants to take Bereavement Leave under OFLA; and 5) the employer allows the family members to take concurrent leave.

hours the eligible employee normally works per week by 12¹⁰. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 weeks worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek¹¹. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

Intermittent Leave

With the exception of parental leave which must be taken in one continuous block of time, an eligible employee is permitted under FMLA and OFLA to take intermittent leave for any qualifying reason.

Intermittent leave is taken in multiple blocks of time (i.e., hours, days, weeks, etc.) rather than in one continuous block of time and/or requires a modified or reduced work schedule. For OFLA this includes but not limited to sick child leave taken requiring an altered or reduced work schedule because the intermittent or recurring closure of a child's school or child care provider due to a statewide public health emergency declared by a public health official.

When an employee is eligible for OFLA leave, but not FMLA leave, the employer:

1. May allow an exempt employee, as defined by state and federal law, with accrued paid time off to take OFLA leave in blocks of less than a full day; but
2. May not reduce the salary of an employee who is taking intermittent leave when they do not have accrued paid leave available. To do so would result in the loss of exemption under state law.

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Holidays or days in which the District is not in operation, are not counted against the eligible employee's intermittent OFLA leave period unless the employee was scheduled and expected to work on any such day.

Alternate Work Assignment

The District may transfer an employee recovering from a serious health condition to an alternate position which accommodates the serious health condition provided:

1. The employee accepts the position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;

¹⁰ For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

¹¹ For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

3. The transfer is compliant with any applicable collective bargaining agreement;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA; and
5. The transfer is not used to discourage the employee from taking FMLA and/or OFLA leave for a serious health condition or to create a hardship for the employee.

The District may transfer an eligible employee who is on a foreseeable intermittent FMLA and/or OFLA leave to another position with the same or different duties to accommodate the leave, provided:

1. The employee accepts the transfer position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreements;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA;
5. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and
6. The transfer is not used to discourage the employee from taking intermittent or reduced work schedule leave, or to create a hardship for the employee.

If an eligible employee is transferred to an alternative position, and as a result the employee works fewer hours than the employee was working in the original position, the employee's FMLA and/or OFLA leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

When an employee is transferred to alternate position as described above but such transfer does not result in a reduced schedule, time worked in any such alternate position shall not be considered for the purpose of FMLA and/or OFLA leave. An employee working in an alternate position retains the right to return to the employee's original position unless all FMLA and/or OFLA leave taken in that leave year plus the period of time worked in the alternate position exceeds 12 weeks.

Special Rules for School Employees

For the purposes of FMLA, "school employee" means those whose principal function is to teach and instruct students in a class, a small group or an individual settlement. Athletic coaches, driving instructors and special education assistants, such as interpreters for the hearing impaired, are included in this definition. This definition does not apply to teacher assistants or aides, counselors, psychologist, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.

For the purposes of OFLA, "school employee" means employees employed principally as instructors in public kindergartens, elementary schools, secondary schools or education service districts.

FMLA and/or OFLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. In any such situation, the eligible school employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days

When the qualified leave is foreseeable, will encompass more than 20 percent of the eligible school employee's regular work schedule during the leave period, and the purpose of such leave is to care for a family member with a serious medical condition, for a servicemember with a serious medical condition or because of the employee's own serious medical condition, the District may require the eligible school employee to:

- a. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- b. Temporarily transfer the eligible school employee to an alternate position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than the employee's original position.

2. Limitation on Leave Near the End of the School Year

When an eligible school employee requests leave near the end of the school year, the District may require the following:

- a. When the qualified leave begins more than five weeks before the end of the school year:
 - (1) For the purposes of FMLA leave, the eligible school employee may be required to continue taking leave until the end of the school year provided:
 - (a) The leave will last at least three weeks; and
 - (b) The employee would return to work during the three-week period before the end of the term.
 - (2) For the purposes of OFLA leave, if the reason for the leave is because of the eligible school employee's own serious health condition, the eligible school employee may be required to remain in leave until the end of the school year, provided:
 - (a) The leave will last at least three weeks; and
 - (b) The employee's return to work would occur within three weeks of the end of the school year.
- b. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within five weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided:
 - (1) The leave will last more than two weeks; and

- (2) The employee would return to work during the two-week period before the end of the school year.
- c. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within three weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided the length of the leave will last more than five working days.

If the District requires an eligible school employee to remain on leave until the end of the school year as described above, additional leave required by the employer until the end of the school year shall not count against the eligible school employee's leave entitlement.

Paid/Unpaid Leave

FMLA and OFLA do not require the District to pay an eligible employee who is on a qualified leave. The use of accrued paid leave, including personal and sick leave, or accrued vacation leave for the leave period, is determined by the employment agreement, such as a collective bargaining agreement or memorandum agreement, regulating each employee group.

The District will notify the eligible employee that the requested leave has been designated as FMLA and/or OFLA leave and, if required by the District, that available accrued paid leave shall be used during the leave period. In the event the District is aware of an OFLA or FMLA qualifying exigency, the District shall notify the eligible employee of its intent to designate the leave as such regardless of whether a request has been made by the eligible employee. Such notification will be given to the eligible employee prior to the commencement of the leave or within two working days of the employee's notice of an unanticipated or emergency leave, whichever is sooner.

When the District does not have sufficient information to make a determination of whether the leave qualifies as FMLA or OFLA leave, the District will provide the required notice promptly when the information is available but no later than two working days after the District has received the information. Oral notices will be confirmed in writing no later than the following payday. If the payday is less than one week after the oral notice is given, written notice will be provided no later than the subsequent payday.

Eligible employees who request OMFLA leave shall not be required to use any available accrued paid time off during the OMFLA leave period.

Benefits and Insurance

When an eligible employee returns to work following a FMLA or OFLA qualified leave, the employee must be reinstated to the same position the employee held when the leave commenced, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment.

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working. The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the District's policies provide otherwise.

For the purposes of FMLA and OFLA, the District will continue to pay the employer portion of the eligible employee's group health insurance contribution (if applicable) during the qualified leave period. The eligible employee is required to pay the employee portion of any such group health insurance contribution as a condition of continued coverage.

For the purposes of FMLA qualified leave, the District's obligation to maintain the employee's group health insurance coverage will cease if the employee's contribution is remitted more than 30 calendar days late. The District will provide written notice that the premium payment is more than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

For the purposes of OMFLA, the eligible employee is entitled to a continuation of benefits.

Fitness-for-Duty Certification

Prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the District may require the employee to obtain and present a Fitness-for-Duty Certification. The certification will specifically address the employee's ability to perform the essential functions of the employee's job as they relate to the health condition that was the reason for the leave. If the District is going to require a fitness-for-duty certification upon return to work, the District must notify the employee of such requirement when the leave is designated as FMLA and/or OFLA leave. Failure to provide the certification may result in a delay or denial of reinstatement.

For the purposes of FMLA qualified leave, any costs associated with obtaining the fitness-for-duty certification shall be borne by the employee.

For the purposes of OFLA qualified leave, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the District.

If the leave is qualified under both FMLA and OFLA, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the District.

Application

Under federal and state law, an eligible employee requesting FMLA and/or OFLA leave shall provide at least 30 days' notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration and reasons for the requested leave. When appropriate, the eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the District.

The District may request additional information to determine that the requested leave qualifies as FMLA and/or OFLA leave. The District may designate the employee as provisionally on FMLA and/or OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take FMLA and/or OFLA leave must follow the employer's known, reasonable and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means the employee must comply with the employer's normal call-in procedures except in limited and under unique

circumstances. Failure of an employee to provide the required notice for FMLA leave may result in the District delaying the employee's leave up to 30 days after the notice is ultimately given.

For the purposes of OFLA, an eligible employee is required to provide oral or written notice within 24 hours of commencement of the leave in unanticipated or emergency leave situations. The employee may designate a family member or friend to notify the District during that period of time. Failure of an employee to provide the required notice for leave covered by OFLA may result in the District deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the District's notice procedures.

When an employee fails to give advance notice for both the FMLA and OFLA above, the District must choose the remedy that is most advantageous to the employee.

In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

Medical Certification

The District may require an eligible employee to provide medical documentation, when appropriate, to support the stated reason for such leave. The District will provide written notification to an employee of this requirement within five working days of the employee's request for leave. If the employee provides less than 30 days' notice, the employee is required to submit such medical certification no later than 15 calendar days after receipt of the District's notification that medical certification is required.

The District may request re-certification of a condition when the minimum duration of a certification expires if continued leave is requested. If the certification does not indicate a duration or indicates that it is ongoing, the District may request re-certification at least every six months in connection with an absence.

Under federal law, a second medical opinion may be required whenever the District has reason to doubt the validity of the initial medical opinion. The health care provider may be selected by the District. The provider shall not be employed by the District on a regular basis. Should the first and second medical certifications differ, a third opinion may be required. The District and the employee will mutually agree on the selection of the health care provider for a third medical certification. The third opinion will be final. Second and third opinions and the actual travel expenses for an employee to obtain such opinions will be paid for by the District.

Second and Third Opinions

1. For the purposes of FMLA, the District may designate a second health care provider, but that person cannot be utilized by the District on a regular basis except in rural areas where health care is extremely limited. If the opinions of the employee's and the District's designated health care provider(s) differ, the District may require a third opinion at the District's expense. The third health care provider must be designated or approved jointly by the employee and the District. This third opinion shall be final and binding.
2. For the purposes of OFLA, and except for leave related to sick child leave under OFLA, the District may require the employee to obtain a second opinion from a health care provider designated by the District. If the first and second verifications conflict, the employer may require the two health care

providers to jointly designate a third health care provider for the purpose of providing a verification. This third verification shall be final and binding.

Notification

Any notice required by federal and state laws explaining employee rights and responsibilities will be posted in all staff rooms and the District office. Additional information may be obtained by contacting the chief human resources officer.

Record Keeping/Posted Notice

The District will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific notices to employees, including Board policy(ies) and regulations; premium payments of employee health benefits while on leave and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

The District will post notice of FMLA and OFLA leave requirements.

Federal vs. State Law

Both federal and state law contain provisions regarding leave for family illness. Federal regulations state an employer must comply with both laws; that the federal law does not supersede any provision of state law that provides greater family leave rights than those established pursuant to federal law; and that OFLA and FMLA leave entitlements run concurrently. State law requires that FMLA and OFLA leave entitlements run concurrently when possible.

For example, due to differences in regulations, an eligible employee who takes OFLA leave after 180 days of employment, but before he/she is eligible for FMLA leave, is still eligible to take a full 12 workweeks of FMLA leave after meeting FMLA's eligibility requirements. Thereafter, any eligible leave period will run concurrently, when appropriate.

EMPLOYEE RIGHTS AND RESPONSIBILITIES UNDER THE FAMILY AND MEDICAL LEAVE ACT

Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness*.

***The FMLA definition of "serious injury or illness" for current servicemembers and veterans are distinct from the FMLA definition of "serious health condition".**

Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least 12 months, have 1,250 hours of service over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a

chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility. Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300(a) may require additional disclosures.

For additional information:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

WWW.WAGEHOUR.DOL.GOV

U.S. Department of Labor | Wage and Hour Division



Code: GCPC/GDPC
Adopted: 11/25/08
Revised/Readopted: 4/28/20
Orig. Code: GCPC/GDPC

Retirement of Staff

{Senate Bill (SB) 1049 (2019) makes it possible for employees to retire under PERS and work for a PERS-covered employer, without hour restrictions in most situations. The law does not require districts to allow PERS-retired employees to work in the district, rather, leaves the decision up to the district. OSBA encourages districts to evaluate the situation (including financial impacts) prior to making a decision regarding these employees. If districts do allow retired employees to return to work, OSBA recommends working with legal counsel to develop criteria and procedures that can be consistently implemented. Also consider the bargaining impacts of the selected practice.}

To assist the District in its planning efforts, staff members ~~who are~~ considering retirement are encouraged to notify the District as early as possible, preferably at the beginning of the school year in which the retirement will take place.

~~The Superintendent will develop administrative regulations as may be necessary for District employees who retire and begin receiving benefits from the Public Employees Retirement System to request continued employment.~~

Retiring employees are encouraged to coordinate with PERS and the Human Resources Department to ensure that all requirements are met. The Superintendent, or designee, will develop requirements, limitations and procedures for employment as a PERS-retiree. ^{1}

District employees will be allowed to retire under PERS and return to their position in the district only for the remainder of the school year, at the District's discretion. ^{2}.³

END OF POLICY

Legal Reference(s):

¹ {The law that allows PERS-retired employees to continue to work for PERS-employers without hour restrictions is set to expire in 2024.}

² {Districts can limit workback, but must consider equity pay laws when developing any criteria.}

³ There must be a break in service for retired employees returning to work.

[ORS Chapter 237](#)
[ORS Chapter 238](#)

[ORS Chapter 238A](#)
[ORS 243.303](#)

[ORS 342.120](#)

Consolidated Omnibus Budget Reconciliation Act of 1985, 29 U.S.C. §§ 1161-1169 (2018).
Employee Retirement Income Security Act of 1974, 29 U.S.C. §§ 1001-1461 (2018).
Or. Const., art. IX, §§ 10-13.

Code: IGBBC
Adopted: 11/18/14
Revised/Readopted: 6/11/19
Orig. Code: IGBBC

Talented and Gifted –~~Programs and~~ Services**

It is the mission of the Hillsboro School District to engage and challenge all learners to ensure academic excellence. As a traditionally underserved population of students, the District invests in meeting the unique academic and social-emotional needs of talented and gifted students. The District provides appropriately challenging curriculum and individualized instructional pacing to ensure academic excellence. It is our goal to support each student in reaching his or her potential as a learner.

A written plan will be developed for talented and gifted ~~programs and~~ services. All required written course statements shall identify the academic instructional ~~programs and~~ services to be provided which address the assessed levels and accelerated rates of learning in identified talented and gifted students. The Superintendent or designee may remove any administrative barriers that exist which restrict student access to appropriate services, and will develop ~~program and~~ service options. These options may include, but are not limited to, the following:

- Early entrance;
- Whole grade acceleration;
- Cluster grouping in regular classes;
- Continuous progress;
- Cross grade grouping;
- Compacted/Accelerated curriculum;
- Advanced Placement classes;
- Honors classes/options;
- Independent study/projects;
- Credit by Proficiency;
- Concurrent enrollment;
- Mentorship/Internship;
- Academic competitions;
- Flexible pacing; or
- Flexible grouping with interest-area and/or learning-style emphasis.

A parent or guardian may utilize the appeal procedure found in administrative regulation IGBBA-AR – Appeal Procedure for Talented and Gifted Identification and Placement when they are dissatisfied with the identification or placement process of their student, and wish to request reconsideration.

A complaint procedure for a complaint regarding the appropriateness of ~~programs and~~ services provided for a student identified as talented and gifted is found in administrative regulation IGBBC-AR – Complaints Regarding the Talented and Gifted Program, and is available at the District’s administrative office and on the home page of the District’s website. The complainant may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of these OARs upon request.

END OF POLICY

Legal Reference(s):

[OAR 581-022-2325](#)

[OAR 581-022-2330](#)

[OAR 581-022-2370](#)

[OAR 581-022-2500](#)



Code: **IKFB**
Adopted: 2/28/12
Revised/Readopted: 2/25/20
Orig. Code: IKFB

Graduation Exercises

Students shall be eligible to participate in commencement exercises provided they satisfy the following requirements for participation.

The student must have been in attendance at a District high school for at least one term (semester or trimester) of the senior year, except for students who attend a foreign school during their senior year as part of a foreign exchange program.

The student must have successfully completed the requirements for a Chancellor's diploma, a Standard diploma, a Modified diploma, an Extended diploma, or an Alternative Certificate.

Exceptions are subject to approval by the Superintendent.

The District's valedictorian(s), salutatorian(s), or others at the discretion of the principal or designee, may be permitted to speak as part of the District's planned graduation program. All such speeches will be reviewed and approved in advance by the principal or designee.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an alternative certificate; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear items of cultural significance, in accordance with consistently-enforced rules established by the principal or designee.

END OF POLICY

Legal Reference(s):

[ORS 329.451](#)
[ORS 332.107](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0050](#)
[OAR 581-021-0055](#)
[OAR 581-021-0060](#)
[OAR 581-022-2000](#)
[OAR 581-022-2010](#)

[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Kay v. David Douglas Sch. Dist. No. 40, 1987); cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).



Code: JFCM
Adopted: 4/28/09
Revised/Readopted: 11/13/18
Orig. Code: JFCM

Threats of Violence**

The Board is committed to promoting healthy relationships and a safe learning environment. To this end, student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage any District property, shall not be tolerated on District property or at activities under the jurisdiction of the District.

Students shall be instructed that they are responsible and expected to inform a teacher, counselor, or administrator of any information or knowledge relevant to conduct prohibited by this policy. Parents and others will be encouraged to report such information to the District. Staff shall immediately notify an administrator of any threat, threatening behavior, or act of violence the staff member has knowledge of, has witnessed, or received. All reports will be promptly investigated.

Students found in violation of this policy shall be subject to discipline, up to and including expulsion. The Superintendent or designee shall notify the parent or guardian of any student in violation of this policy and the disciplinary action imposed. A referral to law enforcement shall be made for any infraction involving a student bringing, possessing, concealing, or using a dangerous weapon, deadly weapon, firearm, or destructive device as prohibited by state and federal law and Board policy.

The District shall enforce this policy consistently, fairly and without bias against any student, including a student from a protected class as defined in Oregon Revised Statute 659.850.

The building administrator shall, in determining appropriate disciplinary action, consider:

1. Immediately removing from the classroom setting any student who has threatened to injure another person or to severely damage District property;
2. Placing the student in a setting where the behavior will receive immediate attention including, but not limited to, the office of the school principal, vice principal, counselor or school psychologist licensed by Teacher Standards and Practices Commission (TSPC), or the office of any licensed mental health professional ~~from a school administrator, counselor, licensed mental health professional, or others;~~

3. Requiring the student to be evaluated by a licensed mental health professional before allowing the student to return to the classroom setting^[1].

The District may enter into contracts with licensed mental health professionals to perform student evaluations. Funds for evaluations, other disciplinary options or other procedures as may be required by law and this policy shall be provided by the District.

{²} The building administrator shall ~~ensure notification is provided to~~ attempt to notify:

- ~~1. The parent or legal guardian of any student in violation of this policy and the disciplinary action imposed;~~
1. The parent or ~~legal~~ guardian of a student ~~when the student's~~ whose name appears on a targeted list ~~at school~~ that threatens violence or harm to the students on the list, or when threats of violence or harm to the student are made by another student ~~at school~~;
2. Any District employee whose name appears on a targeted list ~~at school~~ threatening violence or harm to the District employee and when threats of violence or harm are made by a student or others ~~at school~~.

The building administrator shall attempt to notify the ~~Notification to the~~ above persons ~~shall be attempted~~ by telephone or in person promptly and within ~~but not later than~~ 12 hours following discovery of a targeted list or learning of a threat. ~~Regardless, the building administrator shall issue a written follow-up notification~~ ~~Written notification shall be sent~~ within 24 hours of discovery of a targeted list or learning of a threat.

The principal will provide necessary information regarding threats of violence to law enforcement, child protective services and health care professionals in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. Additionally, the principal may provide such information to other school officials, including teachers within the District or other districts who have a legitimate educational interest in the student(s) consistent with state and federal education records laws and District policies.

The District or person participating in good faith in making the notification required by ORS 339.327 is immune from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the notification.

~~The District may enter into contracts with licensed mental health professionals to perform student evaluations. Funds for evaluations or other disciplinary options as may be required by the law and this policy shall be provided by the District.~~

As a part of the District's proactive safety efforts, the Superintendent will plan staff development activities designed to alert staff to early warning signs of possible violent behavior. Students so identified, shall be

¹ [A student removed from the classroom setting for an evaluation may not be removed for more than 10 school days unless the principal is able to show good cause that an evaluation could not be completed in that time period.]

² {Statute says "superintendent or superintendent's designee" so allows designation of principal depending on practice in the district.}

referred to a counselor, licensed mental health professional, and/or multidisciplinary team for evaluation and follow-up as appropriate.

END OF POLICY

Legal Reference(s):

ORS 161.015	ORS 339.250	OAR 581-053-0230(9)(k)
ORS 166.210 - 166.370	ORS 339.327	OAR 581-053-0330(1)(r)
ORS 332.107		OAR 581-053-0430(17)
ORS 339.115	OAR 581-021-0050 - 021-0075	OAR 581-053-0531(16)
ORS 339.240	OAR 581-053-0010(5)	OAR 581-053-0630

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2018).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
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).

Cross Reference(s):

GBNA - Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff
JFCF - Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying,
Teen Dating Violence, or Domestic Violence - Student
JFCJ - Weapons in the Schools – Students



Code: **JHFE-AR(1)**
Adopted: 6/18/18
Revised/Readopted: 11/13/18
Orig. Code: JHFE-AR

Reporting of Suspected Abuse of a Child

Reporting

Any District employee having reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse, or that any person with whom the employee comes in contact has abused a child, shall orally report or cause an oral report to be immediately made by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or to a law enforcement agency within the county where the person making the report is at the time of contact. The District employee should also immediately inform a supervisor, building administrator, or Superintendent.

If known, such report shall contain the names and addresses of the child, the child's parents or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, the explanation given for the suspected abuse, any other information which the person making the report believes might be helpful in establishing the possible cause of the suspected abuse, and the identity of a possible perpetrator.

A written record of the abuse report shall be made by the employee suspecting the abuse of a child using the District's Child Abuse/Neglect Report Form.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the employee's supervisor and the executive director of the office for school performance.

When the District receives a report of suspected abuse of a child by one of its employees, and the executive director of the office for school performance and assistant superintendent of human resources determine that there is reasonable cause to support the report, the District shall place the school employee on paid administrative leave until the DHS or a law enforcement agency either determines that the report is unfounded and the report will not be pursued, or determines that the report is founded and the education provider takes the appropriate disciplinary action against the school employee. If the DHS or a law enforcement agency is unable to determine whether the abuse of a child occurred, the District may either reinstate the employee or take disciplinary action at the District's discretion.

The written record of each reported incident of abuse of a child, action taken by the District, and any findings as a result of the report shall be maintained by the District.

Definitions

1. Oregon law recognizes these types of abuse:
 - a. Physical
 - b. Neglect
 - c. Mental injury
 - d. Threat of harm
 - e. Sexual abuse and sexual exploitation
2. “Child” means an unmarried person who is under 18 years of age.

Confidentiality of Records

The name, address, and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

The disciplinary records of a District employee or former District employee convicted of a crime listed in Oregon Revised Statute (ORS) 342.143 are not exempt from disclosure under ORS 192.345 or 192.355. Therefore, if a District employee or former employee is convicted of a crime listed in ORS 342.143, the District that is or was the employer of that employee when the crime was committed shall disclose the disciplinary records of the employee to any person upon request. However, prior to the disclosure of a disciplinary record, the District shall remove any personally identifiable information from the record that would disclose the identity of a child, crime victim, or District employee who is not the subject of the disciplinary record.

Failure to Comply

Any District employee who fails to report suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A District employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by this policy, the employee will be disciplined.

Cooperation with Investigator

District staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator, unless the school administrator is the subject of the investigation. When the school administrator or designee is notified that the DHS or law enforcement officer would like to interview a student at school, the school administrator or designee must request that the investigating official fill out the appropriate form (see JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises. The school administrator or designee should not deny the interview based on the investigator’s refusal to sign the form. If the student is to be interviewed at the school, the school administrator or designee shall make a private space available. The school administrator or designee of the school may, at the discretion of the

investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the school administrator or designee shall refuse access to the student.

Law enforcement officers wishing to remove a student from the premises shall present themselves at the office and contact the school administrator or designee. The officer shall sign the student out on a form to be provided by the school and after having provide adequate identification.

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, District employees shall not notify parents.
3. The school administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child.
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

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Code: JHFE-AR(1)
Adopted:
Orig. Code(s): JHFE-AR(1)

Reporting of Suspected Abuse of a Child (Version 2)

Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any adult or student** with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419.010.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the DHS or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator or alternate licensed administrator for their school building.

If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

If the superintendent is the alleged abuser the report shall be submitted to the ~~Licensed administrator position title~~ Human Resources Officer who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a child and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report; date and time that the report was made; and name of person who received a copy of the written report.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave² and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that 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 no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor^[3], agent or volunteer, the district ~~[may]~~ **[shall]** prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support the report of suspected abuse, 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 suspected abuse has been investigated⁴ and a determination has been made by law enforcement or DHS that the report is unsubstantiated.]**

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

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.] [The employee may appeal the employment action taken through an appeal process administered by a neutral third party.]**

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, 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.

Definitions

² The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

³ 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.

⁴ The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or its designee or law enforcement pursuant to law.

1. Oregon law recognizes these types of abuse:
 - a. Physical;
 - b. Neglect;
 - c. Mental injury;
 - d. Threat of harm;
 - e. Sexual abuse and sexual exploitation.
2. “Child” means an unmarried person who is under 18 years of age.
3. A “substantiated report” means a report of abuse that a law enforcement agency or DHS determines is founded.

Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by this policy, the employee will be disciplined up to and including dismissal.

Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator, unless the school administrator is the subject of the investigation. When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (See JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises). The administrator or designee should not deny the interview based on the investigator’s refusal to sign the form. If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

Law enforcement officers wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The officer shall sign the student out on a form to be provided by the school;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents;
3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

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.



Code: KL
Adopted: 3/13/18
Revised/Readopted: 4/28/20
Orig. Code: KL

Public Complaints**

A parent or guardian of a student attending a school in the district, person who resides in the district, student, or staff member may petition the district with a complaint. A complainant will be referred through the proper administrative process for resolution of a complaint before investigation or action by the Board. An exception will be a complaint against the superintendent or one that involves Board actions or Board operations.

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

The Board advises that there is a process available for resolving complaints, including but not limited to a complaint in one or more of the following areas:

- Instruction;
- Discipline;
- Learning materials;
- Compliance with State Standards;
- Restraint and/or seclusion;
- With a staff member; or
- Retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation.

The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR(1) - Public Complaint Procedure. The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. Whenever a complaint about personnel is made directly to the Board as a whole or to a Board member as an individual, it will be referred to administration for study and possible solution.

The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session. While audience members speaking during Board meeting open sessions may offer objective criticism of district operations and programs, the Board will not in public session hear comments regarding any individual district staff member or group of employees. The Board chair will direct these audience members to the procedures in Board policy KL - Public Complaints and administrative regulation KL-AR(1) - Public Complaint Procedure for Board consideration of a legitimate complaint involving a staff member, and will connect the visitor with an administrator, as appropriate.

A hearing conducted before the Board regarding personnel shall take place in an executive session.

Due process rights of all concerned parties will be protected throughout the complaint process.

Complaints against the supervisor should be filed with the superintendent.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board.

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board.

Complaints against the Board chair should be referred directly to the Board vice chair on behalf of the Board.

A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

- Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
- Within one year after the affected student has graduated from, moved away from or otherwise left the district.

The superintendent will develop and administer the complaint process, as appropriate.

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Division 22 Standards), Oregon Revised Statute (ORS) 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion) or ORS 659.852 (Retaliation), and the

complaint is not resolved through the complaint process, the complainant, if a student, a parent or guardian of a student attending a school in the district or a person who resides in the district, may appeal to the **Oregon Department of Education** as outlined in Oregon Administrative Rule (OAR) 581-002-0001 - 581-002-0023. (See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction).

Charter Schools of which the District Board is a Sponsor

The District Board, through this policy, 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 ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), 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.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 332.107](#)
[ORS 659.852](#)
[OAR 581-002-0001 - 002-0005](#)
[OAR 581-022-2370](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Corrected 5/20/20

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
APPROVAL HIGH SCHOOL COURSES:
EXPLORING COMPUTER SCIENCE AND GRAPHIC DESIGN

SITUATION

On January 26, 2021 the Board of Directors heard presentations for two new high school courses. The Community Curriculum Advisory Committee (CCAC) has provided feedback to the teachers proposing these courses and recommended that the Board consider these courses for adoption. If approved, these courses would be available to be offered in the 2021-2022 school year.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the proposed courses, Exploring Computer Science and Graphic Design.

I move that the Board of Directors approve the proposed courses Exploring Computer Science and Graphic Design.

Course Modification Proposal

School: Century, Glencoe, Hillsboro, & Liberty High School

Academic Program Areas: Computer Science

Grade Levels: 9th & 10th

Sponsors of Change/Contact Person: Chris Winikka, Terry Alexander, Wayne Clift, Scott Jackson, Perry Beeler

Title of Proposed Course: Creative Computing & Applied Computing

Is the proposed course required or elective: elective

Credit: .5 credit each

Is the proposed course part of a focused program of study? yes

If so, which one? Industrial & Engineering Systems

Course Descriptions

Creative Computing

Creative Computing (based on the Exploring Computer Science (ECS) curriculum) is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems.

The goal of Creative Computing is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will be introduced to topics such as human and computer interaction, web design, programming, and artificial intelligence.

Applied Computing

Applied Computing (based on the Exploring Computer Science (ECS) curriculum) is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics by expanding upon the topics of Creative Computing within the context of problems that are relevant to the lives of today's students. Students will be introduced to such topics as robotics, problem solving, and computing and data analysis.

Rationale for proposed course

There are two primary purposes for adding this course sequence: one, to broaden participation and exposure to computer science among non-traditional students; and two, to provide a foundation for other courses in the Industrial & Engineering Systems Program of Study.

This course was originally developed for students in the Los Angeles Unified School District in an effort to broaden participation in computing district-wide, particularly for girls and students of color. After initial success in Los Angeles, Exploring Computer Science has grown to national prominence, with districts across many areas of the country through a variety of different partnership models adopting ECS. Reaching historically underrepresented students continues to be a major emphasis of the ECS program.

Academic Content Standards

Both courses are aligned with the K-12 Computer Science Framework and the CSTA Computer Science Standards.

Creative Computing

Here are the units of study.

Unit 1: Human Computer Interaction

Students are introduced to the concepts of computer and computing while investigating the major components of computers and the suitability of these components for particular applications.

Unit 2: Web Design

Students expand their knowledge of algorithms, abstraction, and web page design and apply it to the creation of web pages and documentation for users and equipment.

Unit 3: Programming

Students design algorithms and create programming solutions to a variety of computational problems using an iterative development process in a programming environment such as Scratch.

Possible Alternative Unit: Artificial Intelligence

NOTE: teachers have the option to include this unit or parts of it at teacher's discretion.

Students gain an understanding of AI terminology while considering AI's social, moral, and ethical impacts. Students design smart cities, homes, and schools and learn to build, train, and test an AI system through a NVIDIA platform.

Applied Computing

Unit 1: Problem Solving

Students will have opportunities to become “computational thinkers” by applying problem-solving techniques, thinking abstractly and applying and creating algorithms.

Unit 2: Computing & Data Analysis

Students explore how computing has facilitated new methods of managing and interpreting data, finding patterns using their own, local data and a variety of large data sets.

Unit 3: Robotics

This unit introduces how robotics enables innovation by automating processes that may be problematic for humans. Students explore how to integrate hardware and software.

Possible Alternative Unit: E-Textiles

NOTE: teachers have the option to include this unit or parts of it at teacher’s discretion.

Students design circuits and use conductive thread to stitch them to an Arduino-based microcontroller, creating electronic textiles (e-textiles) that sparkle and interact.

Sampling of standards addressed

CSTA Standards

- CD.L2-07 Describe what distinguishes humans from machines focusing on human intelligence versus machine intelligence and ways we can communicate
- CI.L2-02 Demonstrate knowledge of changes in information technologies over time and the effects those changes have on education, the workplace, and society.
- CI.L2-04 Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
- CI.L2-05 Describe ethical issues that relate to computers and networks (e.g., security, privacy, ownership, and information sharing).
- CL.L2-02 Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts.

Common Core Literacy Standards

- CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Common Core Mathematics standards

- CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
- CCSS.Math.Practice.MP4 Model with mathematics.
- CCSS.Math.Practice.MP5 Use appropriate tools strategically.
- CCSS.Math.Content.HSF-BF.A.1a Building Functions - Write a function that describes a relationship between two quantities: Determine an explicit expression, a recursive process, or steps for calculation from a context.
- CCSS.Math.Content.HSA-CED.A.3 Creating Equations - Create Equations that describe numbers or relationships: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
- CCSS.Math.Content.HSS-ID.A.1 Interpreting Categorical and Quantitative Data - Summarize, represent, and interpret data on a single count or measurement variable: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- CCSS.Math.Content.HSS-ID.A.3 Interpreting Categorical and Quantitative Data - Summarize, represent, and interpret data on a single count or measurement variable: Interpret differences in shape, center, and spread in the context of data sets, accounting for possible effects of extreme data points (outliers).
- CCSS.Math.Content.HSS-ID.A.13 Interpreting Categorical and Quantitative Data - Summarize, represent, and interpret data on a single count or measurement variable: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- CCSS.Math.Content.HSS-CP.A.1 Conditional Probability and the Rules of Probability - Understand independence and conditional probability and use them to interpret data: Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or" and "not").
- CCSS.Math.Content.HSS-IC.B.4 Making inferences and Justifying Conclusions - Make inferences and justify conclusions from sample surveys, experiments, and observational studies: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling

Content Standards References

For a complete list of standards mapped out unit by unit, please refer to the links below.

- CSTA K12 CS Standards reference link: <https://pact.sri.com/downloads/ECS-Curriculum-Mapping-CSTA-Standards-Edition-v-0-2.pdf>
- Common Core Standards Alignment see <https://pact.sri.com/downloads/ECS-Alignment-Common-Core-v-0-1.pdf>

Impact on the content program

Explain the potential impact on other curricular areas, staffing, and budget;

The course will offer a good preparation for the AP Computer Science Principles course. It will likely affect numbers of students enrolled in Intro to Digital Technology.

There should be no change in FTE at Century High School because we are planning on removing Robotics 1 and Electronic Technology 1 and putting these options in their place. We will encourage counselors to place freshmen in one or both of the courses. At Century, students will be required to take at least one of the courses as a requisite for the pathway program. The sequence of classes is not crucial (a student could take Applied Computing before Creative Computing or vice versa), and a student does not necessarily need to take both courses.

There should be no impact in FTE at Hillsboro High school. We will replace the existing Introduction to Digital Technologies class with this class. It will be taught by both technology teachers as need arises in order to load balance.

Projected additional costs

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

The curriculum is free, but professional development could cost. That said, in previous years, grants have paid for the training.

The cost for the program depends on two main factors: existing robotics supplies and whether a teacher wishes to implement the e-textiles unit (which is optional).

Robotics: any teacher with existing robotics equipment would not need to purchase robotics kits. If a teacher did not have robotics supplies, then the cost would be \$33 per robot when purchased in bulk (minimum 30 robots) and \$18 per expansion pack (minimum purchase of 15 units). You may refer to the Edison website (<https://meetedison.com/teacher-purchasing-guide/>)

E-textiles: the projected cost for supplies for the e-textiles unit would be \$300 to set up the classroom and \$40-45/student after that (see Materials Overview <http://www.exploringcs.org/wp-content/uploads/2018/12/Materials-Overview.pdf>)

Action Research Plan

Names: Chris Winikka, Terry Alexander, Scott Jackson, Wayne Clift, and Perry Beeler

Schools: Century, HillHi, Glencoe, Liberty

1. Identify the goals of the proposed course:
 - a. broaden participation and exposure to computer science among non-traditional students;
 - b. provide a foundation for other courses in the Industrial & Engineering Systems Program of Study.
2. What data will be collected?
 - a. We will survey current 8th grade students (next year's freshmen) and present to them a list of course titles for Career Pathways Introductory courses (including all pathways at the school they would attend). We will include not only Creative Computing and Applied Computing, but we would add Exploring Computer Science and Introduction to Digital Technology (as it has been traditionally offered at Century and Hillhi).
 - i. We would show them the course titles and ask them which courses they would be interested in taking based on the title alone.
 - ii. We would compare demographic data to identify whether any of our titles creates a larger draw among non-traditional students in CS programs
 - b. We will also conduct an introductory survey and try and obtain data such as
 - i. how they heard about the class
 - ii. who was instrumental in steering them towards the class
 - iii. how interested they were in taking the class
 - iv. their confidence in their ability to program
 - c. Finally, we would give them an exit survey and pull some of the same questions from the introductory survey but also include the following questions
 - i. how likely they are to take future CS or tech class
 - ii. which course titles from our program they would like to take
 - iii. could they see themselves in a career in CS
3. When and how will data be collected?
 - a. We would like to survey all 8th grade students either just before or during forecasting about the course titles
 - b. Each of the teachers would survey all students during the first day or two of each class using a form
 - c. We would complete an exit survey at the end of each class

Course Addition/Modification Proposal

School: Liberty, Hillsboro, Glencoe, Century, & Century High School

Academic Program Areas: Graphic Design

Grade Levels: 11th & 12th

Sponsors of Change/Contact Person: Meghan McCaffrey, Andrea Brock, Ian Reynoso, New hire at Century

Title of Proposed Course: Graphic Design 3 (addition) & Advanced Graphics (modification)

Is the proposed course required or elective: elective

Credit: 1.0 credit each

Is the proposed course part of a focused program of study? yes

If so, which one? Graphic Design

Course Descriptions

Graphic Design 3

This course is designed as the 3rd step in the graphic design pathway program. This course will focus on elevating skills from graphic design 1- 2 while students collaborate on projects with building and District clients. Students will integrate the various Adobe Programs while creating authentic projects for building and district needs. Students will begin building relationships with industry professionals.

Advanced Graphics

This course is designed as the Capstone step in the graphic design pathway program. This course will focus on advancing skills from graphic design 1- 3 while students collaborate on projects with real life clients. Students will build a portfolio of work and a resume that will allow them to apply to jobs directly post graduation. Students will establish mentorships with industry professionals. Students will work with groups in the community to connect with real life clients who have projects they want to create. Students will use the design process while meeting with their clients, determining their client needs and then creating designs for them. They will receive feedback about their designs and make revisions to satisfy the clients needs.

Rationale for proposed course

Currently HSD catalog offers:

- Graphic Design 1
- Graphic Design 2
- Advanced Graphics

This course will round out the program, allowing it to become a pathway option for students. Graphic design is a field with a tremendous amount of potential for the students to leave high school and find work in this field. This course will help students prepare a portfolio to submit to colleges if they choose to go to college for Graphic Design, marketing or advertising. As well, it will provide skills to students who decide to move straight into the workforce to have skills that will allow them to earn an entry level graphic design position. In addition, the skills of collaboration, critical thinking and creative process can be applied in a multitude of other career fields.

We proposed the Scope and Sequence of the Graphic Design pathway be:

Graphic Design 1 → Graphic Design 2 → Graphic Design 3 → Advanced Graphics

Academic Content Standards

Course content will meet the academic standards for the Oregon skill set; Arts/AV Tech/Communication Cluster with a Design Focus area.

Examples of Standards we will focus on are the following:

AV Cluster:

Students will be able to:

Analyze the careers offered to graphic designers. Understand health and safety practices, lifestyle implications, as well legal and ethical responses for this field.

Design Focus:

Students will be able to:

Collect data and analyze information for projects

Understand the role of the client, how to plan and implement design phases, and use appropriate software for the purpose of design

Content Standards References

For a complete list of standards mapped out unit by unit, please refer to the links below.

- Oregon Department of Education Academic Standards for Oregon skill set Arts/AV Tech/ Communications reference link: <https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Oregon-Skill-Sets.aspx#:~:text=The%20Oregon%20Skill%20Sets%20are,Technical%20Education%20Programs%20of%20Study.>
- Choose Arts/AV Tech/Communication cluster and design focus.

Draft Course Outline:

Graphic Design 3:

Materials needed: Adobe Creative Cloud

Prerequisites: Successful completion of Graphic Design 1 & 2

Students will take concepts from graphic design 2 and begin to work collaboratively with peers in the classroom setting. Content will be determined to promote student inquiry. Students could explore concepts of branding, package design, apparel design, advertising, layout and composition, and typography based on the needs of the program.

Students will collaborate with the HSD community to create designs for authentic clients in need of design work. Students will work interdisciplinary within their school to bridge content between programs. This will allow students to prepare soft skills in practice for Advanced Graphics Design content. Students will begin to engage with the professional design community.

Advanced Graphics:

Materials needed: Adobe Creative Cloud

Prerequisites: Successful completion of Graphic Design 1 ,2, & 3

This course is designed to be the capstone course for the Graphic design Pathway.

Course will include the completion of the Senior capstone project. Students will develop a professional portfolio and resume. Students will participate in an internship with community partners. Students will complete 7-10 hours of the community design projects outside of HSD. Students will have the opportunity to continue creating projects within the HSD community. Students will continue to engage with the professional design community.

Impact on the content program

This course will impact the program by allowing graphic design to become a full CTE pathway program. Currently students only have the opportunity to take graphic design as elective credit. With this course, graphic design will have the required number of credits needed for a CTE pathway program.

Current teachers impact:

Liberty- McCaffrey: FTE would need to be reallocated to graphic design classes instead of Art classes.

Hillhi- Brock: Reduced number of sections offered.

Glencoe- Reynoso: Reduced number of sections offered.

Century: No graphic teacher for 2020-2021 school year

Projected additional costs

No additional material/ equipment costs are foreseen.

Additional cost of staffing:

Liberty- Shift in FTE for Graphic Design

Century- Replace vacant Graphic Design position

Action Research Plan

Names: Meghan McCaffrey, Andrea Brock, Ian Reynoso, New hire at Century

Schools: Liberty, Hillsboro, Glencoe, Century, & Century High School

- Identify the goals of the proposed course:
 - Intermediate inquiry of the Adobe Creative Suite.
 - Practicing essential skills necessary for career based graphic arts.
 - Student led peer collaboration
 - Collaboration with school community
 - Beginning integration of programs in the Adobe Creative Suite.
 - Client based authentic projects.
 - Building relationships with industry professionals.
 - Building portfolio ready projects
 - Establishing soft skills and resume ready abilities.
 - Preparation for student led Advanced Graphics Capstone.
- What data will be collected?
 - Student demographics
 - Continuation program
 - Skills assessment
 - Student reflections on program
 - Collaborative feedback from professionals and mentorships.
 - Completion of Adobe Certification
- When, how and why will data be collected?

- Data will be collected at the end of course once it is offered. We will survey students to get input about the course. Get feedback from industry and community partners, about students' portfolio of work, soft skills and resume ready abilities. We will evaluate the number of students who receive an adobe certification and assess capstone projects to help inform our practices and equity evaluation.

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
APPROVE EXTENSION AND NON-EXTENSION OF TEMPORARY,
PROBATIONARY, AND CONTRACT TEACHERS AND ADMINISTRATORS

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

1. Current first-year probationary teachers and administrators being offered one-year contracts for 2021-22 to second-year probationary status:

Second-Year Probationary Teachers

Acuna-DeMaagd, Maricruz	Alaniz, Angelica	Astudillo Zepeda, Cesar
Balian, Sarah	Clark, Kyla	De Los Santos, Jennifer
Dye, Devin	Fiesta, Kaela	Fresh, Sierra
Garcia, Graciela	Goodwin, Shane	Graham Ubaldo Paz, Aleja
Hartford, Bradley	Hernandez, San	Joglekar, Surabhi
Johnston, Madison	Kenney, Erin	Kero, Kayla
Lemus Santos, Kimberly	Lopez Todd, Lynna	Matthews, Colleen
McDaniel, Kayla	McKean, David	Miranda Rosales, Gloria
Mitchell, Shelley	Montoya Rodriguez, Araceli	Morin, Sherry
Plomer, Laura	Ray, Billy	Salzwedel, Katherine
Shaw, Kelsey	Smith, Jessica	Sosnick, Andrea
Tapia De Prado, Jesahel	Tencos Mendoza, Mara	Williamson, Rachel
Wynne, Anne	Yamamoto, Coran	

Second-Year Probationary Administrators

Olivar, Mariaeugenia

2. Current second-year probationary teachers and administrators being offered one-year contracts for 2021-22 to third-year probationary status:

Third-Year Probationary Teachers

Adams, Benjamin	Almquist, Jennifer	Alvarado Luviano, Leslie
Arellano, Marcus	Babcock-Krenk, Miranda	Billings, Corinne
Bradshaw, Jennifer	Brown, Melissa	Burgess, Jason
Carpenter, Audrey	Castillo, April	Chitwood, Valeria
Cichoke, Meaghan	Cuomo, Helene	Donnelly, Evan
Draper, Holly	Engler, Lorienne	Fynn Aikins, Xylecia

Galbraith, Elizabeth	Gronseth, Eric	Hershberger, Anya
Ingram, Holly	Iser, Mollie	Ito, Gary
King, Ashley	Lopez-Arana, Jonathan	Martell, Kyron
McHugh, Sarah	McKinney, Sofia	Monghate, Nava
Nguyen, Mai	Oordt, Lynsey	Perez-Yepiz, Laura
Reyes, Lorena	Rhamey, Daniel	Rogers, Allison
Rothery, Megan	Rugile, Jessica	Sanchez-Reyes, Arely
Schmalzer, Kristina	Showell, Pauline	Siegfried, Arianna
Steiner, Mary	Tolle, Heidi	Tracy, April
Vazquez, Nancy	Wakefield, Amber	Welsh, David
Yamamoto, Dawne	Yerlick, Avidan	

Third-Year Probationary Administrators

Burnett, Tristin	Caldwell, Emily	Modolo, Jeniffer
Robbins, Jennifer		

3. Current third-year probationary teachers being offered two-year contracts for July 1, 2021, to June 30, 2023:

Ackerman, Andrew	Aguilar, Sonja	Alm, Sydnee
Alvarez Dominguez, Marcos	Anderson, Carol	Awabdeh, Talline
Ayala, Maria	Barash, Adam	Berger, Alexander
Blanco, Kevin	Brown, Kevin	Bunting, Andrew
Buxton, Jeremy	Centers, Zachary	Church, Leigh
Clift, David	Dye, Izza	Ericksen, Michelle
Faulder, Brenda	Fay, Kathline	Ferber, Alex
Flores, Isabel	Foote Allen, Rachel	Fukuhara, Marissa
Fuller, Camille	Garcia Avilez, Mariana	Garcia, Esmeralda
Giboney, Bryce	Gorham, Anne	Goritz, Peter
Grinnell, Roger	Hallquist, Jacquelyn	Hanson, Erin
Hawk, Nancy	Hill, Lauren	Honse, Samuel
Ingalls, Nicholas	Jarrell, Heather	Jones, Jason
Kernan, Daniel	Kissinger, Amanda	Langbauer, Nels
Lawson, Allison	Lenahan, Jason	Licht, Joshua
Lopez, Juan	Lowman, Haley	Marchand, Megan
Marston, Lori	Marvin, Avery	Mccoy, Amanda
McHarg, Kayla	Mendoza, Itzia	Mete, Antonia
Miller, Samuel	Morato, Kendra	Moreno, Brenna

Morgan, Jennifer	Mueller, Arig	Nesbitt, Jeremy
Ngo, Thu	Norwood, Jennifer	Oglesby, Christine
Olen, Thomas	Ortega, Meghan	Panozzo, Patricia
Peters, Kaitlin	Posthumus, Anna	Ranger, Jennifer
Ray, Emily	Reichenbach, Timothy	Reid, Meaghan
Rekow, Kristen	Rodriguez, Laury	Sabroe, Sarah
Sadler, April	Sarafa, Hope	Sauve, Cassandra
Schantz, Kerensa	Schroeder, Amy	Shene, Jory
Siasiakis, Maria	Sinclair, Anthony	Sinclair, Kristine
Sipp, Shane	Smith, Caitlyn	Szmigulski, Kristin
Taylor, Odelsa	Thomas, Scott	Villeda, Rosa
Wagner, Whitney	Williams, David	Williams, Jennifer
Wilson, Dawn	Zysett, Alice	

4. Current third-year probationary administrators being offered three-year contracts for July 1, 2021, to June 30, 2024, as contract administrators:

Coleman, Yolanda	Gutierrez, Kasia	Hunt, Deborah
Johns, Janette	Kasper, Julie	McCalley, Jennifer
Painter, Joseph	Purdy, Kelly	

5. Current contract teachers being offered two-year contracts for July 1, 2021, to June 30, 2023, as contract teachers:

Abrahamson, Dan	Abshire, Ryan	Adair, Cinthia
Adam, Elias	Adamczyk, Karen	Adams, Karen
Adzima, Angela	Ahern, Patrick	Akers, Lindsey
Alexander, Theresa	Ali, Karri	Alvarado, Deborah
Alvarez, Raynelle	Aman, Kaylee	Andersen, Linda
Anderson Morehouse, Robyn	Anderson, Laura	Anderson, Miriam
Anderson, Samantha	Anderson, Sheri	Angal, Sharon
Anker, Ninon	Annis, Elizabeth	Aoki, Kasumi
Applegate, Shelley	Ares, Alvaro	Arguelles, Omar
Armenta, Ada	Armitage, Sarah	Arrowsmith, Joel
Asanovic, Kim	Aupperle, Amy	Avery, Lida
Avila Gutierrez, Sindy	Babcock, Kathryn	Babcock, Mary
Baca, Jason	Bailie, April	Barcenas, Claudia
Barnes, Leslie	Barry, Jennifer	Bascom, Jessica
Bateman, Joshua	Battaglia, Darren	Bauman, Daniel

Bayer, Kimberly	Bayer, William	Beale, Nicole
Bean, Teresa	Bearson, Hana	Becker, Claire
Beddoe Phillips, Vanessa	Beeler, Perry	Begley, Brandon
Belanger, Secret	Bell, Michelle	Bennett, Amanda
Bennett-Larson, Brittany	Bernhardt, Mark	Bethune, Amanda
Bice, Allyson	Biddington, Tami	Billington, Matthew
Binkerd, Zachary	Binoeder, Shelly	Bizjak, Robert
Blair, Sara	Blanchard, Jayna	Blind, Salina
Blomberg, Kristin	Bohm, Wayne	Bonebrake, Deborah
Bosshardt, Daniel	Boucher, Emily	Bouker, Kim
Bourland, Madeleine	Bowlsby, Alana	Bowman, Betsy
Boyd, Stephanie	Bradley, Tammy	Brady, Michelle
Brandt, Aliceson	Brehm, Kristy	Breitenbuecher, Kelly
Brennan, Rhianon	Briceno, Connie	Brittenham, Patrick
Brock, Alesha	Brock, Andrea	Brodniak, Chris
Bromley, Molly	Bromley, William	Bronson, Dawnmarie
Brown, Brigette	Brown, Nicole	Broyles, Lilly
Brubaker, Claudia	Bruhl, Angela	Buchanan, Brent
Buck, Tammie	Bull, Caitlin	Bunting, Kyle
Burger, Jennifer	Burkhardt, Kelsi	Burnett, Richard
Burnor, Cheryl	Burnsed, Casy	Busby, Julia
Buthe, Ana	Butler, Leandre	Butler, Martyn
Buyas, Michelle	Byers, Beverlee	Byrne, Michela
Cabral, Karen	Cai, Helen	Cairns, Lisa
Caldwell, Kimberly	Callahan, Melinda	Calvert, Kevin
Cameron, Laurie	Campa, Cristi	Campbell, Darci
Campbell, Glenn	Campos, David	Campos, Gloria
Canaga, Margaret	Canova, Erin	Caputo, Christine
Carceles, Juan	Carlson, Sharon	Carmolinga Espinoza, Yesenia
Carnes, Rachelle	Carney, Tamara	Carr, Connie
Carr, Matthew	Carrero Ramos, Alejandro	Carroll, Sharon
Cary, Jennifer	Casey, Kelsey	Castro, Gabrielle
Ceccarelli, Vanessa	Cerda, Graciela	Cermak, Meagan
Chavez Lopez, Dania	Chavez Torres, Christian	Cheek, Laura
Chipps, Andrew	Christianson, Mark	Christopher, Jules
Chronister, Nicole	Ciliberto, Cristina	Clagett, Eleanor

Clark, Kimberly	Clark, Rebecca	Clark, Stephanie
Clayton, Heidi	Clayton, Joni	Clemens, Ashley
Clemson, Donald	Clinebell, Lindsay	Cloud-Fitzgerald, Fara
Cocheu, Robin	Cole, Sarah	Colondres Velez, Fernando
Conner, Robin	Cook, Brian	Cooley, Shane
Coolman, Kathleen	Corbeau, Shannon	Corwin, Jeremy
Corwin, Tarra	Cotton, Josiah	Cotton, Keely
Cox, Sarah	Coyle, Sarah	Crabtree, Kevin
Crackel, Deanna	Crisi, David	Crnich, Megan
Cronan, Lori	Crowell, Clark	Crowell, Lindsay
Cruickshank, Mallory	Cumpston, Gene	Curl, Sarah
Cutburth, Paula	Dale, Cynthia	Daliposon, Lori
Danielson, Amy	Danley, Tandra	Dash, Maritza
Davis, Audrey	Davis, Bret	Davis, Cary
Davis, Scott	Dawson, Abby	Dawson, Jennifer
Day, Sarah	De Leon Gomez, Jerver	Dean, Cecilia
Debeljak, Anne	Debois, Erica	Debolt, Michelle
Decoster, Amy	Delplanche, Deborah	Denny, Sarah
Depinto, Mike	Dessert, Kayla	Dewhitt, Shellie
Dezellem, Stacy	Dikeman, Donna	Dilley, Darren
Dolan, Tara	Dornfeld, Krista	Dortch, Jason
Douangmala, Caitlin	Douthit, Brieanna	Dover, Jacqueline
Drotning, Henry	Dumbrow, Cheryl	Duncan, Rheanon
Dunlop, James	Dunn, Megan	Dunn, Michael
Duran, Liana	Durgan, Kayse	East, Catherine
Echeverria, Natasha	Edlefsen, Sandra	Elison, Ruth
Ellingson, Tammy	Elliott, Samantha	Elliott, Sharon
Ellis, Melissa	Emberlin, Kara	Emmorey, Melissa
Enck, Anna	Englen, Andrew	Erickson, David
Erikson, Daphne	Erlandsen, Gretchen	Espinoza, Diann
Estep, Christine	Estevez Galicia, Yazmin	Evers, Nayoko
Evers-Selleck, Tracy	Fanger, Michael	Feldhaus, Tina
Ferguson, Kristin	Ferrante, Crystal	Fields, Jennifer
Fifth-Lince, Amy	Figueroa, Heather	Fink, Roger
Fink, Stephenie	Finster, Jaymie	Fishback, Layton
Fishback, Sean	Fisher, Sheryl	Fleming, Carissa

Fleming, Danielle
Flores, Michelle
Foster, Angie
Francom, Barbara
French, Jessica
Fuglevand-Fredrick, Heidi
Futter, Michael
Gallardo, Patricia
Gaspardis, Jonathan
Geiger, Regan
Gerst, June
Giansante, Dominic
Gibson, Emily
Glaske, Heidi
Glaze, Stacey
Godsey, Zoe
Goldmann, Christine
Gonzalez Hiltner, Magaly
Goodman, Priscilla
Gray, Michelle
Greenwood, James
Grinnell, Sandie
Grossen, Willow
Gurske, Noelani
Gutierrez, Mary
Hainline, Carolyn
Hall, Caleb
Hammond, Neysa
Hansen, Joel
Hargraves, Ann
Harrington, Karin
Harris, Erin
Hart, Kathryn
Haskins, Brook
Hawks, Rachelle
Heagh-Avritt, Kristina

Flores, Christopher
Foster, Aaron
Fotland, Geoffrey
Franklin, Sara
Freudenthal, Shannon
Furstenberg, Barbara
Gainey, Kimberly
Gamache, Lisa
Gatewood, Ronda
Gerber, Kirstin
Giacomini, Renata
Giard, Heather
Gill, Eugene
Glasscock, Alicia
Glem, Tamara
Goemmel, Mariah
Goldstein, Jaime
Gonzalez, Lacy
Gower, Jeffrey
Greaves, Jill
Gregory, Jenae
Grogan, Kristina
Guidoux, Kirsti
Gustafson, Kaylee
Haberman, Amy
Hakkila, Kristin
Hall, Mary
Hancock, Melissa
Hanson, Krista
Harless, Jason
Harrington, Kimberly
Harris, Kimberly
Hartfeil, Marika
Haueter, Alex
Hayden, Sami
Heath, Christopher

Flores, Holly
Foster, Alan
Fragoso, Joel
Frayn, Laurie
Fryer, Chelsea
Fuss, Bryan
Galian, Julio
Garcia-Puga, Ruben
Gaumond, Carol
Gerig, Stephanie
Giambrone, Felicia
Gibbs, John
Givens, Michael
Glaze, Marcus
Godfrey, Brooke
Golay, Jill
Gomez Giraldo, Juan
Gonzalez-Santos, Angel
Grabel, Sonja
Greene, Danika
Grenz, Carolyn
Grossen, Kelsey
Gurney, Lisa
Guthrie, Leona
Hagerty, Christopher
Hale, Helene
Hammer, Christie
Hansen, Anita
Hardin Mercado, Yessica
Harp, Cynthia
Harrington, Scott
Harsin, Sara
Harvey, Bethany
Hawbecker, Shelley
Hazen, Jeffery
Hebert, Melissa

Hedges, Ceanna	Heider, Hayley	Held, Colleen
Heller, Kiley	Hellstrom, Raymond	Helmandollar-Armatas, Mindi
Henderson, Amy	Hendryx, Jeffrey	Henningesen, Stephanie
Henry-Dorr, Olivia	Her, Sue	Hergert, Susan
Herrera, Jacqueline	Hershberger, Jennifer	Herzog, Jenice
Heselwood, Marci	Hess, Kandi	Hibbert, Kyle
Hickey, Kristin	Hickman, Logan	Hicks, Adrienne
Hiles, Mattie	Hill, Alason	Hill, Tamara
Hillis, Christina	Hirata, Melisa	Holmen, James
Holmes, Andrew	Hoppen, Rebecca	Horton, Shereen
Hutchinson, Stacey	Incrovato, Jamie	Israel-Greco, Dovina
Jackson, Scott	Jager, Catherine	James, Angela
Jaspar, Corinne	Jellesed, Russell	Jennings, Jennifer
Jennings, Maxine	Jewkes, Krispin	Job, Stacy
Johansen, Mark	Johnson, Andrew	Johnson, Hugo
Johnson, Jeffrey	Johnson, Steven	Johnston, Christine
Johnston, Eric	Johnston, Jeffrey	Jones, Abby
Jones, Corey	Jones, Daniel	Jones, Shannon
Jordan, Russell	Julian, Kelsey	Juster, David
Justiniano, Robert	Kagawa, Ko	Kaigler-Roudebush, Aubry
Kaiser, Michiah	Kang, Justine	Kares, Rachael
Kasper, Timothy	Keane, Celina	Keck, Scott
Keenan, Elizabeth	Keeth, Justin	Kellar, Margaret
Kellar, Scott	Keller, Christopher	Keller, Sarah
Kelly, Marsha	Keniston, Rachel	Kennedy, Caterine
Kerbs, Sharon	Kessler, Miranda	Key, Mabel
Kha, Tin	Kim, Michelle	Kirk, Sommer
Kirkpatrick, Suzanne	Kish, Nicholas	Klimke, Carly
Klugherz, Gabrielle	Koch, Briana	Kolbet, Sara
Kopp, Allen	Kosmalski, Julie	Kosmas, Christina
Kottkey, Kevin	Kourt, Katerina	Kraft, Barbara
Kramer, Susan	Kramer, Tim	Krupa, Molly
Kruse, David	Kulle, Jennifer	La Tour, Christina
Laack, Alia	Lais, Paula	Lam, Rachel
Laman, Christine	Land, Reyna	Lanthrum, Andrew
Laporte, Nardy	Lardy, Paul ⁸²	Larrance, Amiya

Lassen, Jenny	Laurance, Lydia	Laurie, Kayla
Laws, Kimberley	Lawson, Lauren	Lebeau, Kristin
Lecorre, Jennifer	Ledgerwood, Steffan	Lee, Emily
Lemons, Kelsey	Lemus Garcia, Raquel	Leslie, James
Lewis, Kimberly	Lewis, Melanie	Lewis, Sarah
Lindley, Christopher	Linnell, Richard	Lipski, Victoria
Lizarraga Arciga, Gina	Lobo, Sandy	Lomeli, Edgardo
Long, Nicola	Longrie, Kimberly	Lopez De Leon, Hector
Lopez Lopez, Azucena	Lopez, Aurora	Lopez, Luis
Lopez, Sarah	Lopez, Sylvia	Loun, Matthew
Lugo-Estrada, Sonia	Lule-Jimenez, Alfonso	Luna, Juana
Lundy, Mattie	Lusk, Shannon	Luther, Deborah
Lyle, Marla	Macdonald, Jenessa	Magdaleno, Angelina
Magnuson, Andrew	Mahar, Courtney	Maher, Una
Mahlum, Adam	Mahlum, Eric	Major, Mandy
Makboul, Noor	Malinov, Irina	Manzo, Jordan
Marino, Amara	Markealli, John	Marquez, Ana
Martin, Cary	Martin, Jessica	Martinak, Mayra
Martinez, Cameron	Martinez, Kimberly	Matias, Wilfred
Matykowski, Joel	Mayers, April	Mayers, David
Mcbroom, Laura	Mccaffrey, Meghan	McClain, Julie
McClain, Stephanie	McCourt, Michele	McCoy, Ashley
Mccoy, Kenneth	McCullum, Heather	Mcelmurry, Ashley
Mcginley, Emily	Mcgraw, Shannon	Mcirvin McMahan, Megan
McMenomy, Sean	Medina, Suzanne	Meeuwsen, Jeffrey
Meeuwsen, Jennifer	Meeuwsen, Joel	Mendonca, Jessica
Mendoza, Aida	Merritt, Brooke	Meyer, Kirsten
Meyer, Samantha	Mick, James	Midkiff, Valerie
Miles, Douglas	Miller Jr, Olson	Miller, Nicole
Miller, Nyree	Miller, Sarah	Minch-Meehan, Nicole
Miranda-Diaz, Miriam	Mito Ahern, Nicole	Miyama, Dean
Mizuta, Jonathan	Moe, Kristi	Molenkamp, Marcell
Monahan, Annette	Mones, Janie	Monroy, Nicole
Montes, James	Moore, Dee	Morgan, Christina
Morgan, Elizabeth	Morgan, Malgorzata	Morgan, Robin
Mowry, Brooke	Mullavey, Julie	Munson, Shawna

Murphy, Danielle	Murphy, Jenna	Myers, Michaelene
Myrick, Mark	Nahl, Elizabeth	Nave, Aaron
Nebel, Erik	Nees, Katrina	Negrete Almanza, Viridiana
Nehring, Rachel	Nelson, Katherine	Nelson, Stacia
Neville, Abigail	Neville, James	Newman, Kathryn
Ng, Robin	Nguyen, Stephanie	Nicholas, Laura
Nichols, Raya	Nies, Jessica	Norman, Yvonne
Noyes, Benjamin	Nunez, Griseldo	O'Brien, Amy
O'Connor, Michael	Ogbeide, Kara	Oleary, Sheila
Olivas, Julie	Ortega, Evelyn	Osorio, Jessica
Osterhaus, Julia	Owens, Stephanie	Paden-Matsuzaki, Cynthia
Page, Breanna	Panagopoulos, Alexandra	Panayiotou, Shelley
Pardun, Jody	Parris, Rebecca	Parsons, Jennifer
Patron, John	Patterson, Todd	Paulsen, Matthew
Pearson, Lisa	Pendergrass, Brian	Pendergrass, Melissa
Penrod, Susan	Perkins, Suzanna	Peters, Dawn
Petersen, Cheryl	Peterson, Christin	Peterson, Wendy
Petrick, Kellie	Pfister, Lisa	Phanichayakarn, Rachel
Phelan, Valerie	Phelps, Brianna	Phipps, Jason
Phipps, Jonna	Pieser-Wirsching, Teresa	Pitt, Richard
Policar, Martin	Pollock, Allison	Portinga, Teresa
Posch, Blair	Powers, Michele	Pratt, Lana
Prehn, Alison	Price, Michelle	Prichard, Amy
Pridemore, Brenda	Pruss, Christa	Pruss, Nathan
Quimby, Morgan	Quinn, Kelly	Rainey, Lisa
Ramchandrar, Usha	Ramirez Florian, Maria	Ramirez, Irma
Rappleveya, Lisa	Rattazzi, Darcy	Ravensberg, Edward
Ready, Denise	Reamer, Erin	Reardon, Susan
Reese, Adam	Reese, Laura	Reich, Barbara
Reid, Allison	Reiman, Krista	Reiter, David
Reitmeier, Kimberlee	Retzlaff, Sara	Reyes, Sally
Reynosos, Ian	Rice, Azusa	Rice, Dennis
Rice, Therese	Rich, Therman	Rider, Jami
Riley, Dana	Riley, Sara	Rinck, Tracey
Rivas-Street, Paula	Robbins, Megan	Roberts, Dale
Roberts, Stacy	Robertson, Daniel	Robinson, Kendra

Rockenbaugh, Erin
Rogers, Keona
Rohrig, Jessica
Rooney, Shannon
Ross, Benjamin
Rueber, Kristen
Sagapolu, Lisa
Salis, Emily
Sanchez, Roberto
Sauve, Colleen
Saxton, Wendy
Scharosch, Lisa
Schmidt, Andrea
Schranz, Barbara
Scoble, Cassandra
Scott, Molly
Semmelroth, Tia
Severance, Heather
Sheldon, Amy
Shepherd, Renee
Shores, Mary
Shumaker, Heather
Siems, Denise
Sims-Cochran, Veva
Smith, Adrienne
Smith, Molly
Smith-Menard, Dekka
South, Tyler
Sriram, Shanthi
Stanley, Richard
Stein, Peter
Stephen, Patricia
Stimson Clark, Adrienne
Stockbridge, Liisa
Strand, Jennifer
Stubbs, Rebecca

Rockenbaugh, Patrick
Rogers, Marisa
Rohwer, Tonya
Rosato, Amy
Ross, Zachary
Russell, Elizabeth
Sahlfeld, Todd
Sanchez, Alondra
Satterlee, Scott
Savage, David
Sayre, Terrence
Scheafer, Ryan
Schmidt, Angela
Schubmehl, Angela
Scoles, Tori
Sebastian, Paula
Seres, Carolyn
Shaaban, Lori
Sheller, Laura
Sherwood, Christopher
Shrout, Carissa
Shupe, Shayne
Silva, Celeena
Sivula, Rebecca
Smith, Breanna
Smith, Sharma
Snyder, Julia
Sprecher, Haley
Staat, Emily
Steele, Matthew
Steinbach, Haley
Stephens, Thomas
Stinger, Jason
Stollberg, Sara
Striplin, Mark
Sturtevant, Pamela

Rodrick, Joseph
Rogers, Stephen
Rooke, Kelly
Rose, Cindy
Rosser, Tessa
Rykowski, Wendy
Sahlfeld, Whitney
Sanchez, Mario
Saul, Connie
Saxton, Brent
Schaefer, Allison
Schlechter, Andrea
Schott, Ann
Schwartz, Shannon
Scott, Barbara
Sell, Leslie
Sevenau, Jeanine
Shearing, Richard
Shelton, Katharina
Shimel, Lindsey
Shuff, Daniel
Siebert, Ashley
Simonson, Noah
Skipper, Brigitte
Smith, Denice
Smith, Trevor
Soon, Kevin
Srinivasan, Abhinaya
Stadelman, Emily
Steele, Wendy
Stemple, Peter
Stewart, Timothy
Stock, Matthew
Story, Lindsey
Striplin, Melinda
Stutzman, Judd

Stuve, Carmen
Sunday, Wendy
Sweeney, Katherine
Taguchi, Jenny
Tarrel, Brandi
Taylor, Diana
Temple, Amy
Thex, Kelly
Thompson, Christy
Thompson, Nicole
Tillman-Dunlevy, Jessica
Tobias, Kayleigh
Toth, Ramona
Trosclair, Brett
Turner-Baxter, Megan
Underhill, Jennifer
Vandebergh, Rhonda
Vanwess, Janet
Vermeire, Joseph
Vincent, Melissa
Vorderbrueggen, Trina
Waining, Sabrina
Walker, Eric
Wallberg, Aimi
Waterman, Daniel
Wear, Matthew
Wedel, Amanda
Whinery, Alan
Whitman, Megan
Wilkinson, Breanna
Wilson-Fey, Kathryn
Wolf, Linda
Wood, Jennifer
Wright, Andrea
Wynns, Penelope
Young, Amber

Sukhareva, Yelena
Sunnes, Victory
Sylvester, Nancy
Talbot, Stacy
Taube, Christine
Teays, Alicia
Terpin, Kaitlan
Thomas, Michael
Thompson, Linnea
Thorpe, Pamela
Timmer, Nancy
Tolchin, Abigail
Tramelli, Julie
Turner, Gail
Twigg, Neill
Valadez Alvarez, Juana
VanDyke, Erin
Ventura, Carin
Vick, Michelle
Volk, Kristin
Vosicka, Katherine
Wakeman, Bonnie
Wallace, Deborah
Walsh, Angela
Watson, Christi
Webber, Carrie
Weir, Sylvia
Whitaker, Shannon
Whitton, Nicholas
Williams, Samuel
Winikka, Chris
Wong, Jem
Wood, Libbey
Wright, Mason
Yabu, David
Youngren, Tara

Sunagawa, Naomi
Sweatman, Jenny
Tabellija, Sara
Tanedo, Lisa
Taylor, Aprille
Teegarden, Elizabeth
Tesdal, Ryan
Thomas, Todd
Thompson, Lynette
Tierney, Anne
Timmons, Stephanie
Tolzman, Kyle
Trinh, Phuong
Turner, Holly
Twitty, Rachael
Van Wye, Karen
Vanslyke, Tamara
Vera Rocha, Juana
Villamagua, Maria
Volz, Nichole
Wagoner, Melanie
Walker, David
Wallace, Jennifer
Washington, Katherine
Wagh, Ellen
Webster, Courtney
Welch, Kathryn
White, Christine
Wilkerson, Stephanie
Wilson, Joseph
Winters-Blodgett, Melanie
Wong, Stella
Woodard, Anna
Wright, Timothy
York, Matthew
Zagyva, Alia

Zaugg, Jaycee	Zekmeister, Rochelle	Zephirin, Sarah
Zielke, Patricia	Zumwalt-Boyles, Stephanie	Zyp, Scott

6. Current contract administrators continuing their three-year contracts from July 1, 2021, to June 30, 2024, as contract administrators:

Aguilar Fasel, Lisa	Allen, John	Barraza, Jose
Bekken, Andrew	Beveridge, Jordan	Ciliberto, Alano
Crane, Sarah	Haats, Brian	Hatfield, Carol
Lentz, Jamie	Lew-Williams, Kona	Luba, Thomas
Lule, Berta	Morrison, Michelle	Murphy, Karen
Murray, Cecilia	Nova, Matt	Peterson, David
Peterson, James	Petrick, Rian	Reiman, Travis
Ruf, Claudia	Sinapi, Francesca	Stewart, Adam
Timmons, Gregory	Torres, Amy	Tovar, Arcema
Waletich, Casey	Will, Roger	

7. Current contract administrators being offered three-year contracts for July 1, 2021, to June 30, 2024, as contract administrators:

Acuna, Olga	Brodniak, Carmen	Combs, Allison
Eder, Dayle	Fox, Elaine	Garcia, Lindsay
Graser, Elizabeth	Gulley, Otis	Haghighi, Saideh
Harrington, Linda	Johnson, Danielle	Kingsmith, Rebecca
Marshall, Cherylen	Matsuo, John	Mclain, Gina
Muilenburg, Peter	Neville, Audrea	Nova, Brooke
O'Mara, Gregg	Pede, Jon	Pierce, Erika
Ramos, Wendy	Rios, Rebecca	Roedel, Nathan
Thomas, Kathleen	Thompson, Sonta	Vazquez, Teresa
Vickery, David	Walters, Christina	Welch, Justin

8. Temporary teachers employed on a 2020-21 contract, expiring June 30, 2021:

Acosta, Elizabeth	Arreola, Asusena	Astenius, Sarah
Ayala Ramirez, Mireya	Birkle, Patrick	Botella Gonzalez, Cristina
Buchanan, Bessa	Bui, Nini	Callahan, Patrick
Chan, Yimin	Cosman, Kayla	Cuevas Trol, Maria
De Los Santos Vega, Antonio	Drake, Steven	Dunham, Connor
Evanson, Char	Frank, Lauren	Genter-Gilmore, Natalie
Gonzalez Acosta, Eliette	Goritz, Holly	Hange, Hannah
Hawthorne, Suzanne	Hohbach, Hannah	Horner, Jamie
James, Zachary	Jansen, Kimberly	Jennings, Ashley

Jensen, Anita	Jones, Paula	Keenan, Zachary
Kira, Joseph	Krick, Angela	Liao, Grace
Ling Ho, Roseanna	Lloyd, Melinda	Martin Bellido, Daniel
Mason, Heather	May, Janae	Meeuwsen, Heather
Morris, Susan	Nicoli, David	Ollis, Kenneth
Perkins, Trudy	Rabe, Janet	Rainey, Alyssa
Rempel, Courtney	Reohr, Andrea	Rios, MaKaylee
Rojas, Emely	Sakauye, Megan	Salvatierra Hernandez, Evelyn
Satterlee, Samantha	Siddiqui, Sidra	Snyder, Annette
Stevens, Kayla	Teague, Malinda	Tengs, Rebecca
Witman, Shannon		

9. Temporary administrators employed on a 2020-21 contract, expiring June 30, 2021:

Freudenthal, Shannon

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
ADOPT RESOLUTION APPROVING NORTHWEST REGIONAL EDUCATION
SERVICE DISTRICT LOCAL SERVICE PLAN FOR 2021-22

SITUATION

In accordance with ORS 334.175, local school districts must approve their education service district's Local Service Plan for the following year on or before March 1 of the current year. The Northwest Regional Education Service District (NWRES D), in concert with regional superintendents, developed a Local Service Plan to bring to the region's 20 school districts. For the local service plan to take effect for the 2021-22 school year, the plan must be approved by at least two-thirds of the component school districts representing more than 50 percent of the regional student population.

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

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

NWRES D's Local Service Plan for the 2021-22 school year is attached.

RECOMMENDATION

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

I move that the Board of Directors adopt the resolution approving the NWRES D Local Service Plan for 2021-22.

Vision for the Future

& Annual Report to Component School Districts | January 2021

Enclosed:

- *2020-25 Strategic Plan*
- *2019-20 Annual Report*
- *2021-22 Local Service Plan*



Table of Contents



Section 1

About Northwest Regional ESD

Superintendent's Message	4
Board of Directors	5
Organizational Chart & Leadership	7
Glossary of Services	8

Section 2

2020-25 Strategic Plan

Mission, Vision and Values	18
Six Collective Commitments	19

Section 3

2019-20 Annual Report

Service Area Map	26	Knappa	55
Accomplishments Overview	27	Neah-Kah-Nie	58
Financial Overview	30	Nestucca Valley	61
School District Overviews:	31	Rainier	64
Astoria	31	Scappoose	67
Banks	34	Seaside	70
Beaverton	37	Sherwood	73
Clatskanie	40	St. Helens	76
Forest Grove	43	Tigard-Tualatin	79
Gaston	46	Tillamook	82
Hillsboro	49	Vernonia	85
Jewell	52	Warrenton-Hammond	88

Section 4

2021-22 Local Service Plan

About	92
Process and Timeline	93
Core Services	94
Menu Services	96
Student Success Act Plan	99

About Northwest Regional ESD

Section

01

A Message from Superintendent Dan Goldman

It is our vision that every student is educated, equipped and inspired to achieve their full potential and enrich their communities.

To the school boards, superintendents and communities across Clatsop, Columbia, Tillamook and Washington counties:

This report is produced in the context of a crippling global pandemic, a national reckoning on racial injustice, and a literal reinvention of public education in our communities. After nearly a year supporting students through drastically different educational landscapes, readjusting the roles of educators, implementing wholly new curricular and pedagogical practices, and helping our families and partners adapt to constantly shifting guidance and expectations, it feels surreal to look back at what we've all accomplished together. A primary learning through this tumultuous period has been the centrality of public education in the lives of individuals and in the fabric of our communities - I can think of no better way to positively impact the world than through the critical work of educators. And I can think of no better group of educators than those I get to work with every day - our staff at Northwest Regional ESD and our school district partners.

In the enclosed pages, I'm proud to present our 2020-25 Strategic Plan, 2019-20 Annual Report and the 2021-22 Local Service Plan. These publications highlight our most recent accomplishments

and lay out our plans for the future. These aspirations have been shaped by your voices, our staff's expertise, and a deep commitment to dismantling the systemic bias and inequities that produce disproportionate outcomes for our children.

We look forward to our continued collaboration with you in pursuit of our vision, and bound by our values of student success, equity, partnership, and innovative service.

With appreciation,



A handwritten signature in blue ink, consisting of a stylized 'D' followed by a horizontal line and a circular flourish.

Dan Goldman | Superintendent

Our Board of Directors

We are governed by a nine-member board: Five members are elected by voters in Clatsop, Columbia, Tillamook and Washington counties; four are appointed by the elected board members. Members represent specific geographic zones or community groups in our service area. These volunteer community members work closely with our Superintendent to oversee policies and ensure our component school districts receive quality services.



Lisa Poehlitz, Chair
Zone 3: Hillsboro

Lisa lives in Scholls and is a former member of the Hillsboro School District Board of Directors. She worked at the Sherwood School District in the Department of Teaching and Learning and retired in 2019. She is also the parent of a student who received services through NWRESd during his early childhood and K-12 education. Lisa has a bachelor's degree in fashion merchandising (in retail management) and previously worked at the Fred Meyer central office as an assistant buyer.



Tony Erickson, Vice Chair
Zone 4: Beaverton, Clatskanie, Rainier, Scappoose, St. Helens, Vernonia

Tony serves as chief operating officer for Oregon Aero Inc., where he manages the company's daily operations. For the past 24 years he has worked with the Scappoose-based manufacturing company, which designs advanced comfort and safety systems for the aviation industry, law enforcement and the military.



Christine Riley
Zone 1: Gaston, Sherwood, Tigard-Tualatin

Christine has been on the Gaston School Board since 2004 and has served on the NWRESd Board since 2012. She has long been a strong advocate of public service and community volunteering. Chris is a retired Research Director at Intel, and she currently owns Upstream Alpacas with her husband, Alan McConkie.



Dave Hollandsworth
Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Neah-Kah-Nie, Nestucca Valley, Seaside, Tillamook, Warrenton-Hammond

Dave is a longtime advocate of education, especially special education. He has a son with autism spectrum disorder who has received NWRESd services for many years. He currently serves as the chair of the Tillamook School District Board. Dave owns and operates an insurance agency in Tillamook. He is married to Cathy and has three children.



Karen Cunningham
Zone 5: Beaverton

Karen has been an advocate for public education and equity in education for many years. She served on the Beaverton School Board from 2001 through 2013 and in various capacities at the Oregon School Board Association. Karen and her husband reside in Beaverton, have two grown sons, and own a computer consulting business together.



Marilyn McGlasson
Board Member At-Large

Marilyn is a retired educator with 33 years experience as a teacher, counselor, and principal. She served as superintendent for 18 years. She has also given back to the community as a volunteer and board member with various organizations. Marilyn currently serves as a Meals on Wheels Volunteer and Director of the Banks Alumni Foundation. In 2016 she was recognized for 30 years as an ESD Board member.



Ross Tomlin
Higher Education

Ross has nearly 40 years experience with community colleges. He spent 21 years as full-time faculty teaching Forestry and Natural Resources at the community college level, as well as nearly two decades of experience as a college administrator. He has been the President of Tillamook Bay Community College since May 2017.



DaWayne Judd
Business

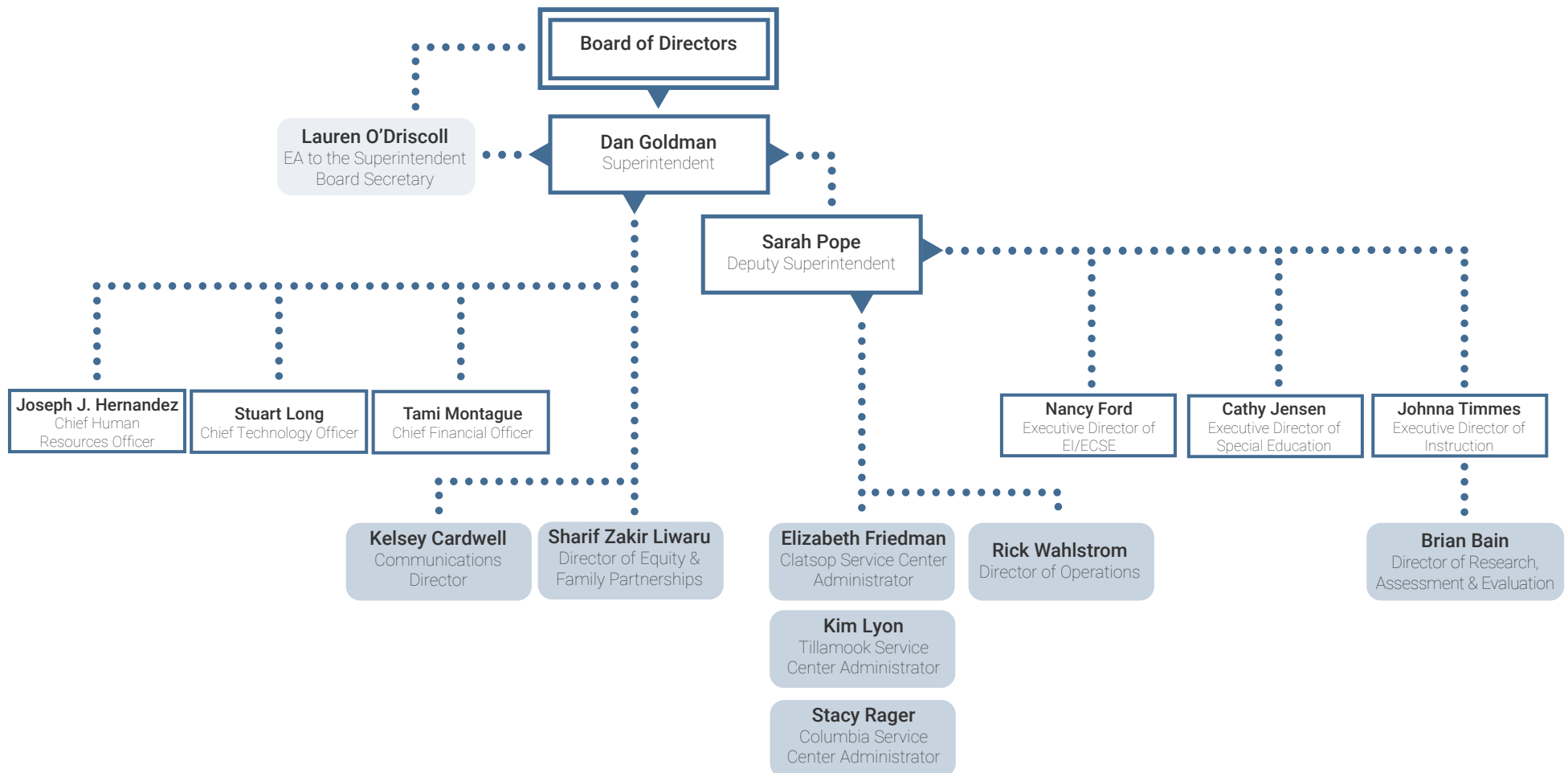
DaWayne Judd is the Director of Financial Planning Analysis at Columbia Sportswear Company. He has more than 20 years of non-profit board experience and has served as the president of two Fortune 500 companies' African American affinity groups, as board member of The Black Leadership Council in Miami, and minority recruitment and funding director for Teach America. He also serves on the boards of Alia Family Services and Partners in Diversity.



Renée Bruce
Social Service

Renée has more than 20 years of experience managing social support programs. She retired from her position as Director of Family & Community Resources at Community Action in Washington County in 2019. Renée also serves on the board at Creating Assets Savings & Hope, Essential Health Clinic (C.A.S.H.) and the Washington County Housing Advisory Board. She chairs the Washington County Childhood Care and Education Advisory Committee.

Organizational Chart and Executive Leadership



Glossary of Services

Key

Funding Sources



Local Service Plan
Core Services



State and Federal
Government Grants



Local Service Plan **Menu**
(Service credits and contracts)



Private Grants

Service Category



Administrative



Instructional



Special Education



Technology



Application Support

Cascade Technology Alliance's dedicated staff provide development, support, and hosting for multiple applications including: Criminal Information Systems, Data Warehouse, Destiny Library, Home School Notification, Learn360, ORSpEd, Public School Works, Restraint and Seclusion, and Truancy.



Attendance and School Reconnection

We partner with school district attendance teams to grow community awareness about the importance of regular attendance, and to strengthen school-to-home connections. As a last resort, we also provide truancy services. Our officers take a restorative approach to their process, working with students and families to identify barriers to school attendance and strengthening communication between families and schools.



Augmentative and Alternative Communication and Assistive Technology

Our assistive technology team is composed of specialists in assistive technology and augmentative communication. Assistive technology encompasses technological supports and augmentative communication systems. We provide training, information, technical assistance and resources regarding the uses of technology for children with disabilities.

M G



Autism Spectrum Disorder (ASD) Services

Our ASD team supports students who experience autism spectrum disorder (ASD) and the educators who support them. Available services include: evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

M G



Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the Visually Impaired (TVI) provide instruction, consultation, evaluation and professional development. Orientation and Mobility (O&M) Specialists instruct students in safe, efficient and independent travel. Our braille list provides braille services to several school districts.



Cascade Alliance for Equity

CAFE (Cascade Alliance for Equity) is a collaborative partnership of ESDs consisting of Clackamas, Multnomah and Northwest Regional. Together we serve over 50% of Oregon's students. The mission is to leverage the collective work of educators and community partners across the region to foster culturally sustaining practices that result in equitable opportunities and improved outcomes for all students in Oregon.

M



Cascade Education Corps (CEC)

CEC is an experiential education program for Tigard-Tualatin School District students that aims to provide underserved youth with the knowledge, skills, resources and confidence to be lifelong environmental stewards. Students spend time in the field working on restoration projects.

G



Child Care Resource and Referral (CCR&R)

Northwest CCR&R supports child care providers in Clatsop, Columbia and Tillamook counties through training, career advancement opportunities, licensing and other forms of support. The team also advances child care sector planning for the region.

M G



Deaf and Hard of Hearing Services (D/HH) and Audiology

Our D/HH program is part of Oregon's Low-Incidence Regional Programs. Itinerant teachers serve students who are eligible for Special Education or Section 504 services. Services include: evaluation, consultation to educators, instruction (typically reading, written language, self-advocacy and other areas most impacted by hearing loss), and professional learning. Our audiologist provides testing, consultation and workshops.

M

Diverse Educator Pathway

The Washington County Diverse Educator Pathway is designed to fill critical shortages of bilingual and/or culturally competent teachers in the county through an innovative and collaborative “grow your own” program in collaboration with Washington County school districts, Western Oregon University, Portland Community College and Pacific University.

G

Early Childhood Special Education (ECSE)

Early Childhood Special Education (ECSE) offers special education services to children found eligible through our screening and evaluations process. Services include specially designed instruction and related services such as physical, occupational, or speech and language therapy. These services are often provided at community preschools, child care facilities or designated sites.

G

Early Intervention (EI)

Our Early Intervention (EI) program provides services and supports to eligible children from birth to age 3 years. The program also helps families develop the skills they need to help their children learn and grow. Services are delivered through a parent coaching model at home or in other care-giving settings.

M**G**

Early Intervention/Early Childhood Special Education (EI/ECSE) Screening and Evaluations

EI/ECSE screening and evaluations will look at a child’s development and whether special education supports will build skills to further a child’s individual developmental progress. Evaluations and screenings are free for children ages birth to five. Children who are found to be eligible for EI/ECSE receive free services.

G

Early Learning Hub

The Northwest Early Learning Hub convenes cross-sector partners—educators, health care providers, community advocates, businesses and others—to create local systems that are aligned, coordinated, and family-centered. Families in Clatsop, Columbia and Tillamook counties receive the support they need to become healthy, stable and attached and their children receive the early learning experiences they need to thrive.

C

Emergency Closure Network

We provide all 20 districts in our region with access to an emergency communication system that enables them to share school delays and closures with their communities and the local media.

M G



English Language Learner Consortium (Title III)

This consortium ensures English learners, including immigrant children and youth, attain English proficiency and achieve academically in English and all other subjects. We assist teachers, including preschool teachers, principals and other school leaders in establishing and sustaining effective language education programs so that students are ready to attend classes in English.

M



Fire Science Program

The Fire Science Program is a partnership between Banks Fire Department, Banks School District, Hillsboro Fire Department and the Hillsboro School District. This program provides career exposure and exploration in the areas of fire and rescue to participating high school students. Students have the opportunity to apply basic skills in firefighter safety, firefighting equipment, along with search and rescue and emergency medical procedures.

C M



Grant Management

Our instructional services team provides grant writing services to school districts seeking competitive grants, including state, federal and private grants. Our grant writer partners with school district teams to envision, plan and convey projects and match them to grant opportunities.

C



Help Desk

The staff at Cascade Technology Alliance offer a full suite of Technology Support Solutions to meet the specific needs of local districts. Our direct site support, technology planning and purchasing, engineering, and remote help desk services are tailored to each district's needs.

C



Home School Notifications

We manage home school notifications by providing information about home schooling on our website as well as an online portal that allows parents to create and manage their own home school account. School districts have access to the online portal to view home school students in their district.

C



Information Systems

Cascade Technology Alliance hosts and supports two critical school operations software suites. Tyler's Infinite Visions supports business services including GL, AP, AR, budgeting, reporting and payroll. Edupoint's Synergy Student Information System provides a single entry for complete school operations including attendance, grading, demographics, and reporting along with a dedicated special education module.

C



Library Services

Cascade Technology Alliance hosts and supports Follett's Destiny Library Management System, which provides a full service suite of school library software for managing inventory, check in/out, fees, and users.

M



Medicaid Reimbursements

Medicaid reimburses schools for health and related services provided to Medicaid-enrolled students. Schools bill for services provided through an individualized family service plan (IFSP) or individual education plan (IEP). The Medicaid administrative claiming (MAC) program reimburses districts for administrative activities associated with coordination, referral, outreach and program planning of Medicaid-covered health services.

M

G



Migrant Education Program (MEP)

MEP ensures children whose families migrate for work in the agricultural, fishing, timber and other similar industries can fully benefit from public education. The program focuses on family partnership, kindergarten preparation, student empowerment and high school completion.

C



Network Services

Cascade Technology Alliance keeps districts connected to the internet with a full suite of network management and connectivity services. We provide a sustainable model that increases speed and redundancy while maintaining low costs for school districts.

M



Northwest Promise

In collaboration with local high schools and higher education institutions, students earn college credits while they are still in high school. We focus on cooperation between high school teachers and college faculty to ensure students are working and learning at a college-level, specifically seeking to engage historically underserved students, including students of color and first-generation college goers.

M

G



Nursing Services

Our nursing team provides staff and expertise. Services include direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with NWRESA to provide nursing services to students based on a physician's order and/or as designated in the individual IFSP/IEP.

M



Occupational Therapy (OT) Services

Our OT team helps students fully benefit from public education by helping them develop, recover, improve and maintain basic skills needed to participate in an educational environment. We provide staffing, training, coaching and consultation so each child's school team is equipped to support their success. Therapists also communicate with medical providers and facilitate assistive technology and equipment usage.

M



Oregon Virtual Education (ORVED)

Oregon Virtual Education (ORVED) offers a suite of online standards-based courses taught by Oregon-certified teachers.

M

G



Outdoor Science School

Northwest Outdoor Science School is a multiday, overnight experience for elementary and middle school students. In an immersion experience, students learn about the natural world at one of our five sites in northwest Oregon. Each site's 10-12 staff members are supported by high school volunteers.

M



Physical Therapy (PT) Services

Our PT services provide our component districts with expertise and staff to address the gross motor needs of their students. Physical therapists evaluate the functional skills of students with disabilities to identify and address barriers. For example, they: fit and facilitate equipment use for positioning or mobility; provide specialized planning regarding mobility; train classroom staff; attend IEP meetings, etc.

C

M

P



Professional Learning

Our professional learning team coaches educators and convenes networks to catalyze shared learning experiences centered in equity and student success. Topics include: 9th Grade Success, Early Learning, School Culture and Climate, Mental and Behavioral Health, PreK-3 Reading, Instructional Coaching and Educational Technology. Our equity team also trains educators with a conference series and custom opportunities.

G



Regional Educator Network

The Northwest Regional Educator Network (REN) is one of 10 networks across Oregon tasked with determining how to spend local grant funds to best ensure students have access to high-quality educators. The Northwest REN encompasses Columbia, Clatsop, Tillamook and Washington counties and is responsible for disseminating \$2.5 million per year in state funds (funding rates are for the 2019-21 biennium).

M G



Regional Equipment Center

The equipment center is a collection of adaptive equipment available for eligible student use and assistive technology devices available for trial/assessment. The equipment is available to students who are qualified as orthopedically, visually or hearing impaired and referred by their home district for low incidence regional services. Equipment center staff consult with therapists to determine students' equipment needs.

C



Regional Innovations

Through Regional Innovations, we provide grant writing support to help districts and internal ESD programs make their innovative visions a reality. Services include: support with program design, program coordination and strategy, connection to potential funders, and writing, editing, and submitting grant proposals. Regional Innovations funds also contribute to the STEM Hub, Early Learning Hub and Northwest Promise.

M



Research, Assessment and Evaluation

We support educators with the collection, use and analysis of educational data. We provide training and support to improve: data quality; longitudinal data systems; data literacy; data access, transparency and usability; and program monitoring and evaluation. We facilitate the effective use of assessment results and other educational data to inform instructional decision-making and improve student outcomes.

M



School Psychology Services

Our psychologists provide expertise in mental health, learning and behavior to schools and their students. They support evaluations for special education eligibility, Functional Behavioral Assessments (FBA), and school law and individualized education plan (IEP) procedures. They help improve academic achievement, promote positive behavioral and mental health, establish safe school climates and strengthen family partnerships.

G



School Safety and Prevention System

The School Safety and Prevention System (SSPS) was established through Section 36 of the Student Success Act and Senate Bill 52 (Adi's Act). This new statewide system is centered on equity, racial equity and access to mental health services. This system provides an integrative approach for aligning school safety, public education and health systems.

M



Social Emotional Learning Schools

We operate five specialized school programs for K-12 students with significant emotional and behavioral learning needs: Cascade Academy, Columbia Academy, Day Treatment Program, Levi Anderson Learning Center, Pacific Academy. School districts or county mental health programs recommend student placements.

M



Speech-Language Pathology (SLP) Services

Our SLPs partner with school districts and educational teams to promote language literacy, social learning and increase student engagement. Students receive culturally and linguistically sustaining services. Our SLPs support students who exhibit the full range of communication needs, including language, literacy, articulation (speech sound disorders), fluency, voice/resonance and swallowing.

G



STEM (Science, Technology, Engineering, Math) Hub

Northwest STEM Hub supports Clatsop, Columbia and Tillamook counties. We work to: identify community needs and assets; convene families, educators, higher education, community-based organizations and industry to promote STEM experiences; strategize to fill STEM learning gaps; build shared social and economic prosperity through STEM access, interest and skills attainment, especially for those furthest from opportunity.

M



Substitute Services

Cascade Technology Alliance's substitute services arm works in collaboration with Human Resources to manage the hiring and placement for licensed and classified substitutes for school districts in Clackamas, Clatsop, Columbia, Marion, Multnomah, Polk, Tillamook, Washington and Yamhill counties.

C



Technical Engineering Cooperative

Cascade Technology Alliance provides technology support and technology management services that support in-district technology support needs including desktop, server and technology administration. This service dedicates support hours and scope for support based on district needs.

M



Tillamook Education Consortium

Tillamook Education Consortium dues support shared programming for Tillamook County. This past year their shared programming has included a School Improvement/CTE coordinator, drug and alcohol counselor, health occupations program, and Tillamook Works.

G



Traumatic Brain Injury (TBI) Services

Our TBI liaison connects educators, families and students to resources both within our region and throughout the state. The TBI Liaison also works closely with members of the statewide TBI team, which includes professionals throughout our region who have volunteered to complete professional learning activities needed to provide consultation within their school district.



Youth Transition Program (YTP)

YTP is a collaboration between school districts and the Office of Vocational Rehabilitation that prepares students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports. Clatsop County school districts match grant funds to sustain the work of two Transition Specialists funded with this grant.

2020-2025 Strategic Plan

Section 02

Introduction to the 2020-2025 Strategic Plan



Our five-year strategic plan is rooted in our mission, values and community input. After hundreds of conversations with community members, staff, school district partners and students, our agency developed and launched a 2020-25 strategic plan.

A 28-member strategic plan work group outlined a vision and six collective commitments. We believe that when all of our staff work in collaborative teams to pursue these six collective commitments, then we will achieve our vision: **Every student educated, equipped and inspired to achieve their full potential and enrich their communities.** The strategic plan also outlines the strategies and metrics to hold us accountable to these commitments.

Our Vision

Every student educated, equipped and inspired to achieve their full potential and enrich their communities.

Our Mission

In partnership with the communities we serve, Northwest Regional Education Service District improves student learning by providing equitable access to high-quality services and support.

Our Values

- **Student Success:** Improving student outcomes is the core of our work. We believe all students can fulfill their potential. Our services provide districts and families high-quality learning opportunities to realize this belief.
- **Equity:** We are committed to equitable outcomes for the diverse communities we serve. We strive to eliminate achievement gaps for students and provide equitable access to services for our partner districts, regardless of size and geography. We are committed to antiracism.
- **Partnership:** We work in partnership with families, districts and other educational providers to increase impact and leverage resources. We provide seamless learning opportunities and transitions for all students from birth to 21.
- **Innovative Service:** We offer specialized services to students, families and districts through skilled and responsive providers. Our innovative service delivery allows us to maximize resources for partner districts and preserve their local budgets, while providing quality services.

Collective Commitment #1

Cultivate antiracism, multiculturalism and diverse racial perspectives in program design, continuous improvement and decision-making.

Strategy 1.1 All NWRESD schools, sites, and departments establish Equity Learning Teams to support continuing professional learning for all staff and inform policies, practices, and decision-making

Metric 1.1.1 100% of schools, sites and departments establish and support Equity Learning Teams

Metric 1.1.2 90% of participating staff report Equity Learning Teams are effective/highly effective

Metric 1.1.3 80% of staff report the NWRESD is at a level 4 or 5 on the Anti-racist Multicultural Continuum

Metric 1.1.4 100% of Administrative Rules and Staff Handbooks are revised to align with Board policy changes resulting from Strategy 1.3.1

Strategy 1.2 All new NWRESD staff receive meaningful and ongoing equity professional development as a part of required onboarding

Metric 1.2.1 100% of new staff participate

Metric 1.2.2 90% of new staff report professional development is effective/highly effective

Strategy 1.3 Form a racially diverse Board Equity Policy Advisory Committee to conduct policy and procedural reviews to eliminate practices that perpetuate inequities and systemic racism

Metric 1.3.1: 100% of instruction, student, community relations, and new recommended policies from OSBA are reviewed with recommendations for revision

Strategy 1.4 Develop and implement best practices for recruitment, retention, and promotion of a diverse workforce

Metric 1.4.1 100% of screening and interview participants receive anti-bias training

Metric 1.4.2 Exit interviews find BIPOC staff do not leave due to dissatisfaction

Strategy 1.5 Expand employment pathways to ensure the region benefits from the strengths and assets of a racially diverse workforce

Metric 1.5.1 The gap between BIPOC staff and students within the ESD will decrease from 28% to 22.5% in 2024-25

Metric 1.5.2 The gap between BIPOC staff and students in the region will decrease from 32.5% to 27.5% in 2024-25

Metric 1.5.3 Increase in the number of BIPOC students who participate in Diverse Educator Pathways (DEP) by 10%, from 36 to 40 in 2024-25

Collective Commitment #2

Create culturally sustaining learning environments that ensure each student is safe, known, and connected.

Strategy 2.1 Each child's strengths and needs are known by an adult in their building

Metric 2.1.1 Regular attender rates in NWRES D schools will increase from 67% to 74% in 2025

Metric 2.1.2 Regular attender rates in NWRES D ECSE sites will increase from 35.1% to 45% in 2025

Metric 2.1.3 Every student/family can identify at least one NWRES D educator who knows and is responsive to their/child's strengths and needs

Strategy 2.2 All NWRES D schools and sites have robust Positive Behavior Intervention Support systems

Metric 2.2.1 Establish baseline data and then annually reduce by 10% the loss of learning time incidents (as defined by breaks, restraints, and seclusions)

Metric 2.2.2 100% of schools and sites will achieve 80% on the school wide implementation measure School-wide Evaluation Tool (SET) or Pre-SET

Strategy 2.3 All NWRES D schools and sites use evidence-based, culturally sustaining, social-emotional learning curriculum

Metric 2.3.1 Five percentage point increase from 51.8% to 56.8% by 2025 in social emotional learning on the Assessment, Evaluation, and Programming System (AEPS) in EI/ECSE

Metric 2.3.2 100% of school teams consistently use adopted Social Emotional Learning (SEL) curriculum

Strategy 2.4 NWRES D schools, sites, and programs have reliable and demonstrated systems for emergency response and reunification

Metric 2.4.1 100% of schools, sites, and programs have reliable and demonstrated systems for emergency response and reunification

Strategy 2.5 Expand regional internet connectivity for students and ensure all NWRES D students and staff are connected

Metric 2.5.1 100% internet connectivity for NWRES D students and staff by 2025

Metric 2.5.2 91.2% to 100% by 2025 in internet connectivity for students in the NWRES D region

Collective Commitment #3

Establish high expectations for achievement and personal growth for each student.

Strategy 3.1 Expand regional prekindergarten access for students of color and students in special education

Metric 3.1.1 Ten percentage point increase for BIPOC students with access to pre-K from 32.3% to 42.3%

Metric 3.1.2 Ten percentage point increase for students in SPED with access to pre-K from 59.7% to 69.7%

Strategy 3.2 Launch a research-based early literacy professional learning network

Metric 3.2.1 30% of elementary schools in our region participate annually (34 schools)

Metric 3.2.2 95% of participants rate the professional learning as impactful/highly impactful on their work toward improved outcomes for BIPOC students

Strategy 3.3 Facilitate a regional mental and behavioral health professional learning network

Metric 3.3.1 30% of all schools in our region participate annually (70 schools)

Metric 3.3.2 95% of participants rate the professional learning as impactful/highly impactful on their work toward improved outcomes for BIPOC students

Strategy 3.4 Sustain the regional professional learning network to increase high school graduation

Metric 3.4.1 90% of high schools in our region participate annually (30 schools)

Metric 3.4.2 95% of participants rate the professional learning as impactful/highly impactful on their work toward improved outcomes for BIPOC students

Strategy 3.5 Expand college credit and/or CTE+STEM opportunities for BIPOC students in high school

Metric 3.5.1 10 percentage point increase in the number of BIPOC students who earn college credit while in high school

Metric 3.5.2 10 percentage point increase in the number of BIPOC students who earn certification through a Career Technical Education (CTE) Pathway

Strategy 3.6 Develop a regional data system to ensure teams identify, intervene, monitor, and adjust interventions for students

Metric 3.6.1 100% of NWRES D schools and programs utilize Multi-Tier System of Supports (MTSS) data system

Metric 3.6.2 80% of component school districts utilize Multi-Tier System of Supports (MTSS) data system

Collective Commitment #4

Use culturally sustaining, research-based practices for designing and delivering instruction.

Strategy 4.1 Develop, implement, and monitor departmental and school Action Plans (APs) in partnership with racially diverse students, families, staff, and community organizations

Metric 4.1.1 100% of Action Plans (APs) include purposeful involvement with racially diverse partners in plan development and accountability

Strategy 4.2 Implement teacher-driven professional learning communities (PLCs) within NWRES D schools, sites and programs

Metric 4.2.1 100% of NWRES D schools are audited to ensure implementation of research based PLCs

Metric 4.2.2 80% of participants rate their PLC as effective/highly effective

Strategy 4.3 NWRES D curriculum adoption and implementation efforts prioritizes the needs of emerging bilingual students, students with disabilities, and students of color

Metric 4.3.1 Increase percentage of students of color in NWRES D schools achieving a 3 or 4 on SBAC ELA from 18.2% to 30% and the percentage achieving a 3 or 4 in SBAC math from 4.3% to 20% by 2025

Metric 4.3.2 15 NWRES D teachers participate in an agency-wide curriculum review committee on the state-adopted schedule

Collective Commitment #5

Develop authentic, reciprocal, and inclusive partnerships with our diverse students, families, and community partners.

Strategy 5.1 All NWRES D schools, sites, and programs embed family partnership strategies in their Action Plans (APs)

Metric 5.1.1 100% of APs include family partnership strategies

Metric 5.1.2 Family partnership in schools, sites, and programs increases as measured by empathy interviews with racially diverse families

Strategy 5.2 Design and implement a family partnership communication framework

Metric 5.2.1 Framework developed and utilized 100% of the time

Metric 5.2.2 Annual review using qualitative and quantitative data demonstrates communications are accessible/highly accessible to linguistically and racially diverse families and partners

Strategy 5.3 NWRES D leads regional racial equity learning and partnerships

Metric 5.3.1 250 schools in the tri-ESD (Northwest, Multnomah, Clackamas) region participate in Cascade Alliance for Equity

Collective Commitment #6

Seek, organize, and allocate resources toward achieving these commitments.

Strategy 6.1 Establish comprehensive onboarding process for all new staff

Metric 6.1.1 Empathy interviews with 3-5 new employees completed by HR Office twice annually

Metric 6.1.2 80% of participants rate the onboarding process as effective/highly effective

Strategy 6.2 Embed racial equity expectations within the professional evaluation system for all staff

Metric 6.2.1 Professional evaluation system is revised and includes a standard(s) on racial equity

Strategy 6.3 Refine and implement a meaningful, growth-oriented professional evaluation system for licensed staff

Metric 6.3.1 Annual review of evaluations by HR finds supervisors provide actionable feedback focused on instructional improvement

Metric 6.3.2 80% of licensed staff report the evaluation feedback they received led to instructional improvements

Strategy 6.4 Improve budget development process and timeline to ensure resources are aligned to the strategic plan

Metric 6.4.1 Establish annual cross-department budget development team

Metric 6.4.2 Annual budget documents demonstrate alignment of resources to strategic plan

Metric 6.4.3 100% of revenue and expenditures align for contract and grant-funded programs

Strategy 6.5 Ensure NWRESD budget provides prudent reserves to meet unexpected emergencies and statewide funding shortfalls

Metric 6.5.1 By 2025, maintain 8% percent of operating revenue in reserves, net of the beginning fund balance

Strategy 6.6 NWRESD service centers, sites, and programs offer wellness opportunities for staff

Metric 6.6.1 100% of service centers, sites, and programs offer wellness programs

Metric 6.6.2 90% of users rate wellness activities as effective/highly effective

2019-20 Annual Report

Section 03

Our Service Area

Land Acknowledgement: Every community owes its existence to those who took part in making the history that led us to where we are today. Some were brought to this region against their will, some were drawn to leave distant homes in pursuit of a better life, and some have lived here for countless generations. We acknowledge that our service area overlays the traditional lands of the Atfalati, Nekelim, Siletz and Tillamook peoples. In our daily work in service to this region, we aspire to honor with gratitude the land itself and the people who have stewarded it throughout the generations.

School Districts

Clatsop County

- Astoria (SD #1)
- Jewell (SD #8)
- Knappa (SD #4)
- Seaside (#10)
- Warrenton-Hammond (SD #30)

Columbia County

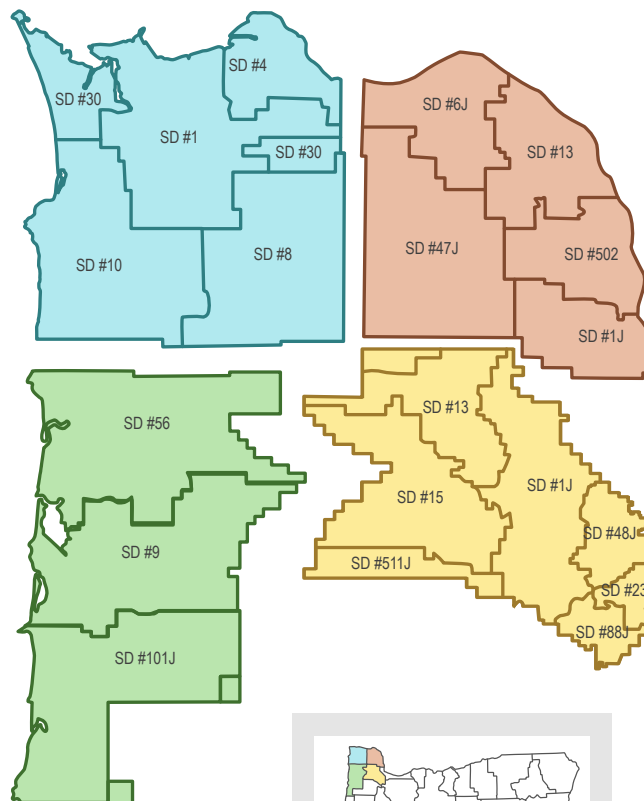
- Clatskanie (SD #6J)
- Rainier (SD #13)
- Scappoose (SD #1J)
- St. Helens (SD #502)
- Vernonia (SD #47J)

Tillamook County

- Neah-Kah-Nie (SD #56)
- Nestucca Valley (SD #101J)
- Tillamook (SD #9)

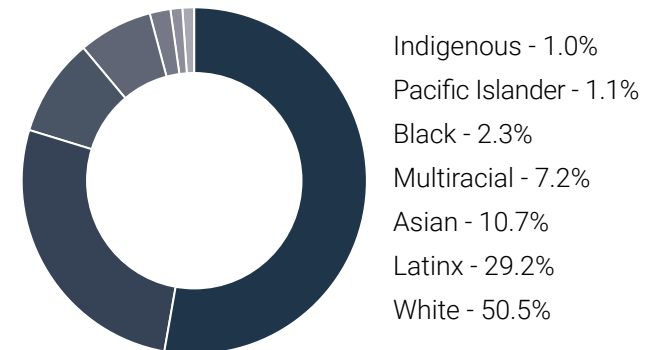
Washington County

- Banks (SD #13)
- Beaverton (SD #48J)
- Forest Grove (SD #15)
- Gaston (SD #511J)
- Hillsboro (SD #1J)
- Sherwood (SD #88J)
- Tigard-Tualatin (SD #23J)

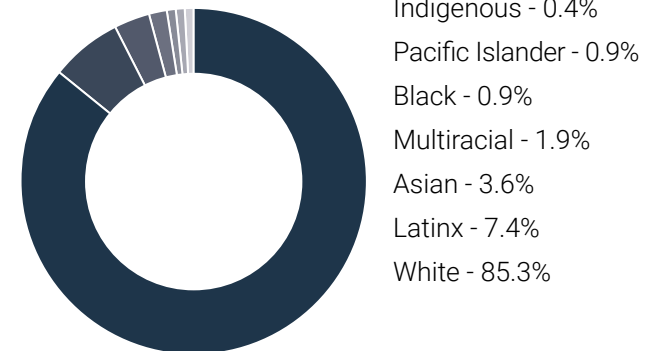


Demographics

Students



Teachers



Highlights from 2019-20



Student speakers pose with state lawmakers at the Washington County legislative summit hosted at NWRESA's office in Hillsboro.

The 2019-20 school year spanned a period of unprecedented hope and optimism (Student Success Act implementation) and unprecedented crisis (the COVID-19 pandemic). Through it all, we are proud to share our team's unwavering display of our values: student success, partnership, equity and innovative service.

Student Success Act Implementation

When lawmakers and advocates called on our public education system to improve outcomes for students who have been historically marginalized, we took our role to heart. Our activities to advance this landmark legislation included:

- Coached and trained school districts to **deepen community engagement efforts** and ensure high-quality plan submissions for the Student Investment Account.
- Advised on research-based and culturally sustaining practices, to help districts **match proven strategies to community-identified needs** at scale.
- Developed plans to expand **leadership and mentorship** in high-need areas identified by districts, specifically in early literacy, social emotional learning and racial equity.
- **Identified systemic barriers** for historically marginalized students and assisted district leaders to prioritize opportunity gaps in student investment account plans.
- Identified ways to expand **high-quality early learning access** and ensure alignment with the K-12 system.

Here's a snapshot of how we've contributed to community engagement in support of school district and early learning planning efforts:

- 10 meetings co-facilitated with school leaders across the region to support community-based root cause analysis.
- 20,292 survey responses coded to identify investment strategies that will improve outcomes for focal populations.
- 130 educators trained in empathy interviews, a strategy to deepen understanding of community need.
- 117 conversations with parents and caretakers in support of early learning planning.

Read more about this work in [the report from the technical assistance team that supported Student Investment Account planning](#), in the [summary printout for legislators](#) (also attached in the addendum to this document) and in the [Northwest Early Learning Hub's January 2020 report](#) to partners.

Regional Educator Network Planning



The 13-member Regional Educator Network coordinating body from the Northwest Regional ESD region met in the fall of 2019 to launch its work.

Led by Mariana Zaragoza, Ph.D., the Northwest Regional ESD Regional Educator Network coordinating body met 12 times during 2019-20. The Educator Advancement Council (EAC) tasked the body with creating a plan that centers educator voices to spark meaningful systemic changes for our region's public educators. The 13-member coordinating body identified retention and recruitment, specifically for educators of color, as the plan's focus areas. Highlights from 2019-20 and the resulting plan include:

- Nearly 50 empathy interviews conducted with regional educators who are Black, Indigenous and people of color (BIPOC).
- Seven change ideas identified for testing across the region.

[Read 2020-23 plan produced by the coordinating body.](#)

Expansion of Equity Initiatives

We continued to deepen our work as an antiracist organization by addressing intrapersonal, institutional and structural racism through professional learning and innovations to governance. Highlights include:

- Launched the [Cascade Alliance for Equity](#) (CAFE), a collaborative effort with Clackamas and Multnomah ESDs to advance equity; CAFE hosted two conferences drawing more than 300 educators each.
- [Our Ninth Grade Success Network received a prestigious national award from the Carnegie Foundation](#) for work to improve outcomes across all marginalized student groups.
- Our Board of Directors laid the groundwork for the establishment of a [Board Equity Policy Advisory Committee](#).
- The Equity and Family Partnerships team laid the groundwork for a Fall 2020 launch of our [Antiracist Multicultural Continuum](#) (attached in the addendum to this document) to guide and assess our organizational culture, policies and practice.



Yashica Island, professional development specialist, received a standing ovation at the fall CAFE conference for sharing her personal story and "why."

Response During the COVID-19 Pandemic



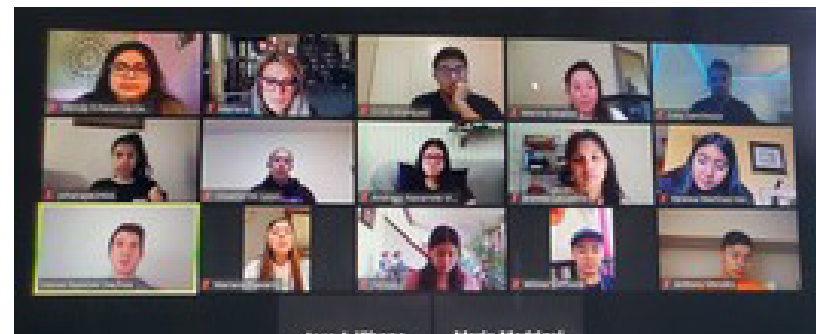
A family receives a food bag and kindergarten prep learning materials from the Migrant Education Program.

When COVID-19 first hit our communities, we redoubled our convening efforts. School leaders gathered virtually and often to coordinate a consistent, unified response across the region. County public health authorities, school district superintendents, school nurses and others met to coordinate prevention, crisis response, and decision-making aligned to Oregon's "Ready Schools, Safe Learners" guidance. Our program teams also jumped into action:

- **Migrant Students and Families:** Our Migrant Education Program (MEP) distributed 1,500 face coverings and masks, 100 bottles of hand sanitizer, 175 food bags and instructional materials. The team worked directly with hundreds of families to provide emotional support and meet other needs.
- **Child Care Assistance:** As child care programs rapidly stood up emergency services, our Child Care Resource and Referral team met with providers in Clatsop, Columbia and Tillamook

counties on a weekly basis to keep them informed about the latest regulations, distribute emergency supplies and connect providers to grant opportunities.

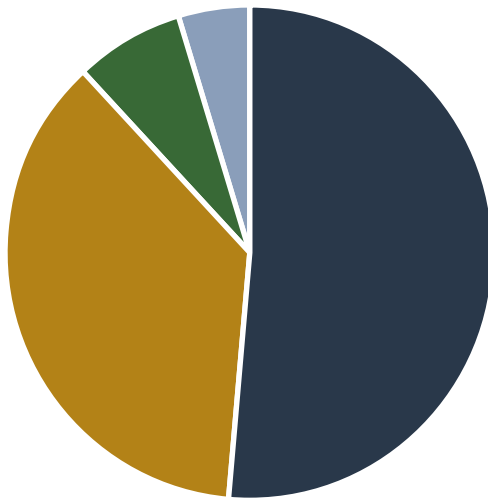
- **Comprehensive Distance Learning:** Over the summer, our technology and professional learning teams collaborated to build a suite of services, including training, online curriculum and an integrated learning management system, that would support our region's educators during comprehensive distance learning. Educators in our Early Intervention/Early Childhood Special Education and school-age special education programs swiftly established virtual supports for families and their children.
- **Student Internships:** Our Instructional Services team supported multiple internship programs, advancing students' career experiences despite challenging odds during the pandemic. Students in Columbia County [gained experience at the Oregon Manufacturing Innovation Center](#), thanks in part to our STEM Hub. Students in Diverse Educator Pathways, a program to support aspiring teachers who are linguistically and culturally diverse, [participated in internships](#) that helped our Migrant Education Program and STEM Hub.



Interns meet with Daniel Ramirez, Ph.D., a Latino educator who works as the Interim Executive Director of the Educator Advancement Council.

Overview of 2019-20 Financials

Total Revenue - \$120,792,957



- Grants, contracts and special projects - \$62,118,487
- Local Service Plan - \$44,481,288
- General operations - \$8,730,360
- Enterprise funds - \$5,462,822

Operations Expenditures

Attendance Services	179,285
Instruction Services	197,177
Equity and Family Partnerships	424,738
Health Services	5,985
Board of Directors	168,402
Business Services	1,632,600
Communications	181,447
Facilities/Maintenance	595,261
Courier Services	41,565
Human Resources	1,171,198
Reception	316,567
Office of Superintendent	895,407
Service Center Administration	684,779
Technology	1,328,387
Debt Service	781,379
Transfers - ESD Operations	563,514
Total	\$9,167,691

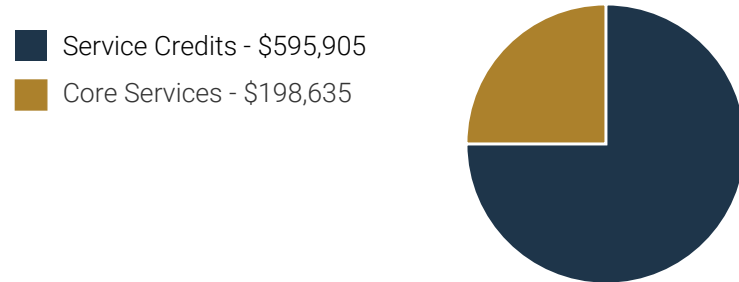
Local Service Plan Core Services

Technology	2,343,988
Instructional Services	1,058,375
Home School Registration	16,650
Emergency Closure	9,870
County Allocations	1,540,773
Total	\$4,969,656

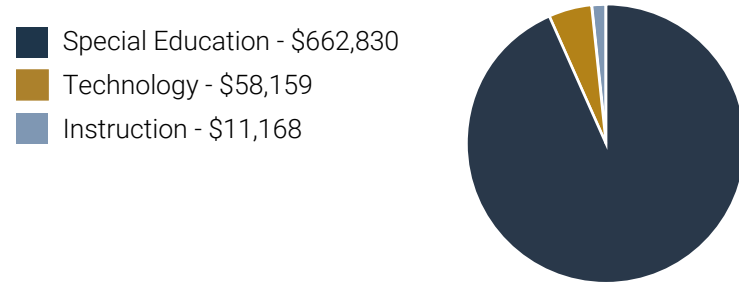
Astoria School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Instruction Total **11,168.33**
 Northwest Promise Membership 7,668.33
 Workshops/Trainings 3,500

Special Education Total **662,830.27**
 Staffing Services 588,669.53
 EI/ECSE Evaluations 62,200.00
 Other 11,960.74

Technology Total **58,159.29**
 Infinite Visions 27,054.49
 Regional Data Warehouse 27,054.49
 Other 4,050.31

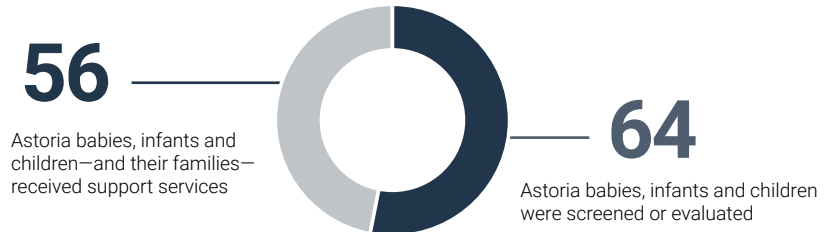
Total Spent **\$732,157.89**

Summary of Services - Special Education

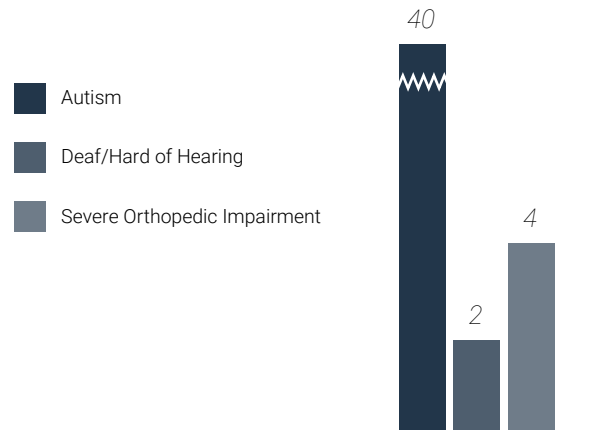
NWRESD Special Education Staff Supporting Astoria Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD



Astoria Students Served by NWRESD Special Education



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Astoria Students

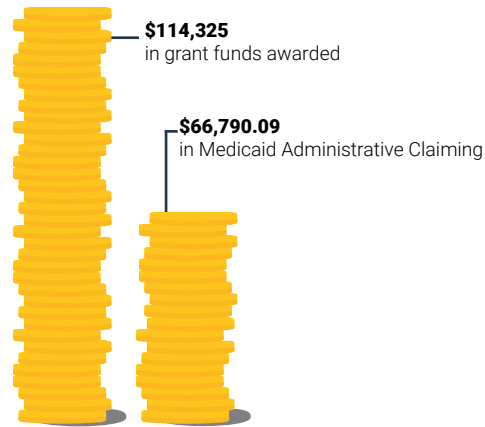


Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of regional enrollment (ADM) x annual regional grant award total.

Professional Learning From NWRESD

Network Participants

3 9th Grade Success

Additional Services Provided to Astoria Schools

116

Migrant students served

1,347

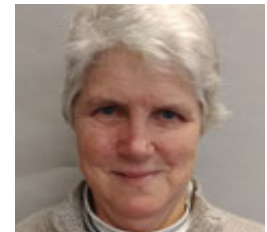
engagements co-facilitated for Student Investment Account planning

62

Home school registrations

I have many families I have worked with over the past 29 years and many great stories. This particular year has been challenging for all of us. One of my favorites this year was a grandmother who shared a picture of her high school grandson (with significant autism) doing his "distance learning" yoga. He is practically standing on his head with his Chromebook and a smile. His grandmother is always so proud of him and so positive about the school and staff who work with them.

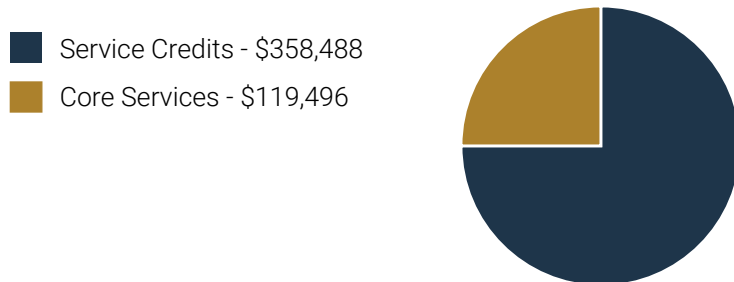
-Maggie Shumaker, School Psychologist



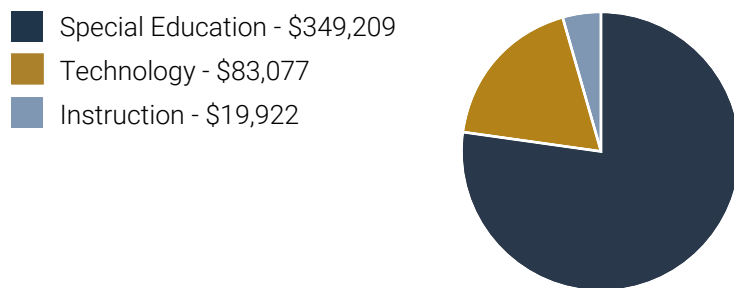
Banks School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Instruction Total	19,922.47
Outdoor School	13,986.00
Northwest Promise Membership	4,476.47
Other	1,460.00

Special Education Total	349,208.95
Staffing Services	336,878.95
EI/ECSE Evaluations	12,330.00

Technology Total	83,076.88
Technology Purchasing	32,777.60
Technology Support	27,225.00
Other	23,074.28

Total Spent	\$452,208.30
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Summary of Services - Special Education

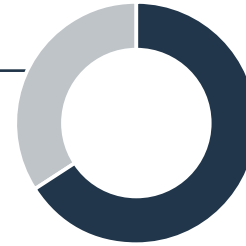
NWRESD Special Education Staff Supporting Banks Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD

17

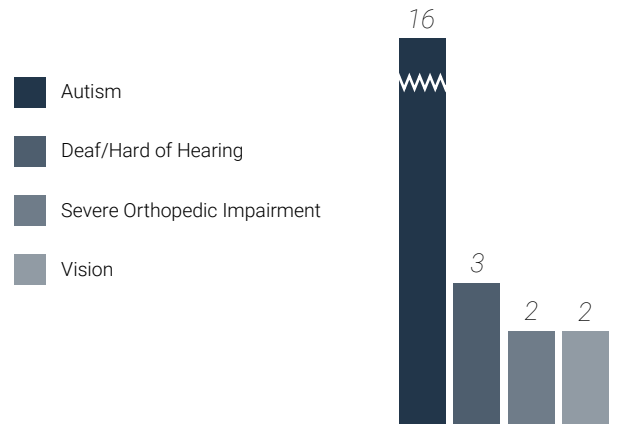
Banks babies, infants and
children—and their families—
received support services



33

Banks babies, infants and
children were screened
or evaluated

Banks Students Served by NWRESD Special Education



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Banks Students

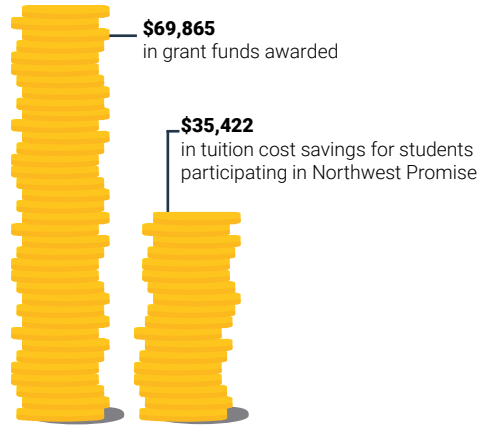


Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of Regional Enrollment (ADM) x annual regional grant award total.

Additional Services Provided to Banks Schools

24

Migrant Students Served

8

Outdoor School Student Leader Volunteers

19

Home School Registrations

938

engagements co-facilitated for Student Investment Account planning

90

Outdoor School Participants

184

Northwest Promise College Credits Awarded

13

Truancy Contacts Made

Professional Learning From NWRESD

Network Participants

7

9th Grade Success

5

Early Learning

12

School Culture and Climate

Equity Professional Learning

3

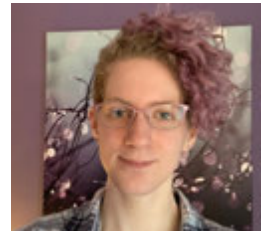
hours of training delivered by the Office of Equity, Diversity and Inclusion

1

educator registered for Cascade Alliance for Equity conferences

I've been so impressed by the work the CTE program at Banks is doing, and supporting them has been so rewarding. Watching students learn to use professional software to design and produce shirts, laser-etched water bottles, and so many other things has been so much fun! I can't wait to see where the program goes.

-Freya Lewis, Support Technician II

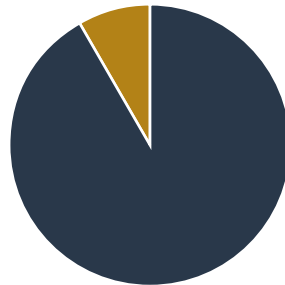


Beaverton School District

For a description of the services referenced, see page 8 of this document.

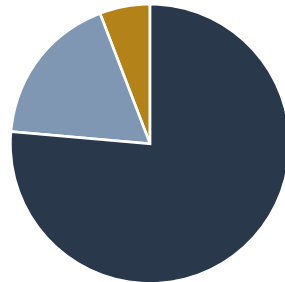
Local Service Plan Allocation

- Core Services - \$545,752
- Service Credits - \$6,103,959



Total Expenditures by Service Category

- Special Education - \$5,414,625
- Instruction - \$1,253,880
- Technology - \$407,928



Summary of Services Purchased

Instruction Total	1,253,880.20
Outdoor School	506,691.60
Regional Innovations	350,000.00
Professional Development Services	195,752.00
Northwest Promise Membership	174,216.60
Other	27,220.00

Special Education Total	5,414,625.25
Student Programs/Classrooms	4,428,441.08
EI/ECSE Evaluations	813,720.00
Other	172,464.17

Technology Total	407,928.37
Library Services	117,227.10
ORSpEd	92,714.30
Network Connectivity	84,418.81
Technical Engineering Cooperative	66,851.89
Other	46,716.27

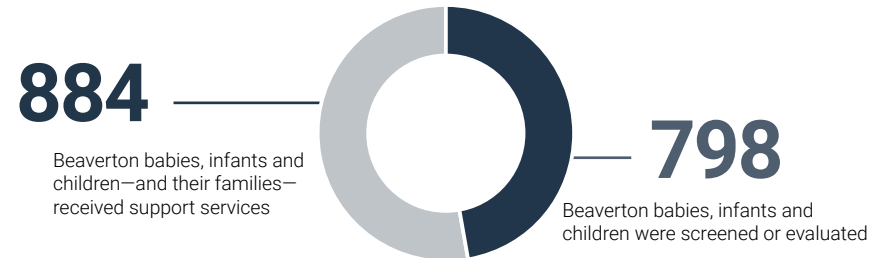
Total Spent **\$7,076,433.82**

Summary of Services - Special Education

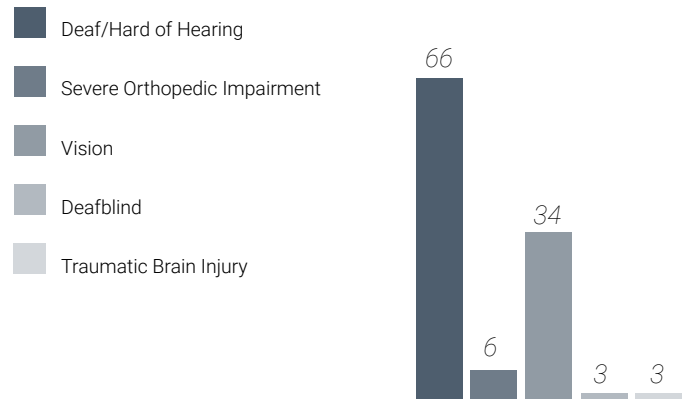
NWRESD Special Education Staff Supporting Beaverton Schools



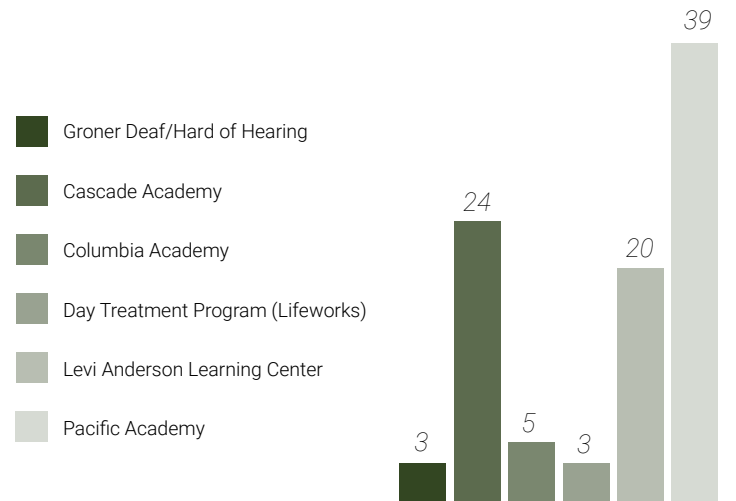
Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD



Beaverton Students Served by NWRESD Special Education

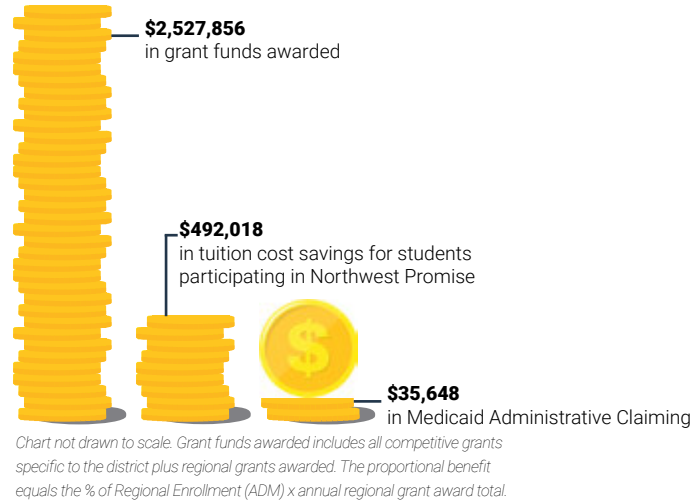


Beaverton Students in NWRESD's K-12 Classrooms



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Beaverton Students



Professional Learning From NWRESD

Network Participants

69 9th Grade Success

4 Early Learning

Equity Professional Learning

31 educators registered for Cascade Alliance for Equity conferences

Additional Services Provided to Beaverton Schools

5
Diverse Educator Pathway Participants

206
Outdoor School Student Leader Volunteers

266
Home School Registrations

4,002
engagements co-facilitated for Student Investment Account planning

3,101
Outdoor School Participants

2,863
Northwest Promise College Credits Awarded

58
Truancy Contacts Made

Working with students who have hearing loss typically means working with technology and devices teachers and case managers are not always familiar with. I really appreciate that Beaverton educators are open to using new equipment and giving it a go with whatever piece of equipment I bring out. We often have to try different things before we get the perfect fit, and I'm so appreciative of how open and willing they are to use what gives their students the best access to their education.

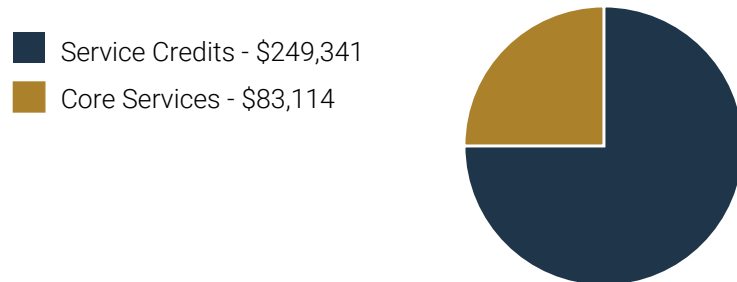
-Heather Davis, Teacher of the Deaf and Hard of Hearing



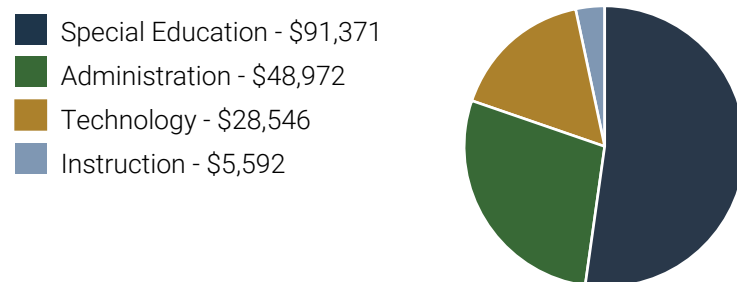
Clatskanie School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Administration Total	48,972.05
Business Services	44,400.00
Substitute Services	4,572.05

Instruction Total	5,591.55
Northwest Promise Membership	3,296.55
Workshops/Trainings	1,875.00
Other	420.00

Special Education Total	91,371.48
Staffing Services	75,846.48
EI/ECSE Evaluations	15,470.00
Other	55.00

Technology Total	28,545.74
Infinite Visions	17,084.49
Technology Support	8,000.00
Other	3,461.25

Total Spent \$174,480.82

Summary of Services - Special Education

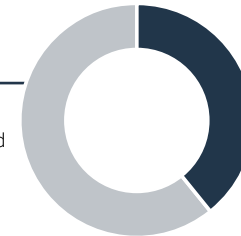
NWRESD Special Education Staff Supporting Clatskanie Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD

31

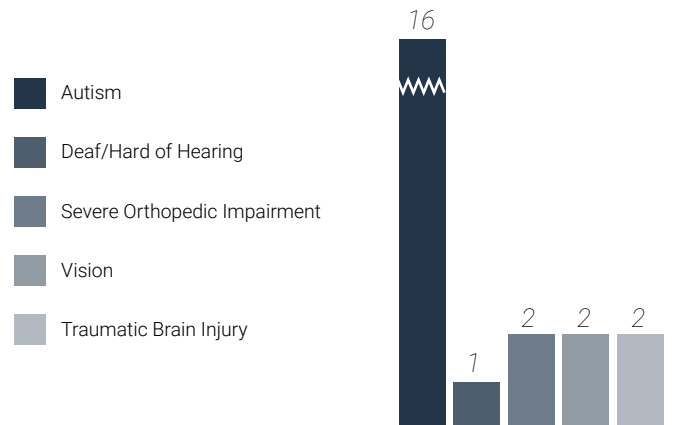
Clatskanie babies, infants and children—and their families—received support services



20

Clatskanie babies, infants and children were screened or evaluated

Clatskanie Students Served by NWRESD Special Education



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Clatskanie Students

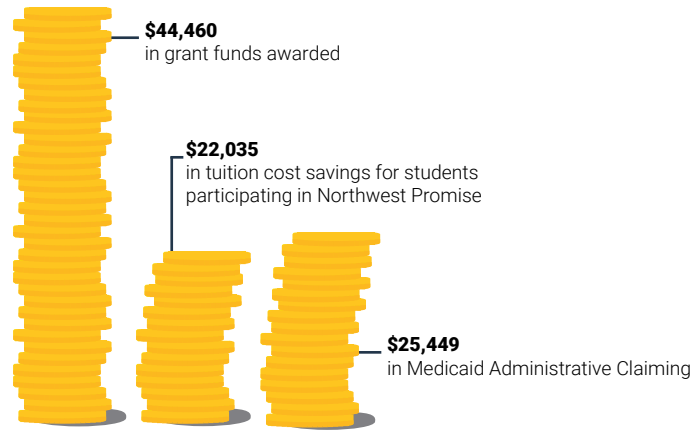


Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of Regional Enrollment (ADM) x annual regional grant award total.

Professional Learning From NWRESD

Network Participants

- 3** 9th Grade Success
- 9** School Culture and Climate

Additional Services Provided to Clatskanie Schools

8

Migrant Students Served

1,300

Substitute Requests Filled

11

Truancy Contacts Made

108

Northwest Promise College Credits Awarded

7

Home School Registrations

465

engagements co-facilitated for Student Investment Account planning

When the COVID-19 pandemic hit, I collaborated with Clatskanie educators to distribute nine hotspots to students without internet access. With assistance from our technology team, we made sure the students were able to access all of the programs. I communicated between the families and the school district to explain the process of having hotspots. During the process, I was able to set up one family with a contact person who was able to help them gain access to health coverage. A few weeks later this family was impacted by COVID, and the Migrant Program was able to provide them with extra food bags and contacted their new contact person to provide them with a multitude of additional resources.

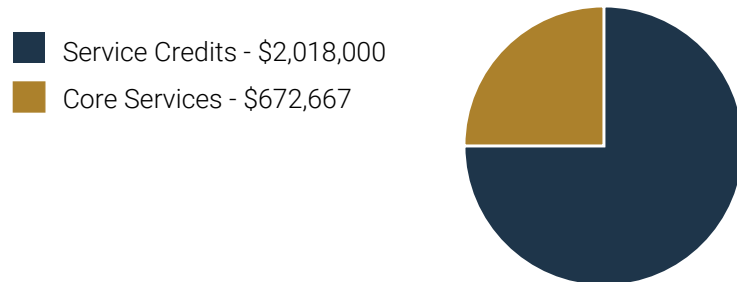
-Eredi Pintor, Migrant Recruiter



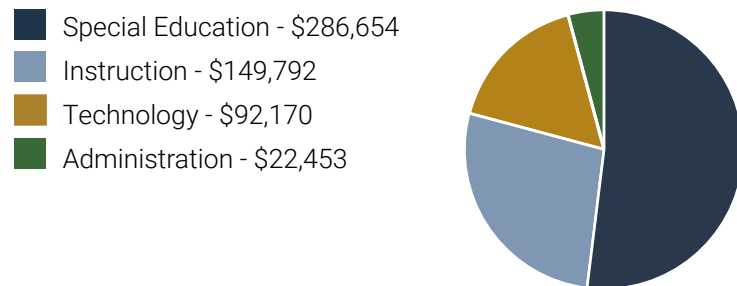
Forest Grove School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Administration Total 22,452.99
 Substitute Services 22,452.99

Instruction Total 149,791.53
 Outdoor School 73,534.80
 Attendance Services/Tuancy Officers 27,389.00
 Northwest Promise Membership 27,444.73
 Other 21,423.00

Special Education Total 286,654.08
 EI/ECSE Evaluations 146,410.00
 Student Programs/Classrooms 133,966.08
 Other 6,278.00

Technology Total 92,170.21
 Infinite Visions 66,308.17
 Regional Data Warehouse 15,897.68
 Other 9,964.36

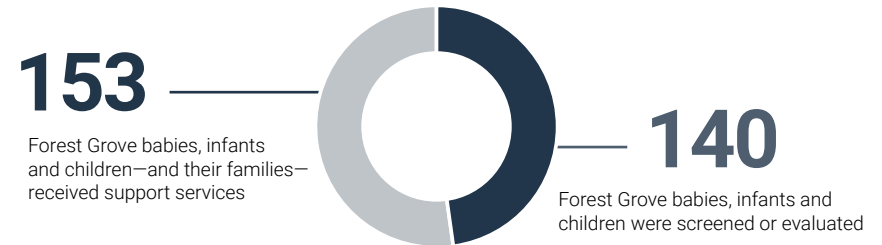
Total Spent \$551,068.81

Summary of Services - Special Education

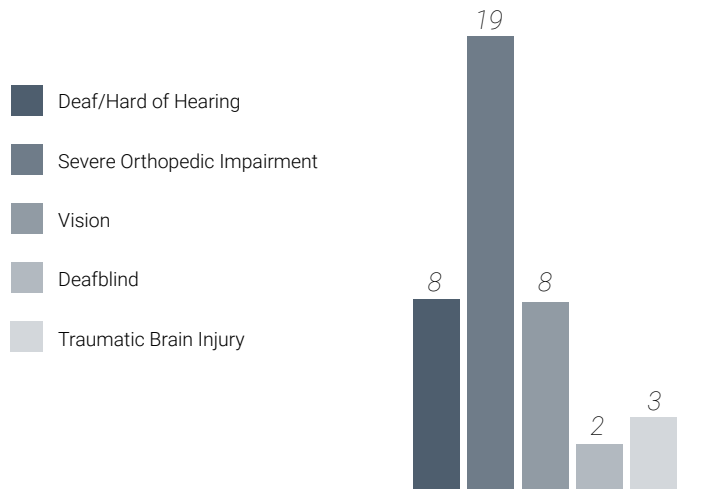
NWRESD Special Education Staff Supporting Forest Grove Schools



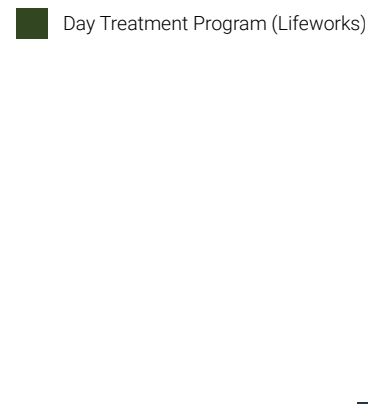
Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD



Forest Grove Students Served by NWRESD Special Education



Forest Grove Students in NWRESD's K-12 Classrooms



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRES D for Forest Grove Students

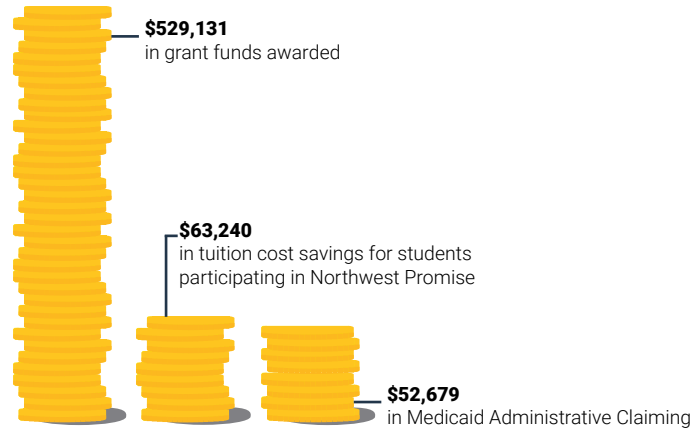


Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of Regional Enrollment (ADM) x annual regional grant award total.

Additional Services Provided to Forest Grove Schools

3

Diverse Educator Pathway Participants

22

Outdoor School Student Leader Volunteers

5,849

Substitute Requests Filled

350

Truancy Contacts Made

540

Outdoor School Participants

372

Northwest Promise College Credits Awarded

37

Home School Registrations

I've had the pleasure of working with Assistant Superintendent John O'Neill's team on several projects, and the Juntos program launch stands out the most. The district saw an urgent need to better support Latino young men on their path to graduation and college. We wrote a successful three-year grant to the Meyer Memorial Trust to launch Juntos—a research-based, culturally specific mentoring and family engagement program. John and his team were enthusiastic, responsive, equity-focused and highly collaborative in developing a program that would align with grant requirements and meet student need. They were a true pleasure to work with!

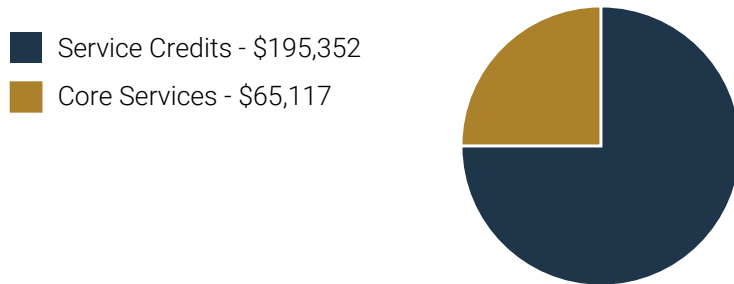
-Crystal Greene, Grants Manager



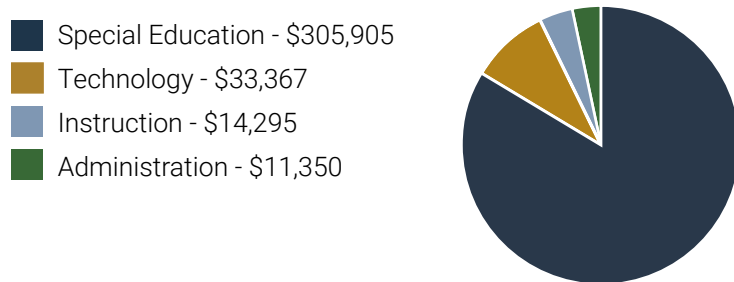
Gaston School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Administration Total 11,350.00
 Business Services 11,350.00

Instruction Total 14,294.71
 Outdoor School 11,421.00
 Northwest Promise Membership 2,623.71
 Other 250.00

Special Education Total 305,905.25
 Student Programs/Classrooms 168,915.04
 Staffing Services 123,795.21
 Other 13,195.00

Technology Total 33,367.27
 Infinite Visions 16,350.20
 Technology Support 15,000.00
 Other 2,017.07

Total Spent **\$364,917.23**

Summary of Services - Special Education

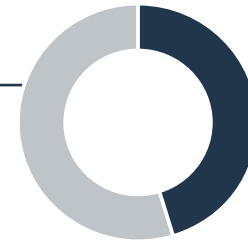
NWRESD Special Education Staff Supporting Gaston Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD

17

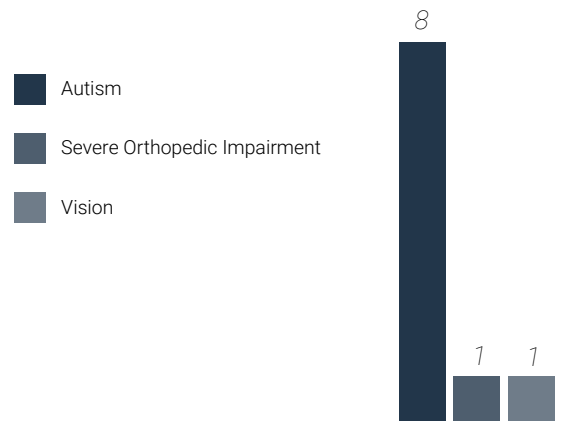
Gaston babies, infants and
children—and their families—
received support services



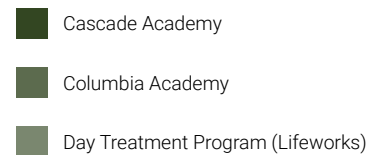
15

Gaston babies, infants and children
were screened or evaluated

Gaston Students Served by NWRESD Special Education



Gaston Students in NWRESD's K-12 Classrooms



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Gaston Students



Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of Regional Enrollment (ADM) x annual regional grant award total.

Professional Learning From NWRESD

Network Participants

- 8** Early Learning
- 5** School Culture and Climate

Additional Services Provided to Gaston Schools

2

Migrant Students Served

6

Outdoor School Student Leader Volunteers

6

Home School Registrations

900

engagements co-facilitated for Student Investment Account planning

47

Outdoor School Participants

142

Northwest Promise College Credits Awarded

34

Truancy Contacts Made

I absolutely love working in Gaston! I have a wonderful supportive special education and administrative team who value using a collaborative-based approach when it comes to problem-solving and providing excellent services to kids. This is especially important to me because each of us come to the table with a different lens, but when we work together, we are fully wrapping around that student and supporting their needs to be successful in the classroom.

-Ashley Vuylsteke, Speech-Language Pathologist

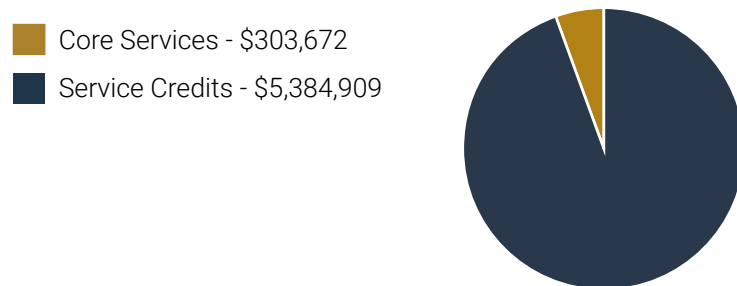
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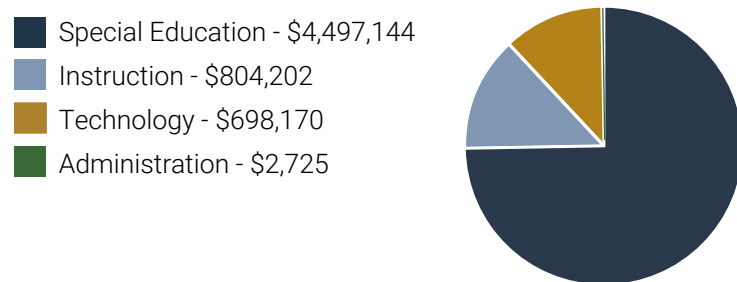
Hillsboro School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Administration Total 2,725.00
Business Services 2,725.00

Instruction Total 804,202.21
 Outdoor School 222,481.86
 Regional Innovations 200,000.00
 Fire Science Program 160,989.64
 Professional Development Services 103,672.00
 Other 117,058.71

Special Education Total 4,497,143.50
 Student Programs/Classrooms 2,713,155.36
 Staffing Services 1,267,105.90
 Other 516,882.24

Technology Total 698,170.49
 Infinite Visions 172,481.96
 Technology Purchasing 149,437.83
 Synergy Applications 131,209.74
 Library Services 91,076.92
 Other 153,964.04

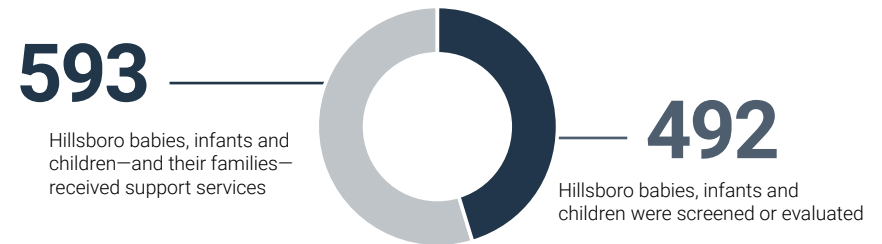
Total Spent **\$6,002,241.20**

Summary of Services - Special Education

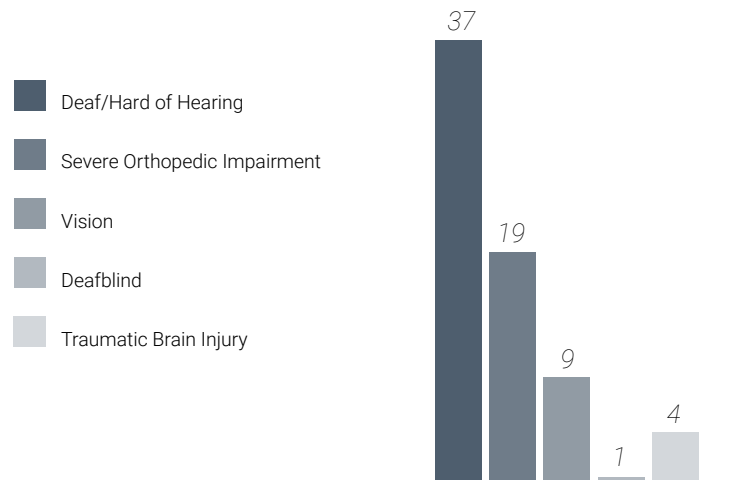
NWRESD Special Education Staff Supporting Hillsboro Schools



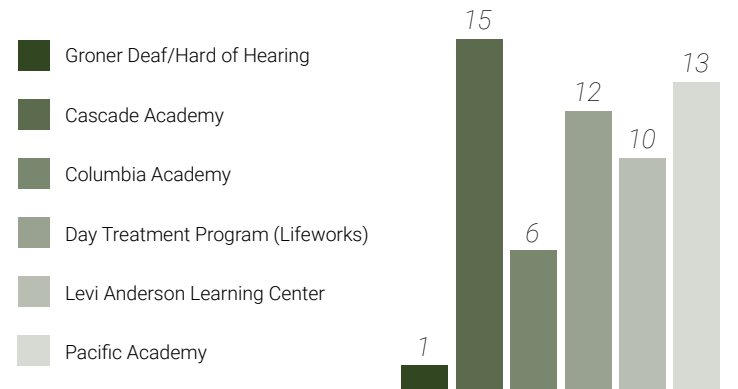
Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD



Hillsboro Students Served by NWRESD Special Education



Hillsboro Students in NWRESD's K-12 Classrooms



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Hillsboro Students

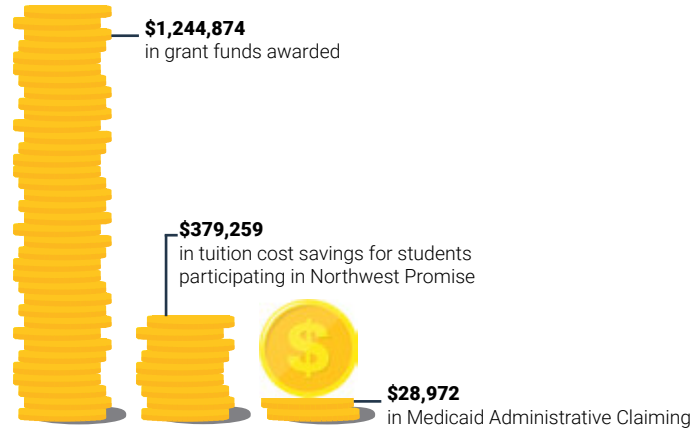


Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of Regional Enrollment (ADM) x annual regional grant award total.

Additional Services Provided to Hillsboro Schools

6

Diverse Educator Pathway Participants

54

Outdoor School Student Leader Volunteers

237

Home School Registrations

1,650

Outdoor School Participants

1,839

Northwest Promise College Credits Awarded

Professional Learning From NWRESD

Network Participants

31

9th Grade Success

5

Early Learning

13

School Culture and Climate

Equity Professional Learning

7

educators registered for Cascade Alliance for Equity conferences

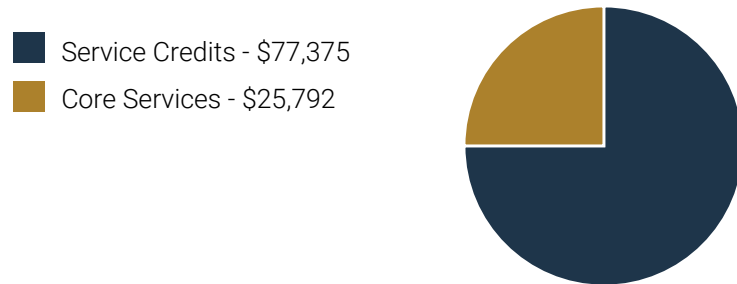
The goal of the 9th Grade Success Network is to improve adult practices so 9th graders — particularly students who have been historically marginalized — will have culturally sustaining and engaging experiences. Last year, together with support from Hillsboro educators Morgan Quimby and Kori Sakamoto, all four 9th Grade Success teams were able to use data to make improvements at the individual student as well as system levels. Despite all the challenges the pandemic created, Hillsboro educators continued to show up for students. Bret Davis from Liberty High School led a cross-network collaboration that helped educators reach students while monitoring their academic progress. This work demonstrates how she and her fellow educators are shifting their practices in order to better serve students. Wylie Wan, Education Research and Data Specialist



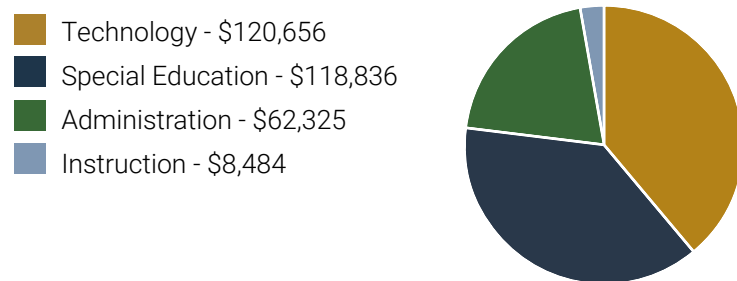
Jewell School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Administration Total 62,325.00
 Business Services 62,325.00

Instruction Total 8,483.75
 Outdoor School 7,290.00
 Northwest Promise Membership 1,193.75

Special Education Total 118,836.07
 Staffing Services 111,382.55
 EI/ECSE Evaluations 3,880.00
 Other 3,573.52

Technology Total 120,656.12
 Technology Support 53,900.00
 Technology Purchasing 43,099.37
 Other 23,656.75

Total Spent **\$310,300.94**

Summary of Services - Special Education

NWRESD Special Education Staff Supporting Jewell Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD

6

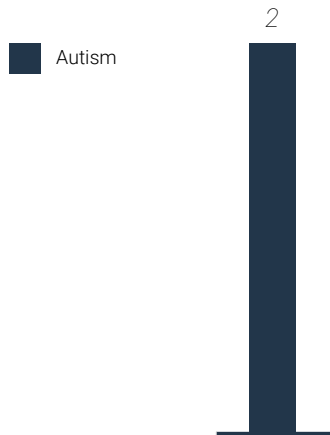
Jewell babies, infants and
children—and their families—
received support services



4

Jewell babies, infants and children
were screened or evaluated

Jewell Students Served by NWRESD Special Education



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Jewell Students



Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of Regional Enrollment (ADM) x annual regional grant award total.

Additional Services Provided to Jewell Schools

30

Outdoor School Participants

1

Home School Registration

280

Substitute Requests Filled

The pandemic has been difficult for everyone, but it has been especially challenging for a remote community like Jewell where the internet can be difficult to access. However, one of the great aspects of a small school is its community. Every day, I see staff stepping up to collaborate and support one another. And during these days of remote work, the staff know that we are just an email, phone call or video chat away.



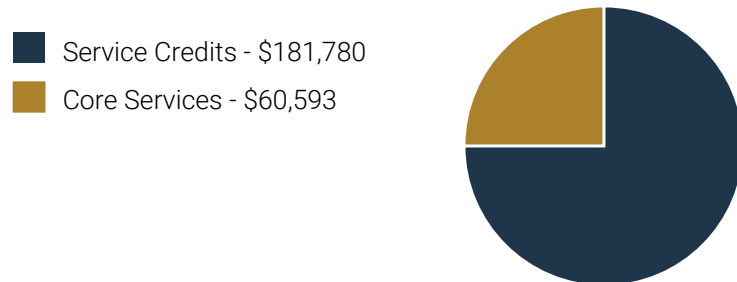
-Tera VanDyke, Business Manager, Jewell School District



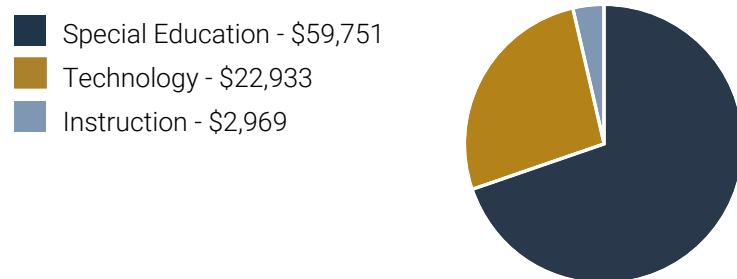
Knappa School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Instruction Total 2,968.52
 Northwest Promise Membership 2,368.52
 Workshops/Trainings 600.00

Special Education Total 59,750.84
 Staffing Services 31,791.29
 EI/ECSE Evaluations 19,590.00
 Other 8,369.55

Technology Total 22,933.07
 Infinite Visions 19,588.82
 Technology Purchasing 2,816.00
 Other 528.25

Total Spent **\$85,652.43**

Summary of Services - Special Education

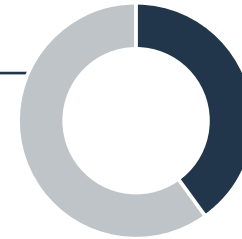
NWRESD Special Education Staff Supporting Knappa Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD

22

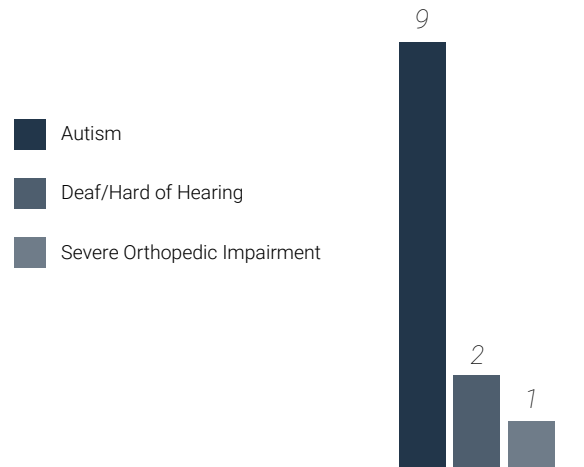
Knappa babies, infants and children—and their families—received support services



14

Knappa babies, infants and children were screened or evaluated

Knappa Students Served by NWRESD Special Education



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Knappa Students



Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of Regional Enrollment (ADM) x annual regional grant award total.

Professional Learning From NWRESD

Network Participants

6 9th Grade Success

9 School Culture and Climate

Equity Professional Learning

6 educators registered for Cascade Alliance for Equity conferences

Additional Services Provided to Knappa Schools

11
Home School Registrations

7
Truancy Contacts Made

184
engagements co-facilitated for Student
Investment Account planning

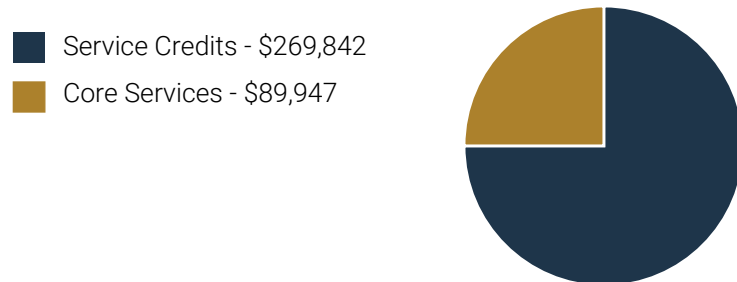
In Knappa, I primarily work with four talented case managers who coordinate services for students in special education. We plan methods and practices to support students' access to instruction and to the educational environment. As a group, we remove barriers to learning and help children and families explore and implement a variety of ways to augment learning. Students discover which methods work best for them and are able to gradually build their self-knowledge and their skills in advocating for their particular needs. I have learned of the power that caring administrators and teachers can have in creating a safe and inclusive learning environment, and how far compassion can go in helping students recognize and put into action their own unique strengths and talents. -Claire S., Occupational Therapist



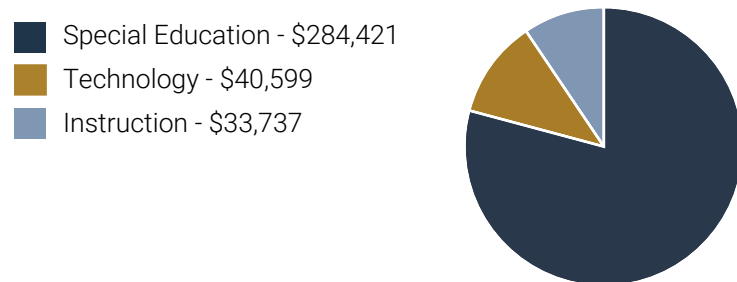
Neah-Kah-Nie School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Instruction Total	33,736.72
Tillamook Education Consortium Membership	15,000.00
Outdoor School	14,850.00
Other	3,886.72

Special Education Total	284,421.00
Staffing	273,301.00
EI/ECSE Evaluations	10,370.00
Other	750.00

Technology Total	40,599.45
Infinite Visions	19,588.82
Technology Support	15,000.00
Other	6,010.63

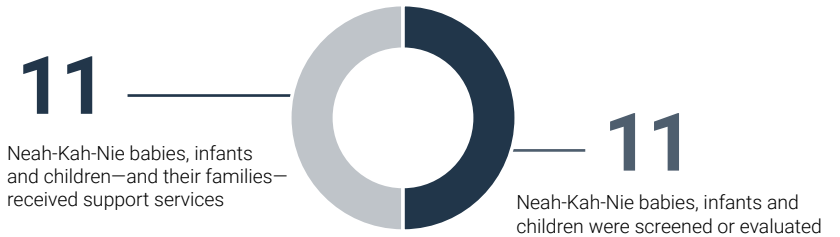
Total Spent	\$358,757.17
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Summary of Services - Special Education

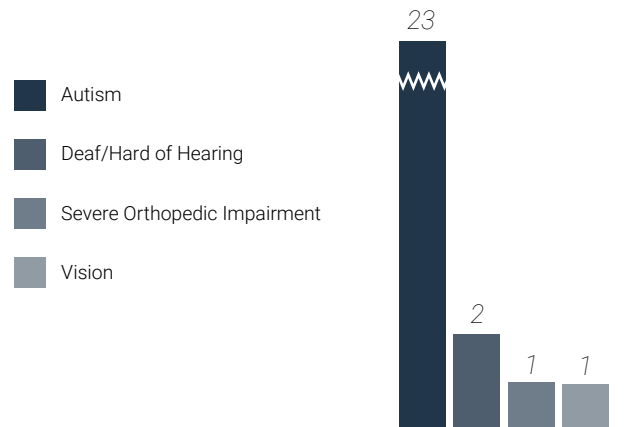
NWRESD Special Education Staff Supporting Neah-Kah-Nie Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD



Neah-Kah-Nie Students Served by NWRESD Special Education



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Neah-Kah-Nie Students

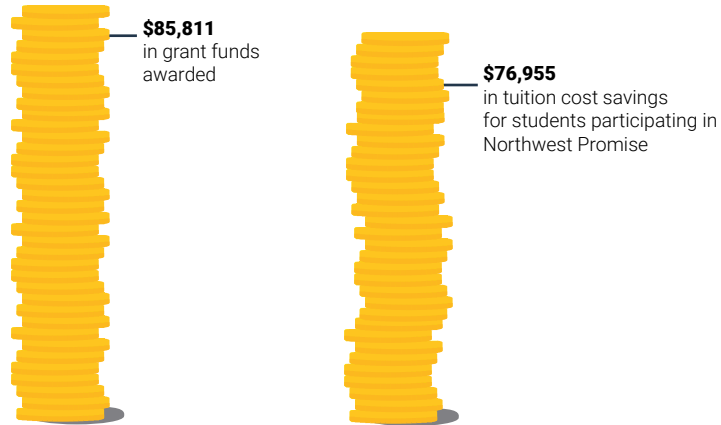


Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of Regional Enrollment (ADM) x annual regional grant award total.

Professional Learning From NWRESD

Network Participants

- 5** 9th Grade Success
- 7** Early Learning
- 3** School Culture and Climate

Additional Services Provided to Neah-Kah-Nie Schools

13

Migrant Students Served

7

Outdoor School Student Leader Volunteers

16

Home School Registrations

1,255

engagements co-facilitated for Student Investment Account planning

69

Outdoor School Participants

830

Northwest Promise College Credits Awarded

53

Truancy Contacts Made

When distance learning began, I had to find ways of reaching kids who have complex communication disorders virtually. I remember my first session with a young man who brought his pets. I have no pets, but I could bring my stuffies. So, surrounded by lizards and bearded dragons, we reestablished our connection while reading "Dragons Love Tacos." I have cooked with my students and shared journals, photos, books and video adventures with them. Through these experiences, I have strengthened my connections with their families. I look forward to the day when I can be in person at my schools again, but I also know my relationships with my students and their families have changed for the best and I hope it continues!

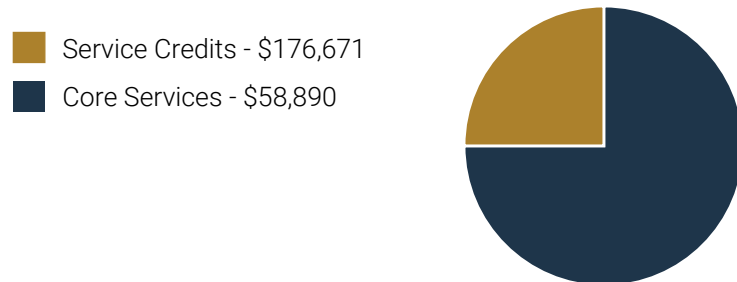
-Robin Pickering, Speech-Language Pathologist



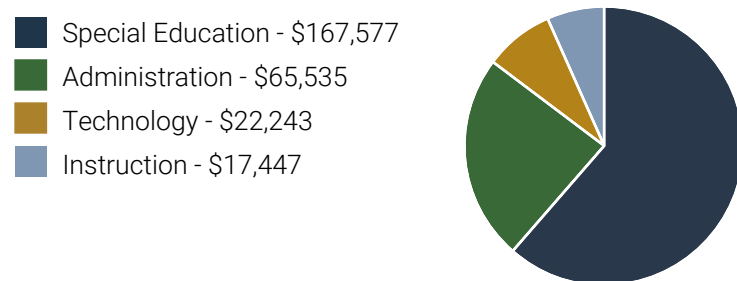
Nestucca Valley School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Administration Total 65,535.00
 Business Services 62,325.00
 Substitute Services 3,210.00

Instruction Total 17,447.34
 Tillamook Education Consortium Membership 15,000.00
 Northwest Promise Membership 2,447.34

Special Education Total 167,576.70
 Staffing Services 157,686.70
 EI/ECSE Evaluations 9,890.00

Technology Total 22,242.68
 Infinite Visions 19,588.82
 Regional Data Warehouse 1,507.61
 Other 1,146.25

Total Spent **\$272,801.72**

Summary of Services - Special Education

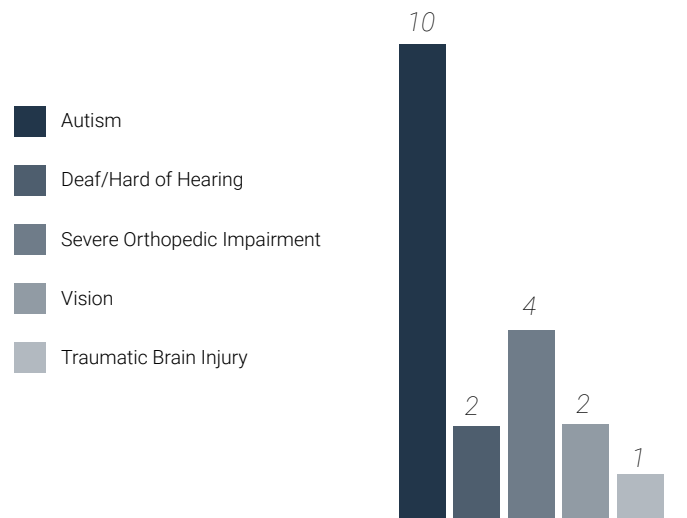
NWRESD Special Education Staff Supporting Nestucca Valley Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD



Nestucca Valley Students Served by NWRESD Special Education



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Nestucca Valley Students

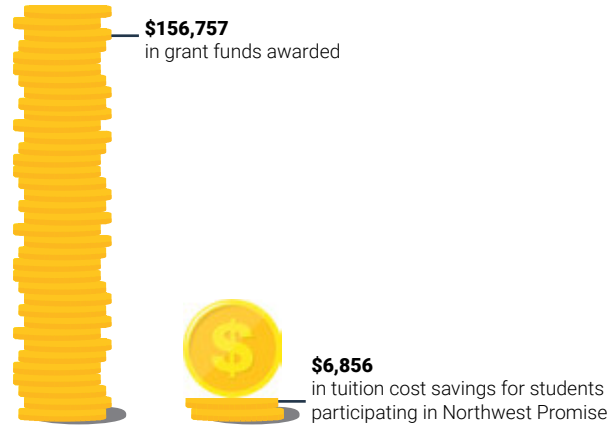


Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of Regional Enrollment (ADM) x annual regional grant award total.

Professional Learning From NWRESD

Network Participants

- 4** 9th Grade Success
- 5** Early Learning

Additional Services Provided to Nestucca Valley Schools

21

Migrant Students Served

727

Substitute Requests Filled

33

Truancy Contacts Made

56

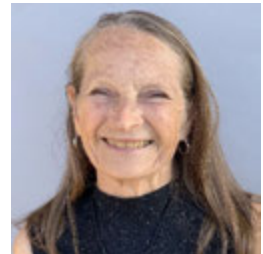
Northwest Promise College Credits Awarded

4

Home School Registrations

Being a speech-language pathologist has got to be one of the most rewarding careers one could choose. I have the opportunity to support Nestucca Valley students academically, socially and emotionally. I work as part of a dedicated team, alongside families, students, coworkers and community members, who share the fervent belief that all children can learn. I am supported by Northwest Regional ESD and its deep respect for local culture, diversity, priorities and challenges in order to offer tailored services and comprehensive resources.

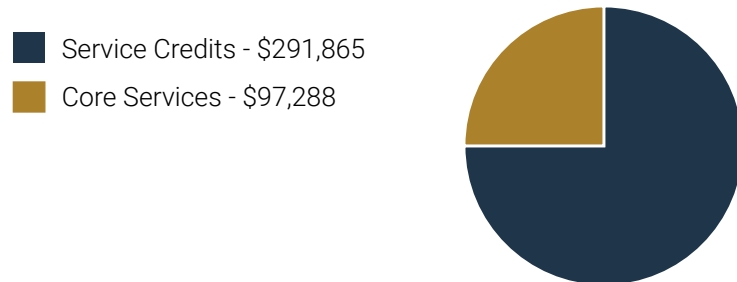
-Dia Norris, Speech-Language Pathologist



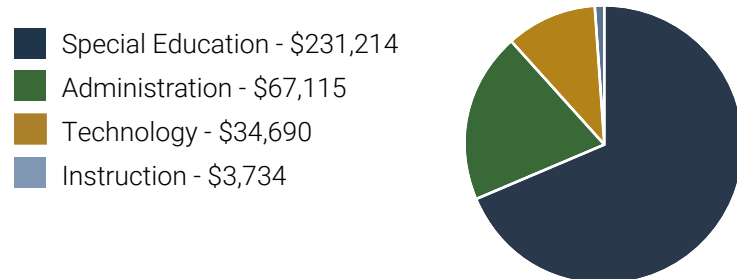
Rainier School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Administration Total **67,115.00**
 Business Services 62,325.00
 Substitute Services 4,790.31

Instruction Total **3,733.93**
 Northwest Promise Membership 3,653.93
 Other 80.00

Special Education Total **231,214.20**
 Staffing Services 210,354.20
 EI/ECSE Evaluations 20,860.00

Technology Total **34,690.10**
 Infinite Visions 18,938.75
 Technology Support 11,500.00
 Other 4,251.35

Total Spent **\$336,753.54**

Summary of Services - Special Education

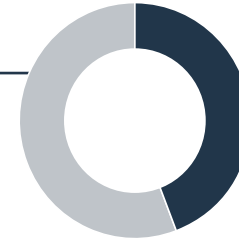
NWRESD Special Education Staff Supporting Rainier Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD

30

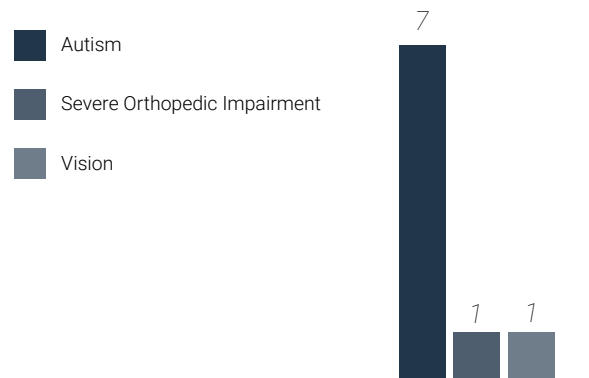
Rainier babies, infants and children—and their families—received support services



24

Rainier babies, infants and children were screened or evaluated

Rainier Students Served by NWRESD Special Education



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Rainier Students



Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of Regional Enrollment (ADM) x annual regional grant award total.

Additional Services Provided to Rainier Schools

6

Migrant Students Served

1,148

Substitute Requests Filled

68

Truancy Contacts Made

152

Northwest Promise College Credits Awarded

27

Home School Registrations

574

engagements co-facilitated for Student Investment Account planning

Professional Learning From NWRESD

Network Participants

4

9th Grade Success

3

School Culture and Climate

Equity Professional Learning

1

educators registered for Cascade Alliance for Equity conferences

Since we began working with Rainier School District, Northwest Regional ESD's business services team has been able to simplify processes while adding greater financial internal controls to safeguard district assets. We are constantly working to improve financial processes for the district. For example, when Rainier had difficulties balancing the budget this past year, our teams were able to devise a plan to remedy the deficit. Because of our partnership and collaboration, Rainier was able to end the year with a positive ending fund balance without negatively affecting students.

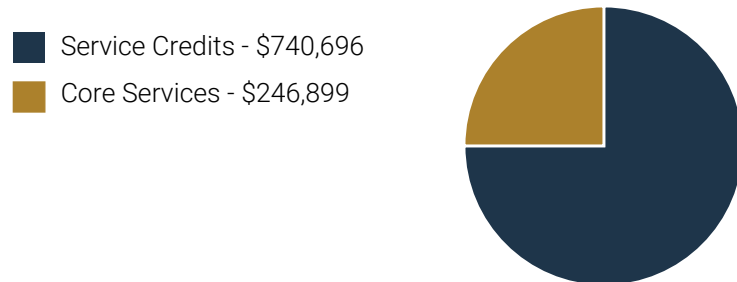
-Scotti Erickson, Business Manager



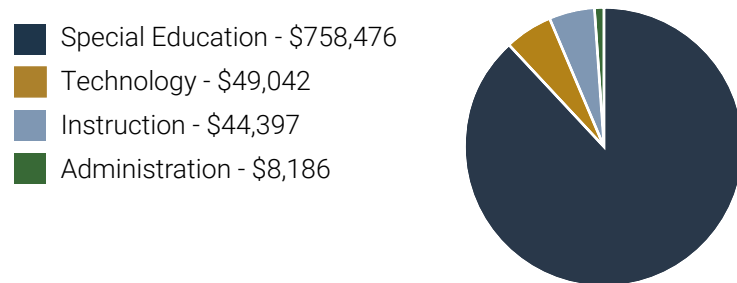
Scappoose School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Administration Total 8,186.41
 Substitute Services 8,186.41

Instruction Total 44,397.00
 Outdoor School 23,230.80
 Northwest Promise Membership 10,505.20
 Truancy 7,686.00
 Workshops and Trainings 2,975.00

Special Education Total 758,476.06
 Staffing Services 396,592.92
 Student Programs/Classrooms 319,310.64
 Other 42,572.50

Technology Total 49,042.40
 Infinite Visions 33,797.25
 CRIS - Background Checks 11,500.00
 Other 3,745.15

Total Spent \$860,101.87

Summary of Services - Special Education

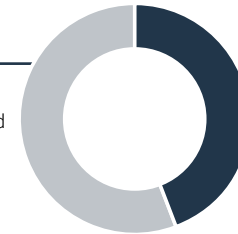
NWRESD Special Education Staff Supporting Scappoose Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD

60

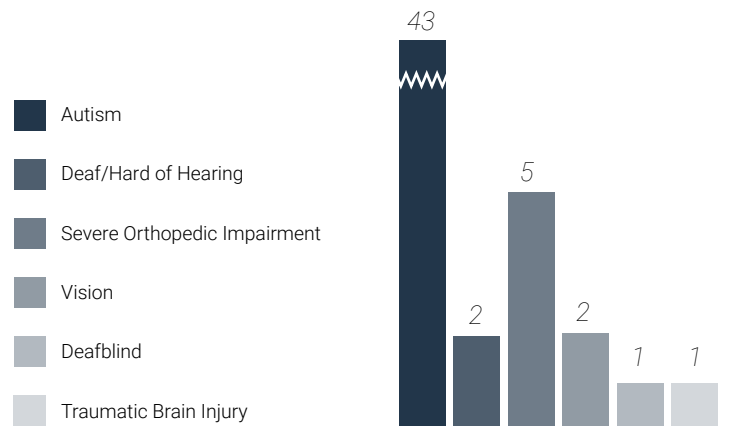
Scappoose babies, infants and children—and their families—received support services



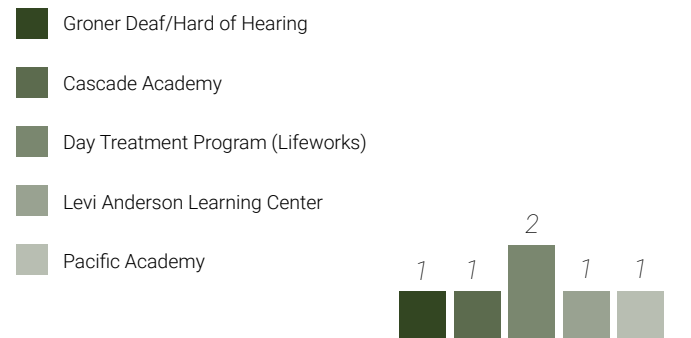
48

Scappoose babies, infants and children were screened or evaluated

Scappoose Students Served by NWRESD Special Education



Scappoose Students in NWRESD's K-12 Classrooms



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Scappoose Students

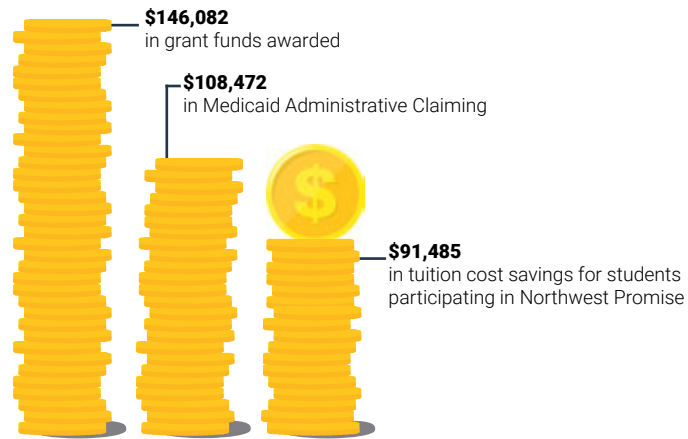


Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of Regional Enrollment (ADM) x annual regional grant award total.

Professional Learning From NWRESD

Network Participants

- 5** Early Learning
- 9** School Culture and Climate

Additional Services Provided to Scappoose Schools

65

Migrant Students Served

5

Outdoor School Student Leader Volunteers

22

Home School Registrations

240

engagements co-facilitated for Student Investment Account planning

186

Outdoor School Participants

452

Northwest Promise College Credits Awarded

50

Truancy Contacts Made

The Northwest STEM Hub has been collaborating with Scappoose School District and local community partners to establish the Columbia Works paid internship program with applied learning opportunities for local youth. With the ultimate goal of developing a K-12 career pathway to OMIC, we built courses leading Scappoose High School students to eight paid internship opportunities at OMIC R&D in 2020. This would not have been possible without the incredible work of Scappoose educators and counselors!

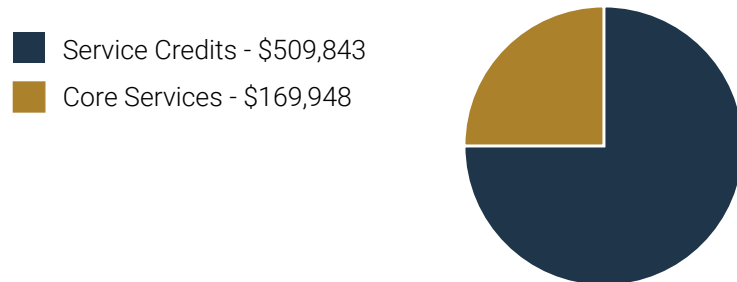
-Myronda Schiding, School Improvement Specialist: STEM & CTE



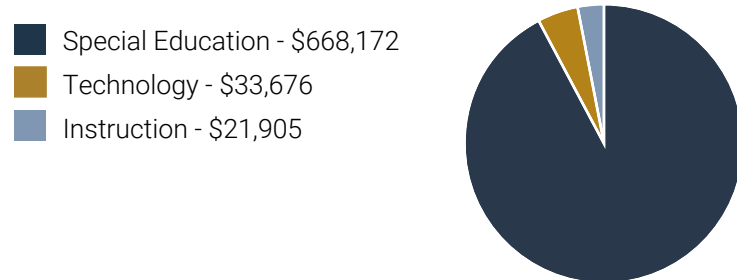
Seaside School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Instruction Total **21,904.64**
 Outdoor School 14,821.20
 Northwest Promise Membership 7,083.44

Special Education Total **668,171.67**
 Staffing Services 603,725.59
 EI/ECSE Evaluations 47,160.00
 Other 17,286.08

Technology Total **33,675.92**
 Infinite Visions 25,872.81
 Regional Data Warehouse 4,319.00
 Other 3,484.11

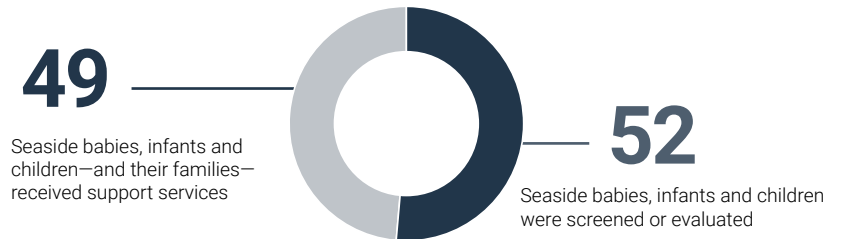
Total Spent **\$723,752.23**

Summary of Services - Special Education

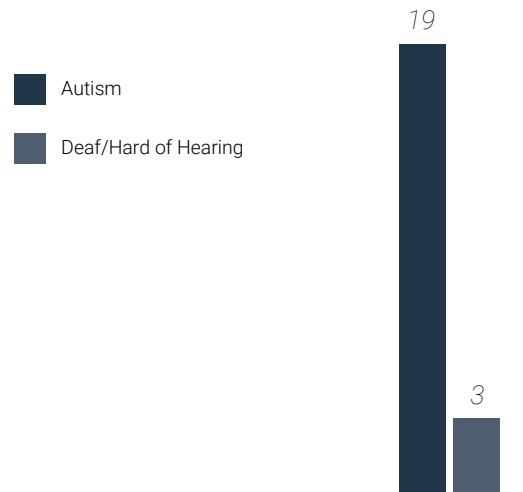
NWRESD Special Education Staff Supporting Seaside Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD



Seaside Students Served by NWRESD Special Education



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Seaside Students

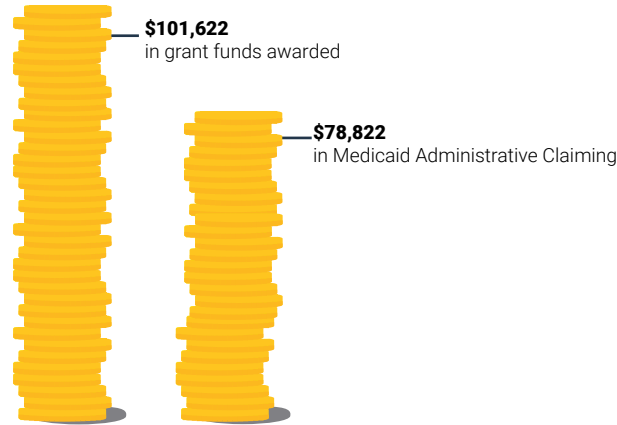
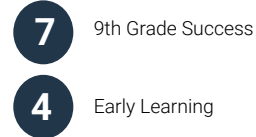


Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of Regional Enrollment (ADM) x annual regional grant award total.

Professional Learning From NWRESD

Network Participants



Additional Services Provided to Seaside Schools

11

Migrant Students Served

138

Outdoor School Participants

16

Home School Registrations

1

Truancy Contact Made

Last year the speech team at Gearhart Elementary, Sam Spies and Beth Catt and I, teamed up for a weekly group focusing on autism awareness for three elementary students identified with autism. With the support of their general education and special education team, the three of us collaborated to provide instruction focused on helping them understand how autism gave them both challenges to overcome and gifts to celebrate. After meeting over several months, teachers and parents shared the huge gains in how the students advocated for themselves by explaining their needs as it related to their autism. A huge success!

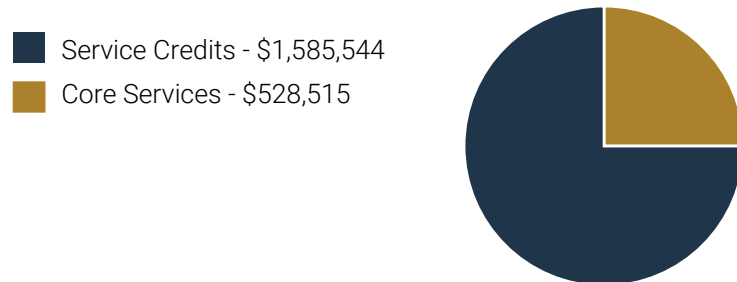
-Stacie Peeler, Autism Spectrum Disorder Specialist



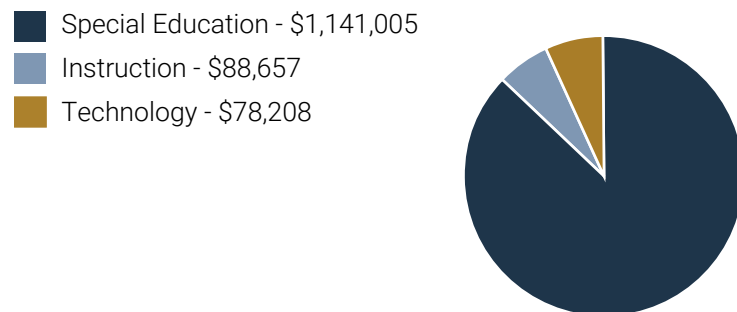
Sherwood School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Instruction Total	88,657.16
Outdoor School	41,886.00
Northwest Promise Membership	20,967.98
Diverse Educator Pathway	20,000.00
Other	5,803.18

Special Education Total	1,141,005.41
Student Programs/Classrooms	628,905.12
Staffing Services	456,835.29
Other	55,265.00

Technology Total	78,208.75
Infinite Visions	49,158.17
CRIS - Background Checks	15,380.75
Other	13,669.83

Total Spent **\$1,307,871.32**

Summary of Services - Special Education

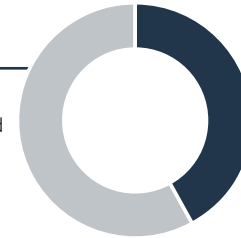
NWRESD Special Education Staff Supporting Sherwood Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD

84

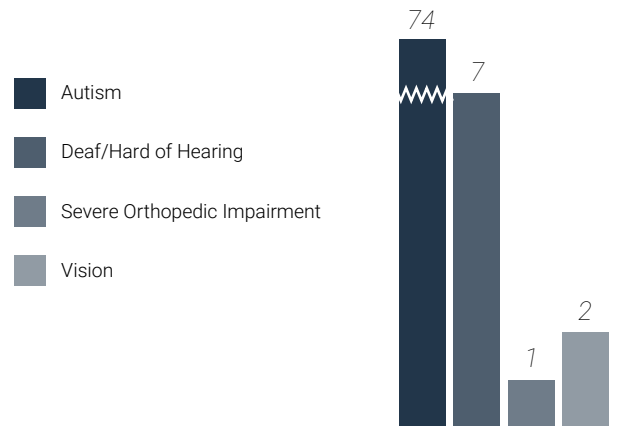
Sherwood babies, infants and children—and their families—received support services



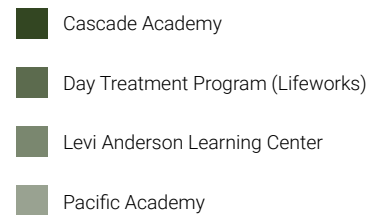
61

Sherwood babies, infants and children were screened or evaluated

Sherwood Students Served by NWRESD Special Education

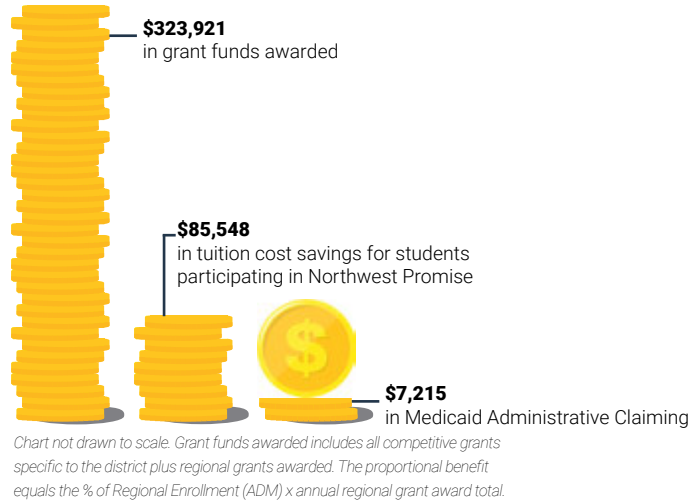


Sherwood Students in NWRESD's K-12 Classrooms



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Sherwood Students



Professional Learning From NWRESD

- 25** Administrators received equity professional development
- 11** Educators were part of the early learning network
- 10** hours of training delivered by the Office of Equity, Diversity and Inclusion
- 14** educators registered for Cascade Alliance for Equity conferences

Additional Services Provided to Sherwood Schools

2
Diverse Educator Pathway Participants

425
Outdoor School Participants

437
Northwest Promise College Credits Awarded

21
Truancy Contacts Made

11
Migrant Students Served

14
Outdoor School Student Leader Volunteers

48
Home School Registrations

What makes Sherwood administrators unique is how open and eager their leadership is to learn about racial equity. I can feel their energy when I step in the room. I can feel their passion and their desire to learn how to be more equitable and inclusive for their students and school community. When I asked the group about how we could make people care about microaggressions, one staff member said, "I don't know, but I'm here to learn and help figure it out." Cuddles to Sherwood for being positive optimists. That's what makes their team of educators stand out!

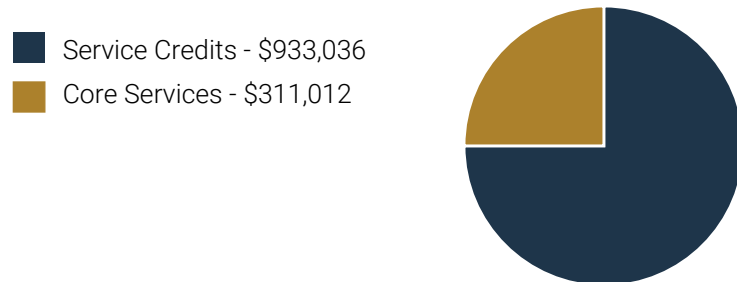
-Yashica Island, Equity Professional Development Specialist



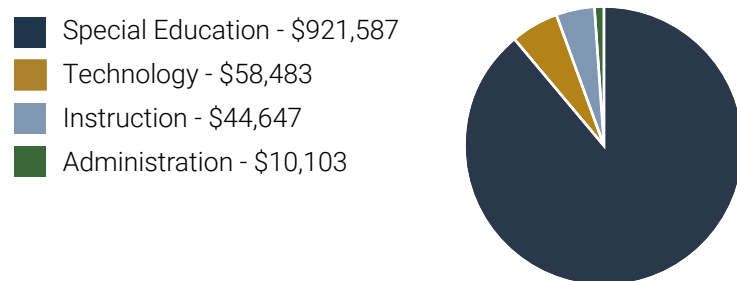
St. Helens School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Administration Total 10,102.97
 Substitute Services 10,102.97

Instruction Total 44,647.47
 Outdoor School 29,232.00
 Northwest Promise Membership 11,640.97
 Other 3,774.50

Special Education Total 921,586.72
 Staffing Services 823,723.60
 EI/ECSE Evaluations 76,490.00
 Other 21,373.12

Technology Total 58,482.69
 Infinite Visions 36,717.71
 Public School Works 7,767.50
 Other 13,997.48

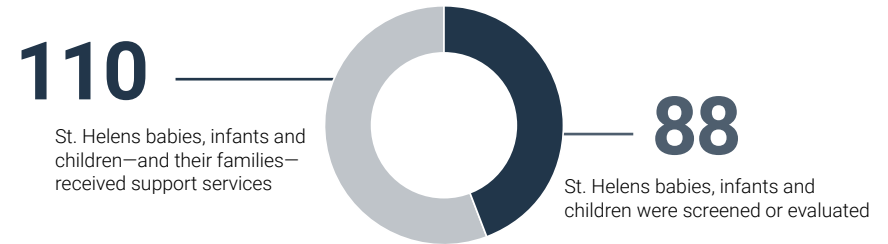
Total Spent **\$1,034,819.85**

Summary of Services - Special Education

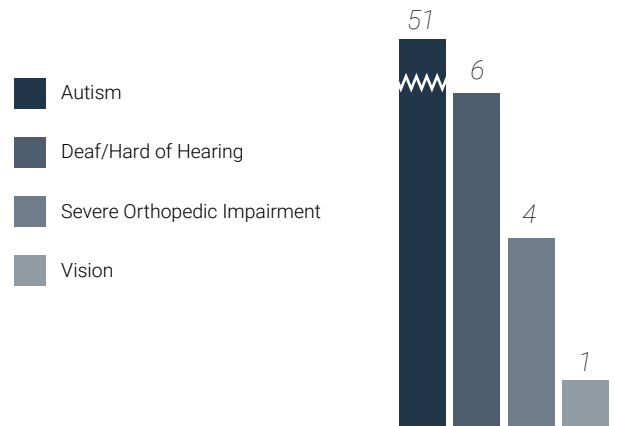
NWRESD Special Education Staff Supporting St. Helens Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD



St. Helens Students Served by NWRESD Special Education



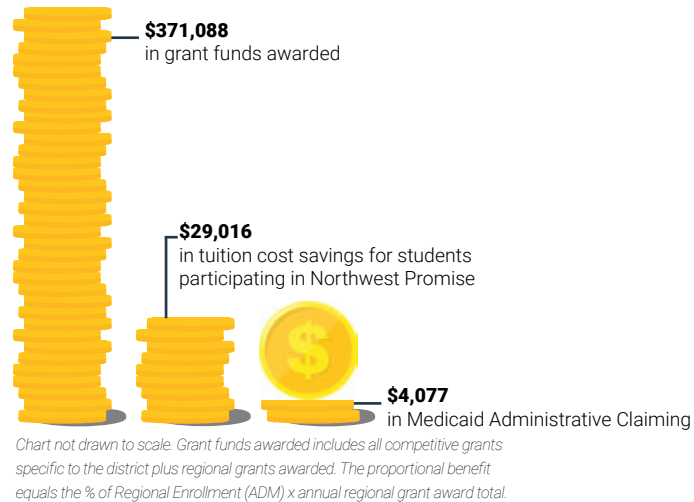
St. Helens Students in NWRESD's K-12 Classrooms

Groner Deaf/Hard of Hearing



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for St. Helens Students



Professional Learning From NWRESD

Network Participants

- 7** 9th Grade Success
- 1** Early Learning

Additional Services Provided to St. Helens Schools

2

Migrant Students Served

16

Outdoor School Student Leader Volunteers

2,860

Substitute Requests Filled

38

Truancy Contacts Made

210

Outdoor School Participants

156

Northwest Promise College Credits Awarded

30

Home School Registrations

As a key community partner in Columbia County, St. Helens School District has partnered closely with Child Care Resource & Referral to improve the experiences and outcomes for children and families by supporting child care providers. Over the course of the pandemic, Martine Barnett, Director of Early Learning, has partnered with me to build deeper community connections. She has also worked to ensure provider voices are heard and that families' needs are met.

-Dorit Harvey-Skidmore, Preschool Promise Instructional Coach

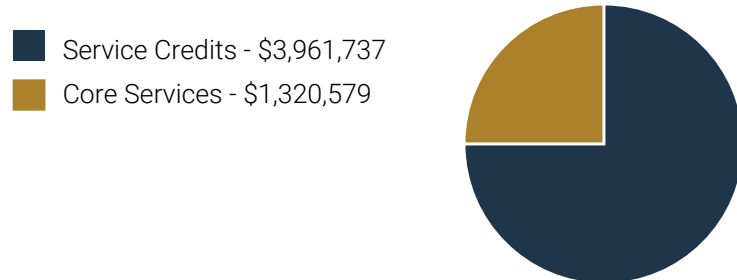
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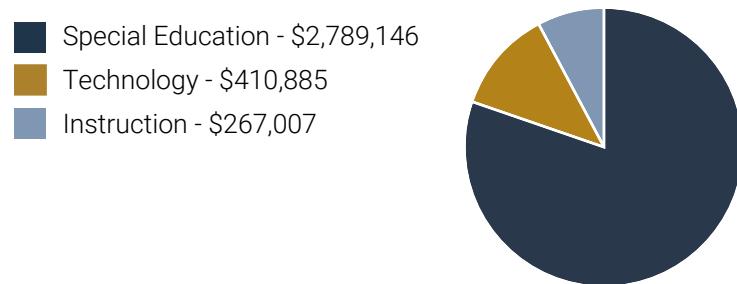
Tigard-Tualatin School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Instruction Total	267,006.84
Outdoor School	128,942.06
Northwest Promise Membership	59,363.46
Cascade Education Corps	51,489.32
Other	27,212.00

Special Education Total	2,789,146.23
Staffing Services	1,602,485.15
Student Programs/Classrooms	934,191.08
Other	252,470.00

Technology Total	410,885.36
Infinite Visions	148,420.54
Technology Support	92,927.2
Technology Purchasing	72,532.39
Synergy Applications	54,160.83
Other	42,844.40

Total Spent\$3,467,038.43

Summary of Services - Special Education

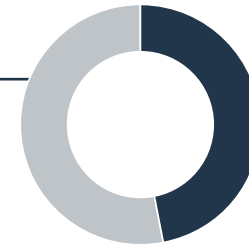
NWRESD Special Education Staff Supporting Tigard-Tualatin Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD

267

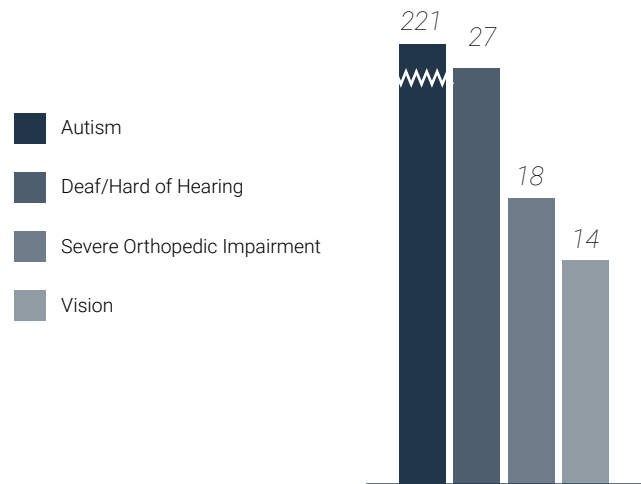
Tigard-Tualatin babies, infants
and children—and their families—
received support services



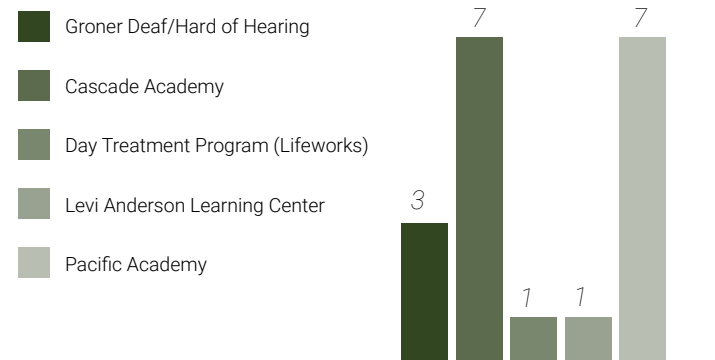
238

Tigard-Tualatin babies, infants and
children were screened or evaluated

Tigard-Tualatin Students Served by NWRESD Special Education

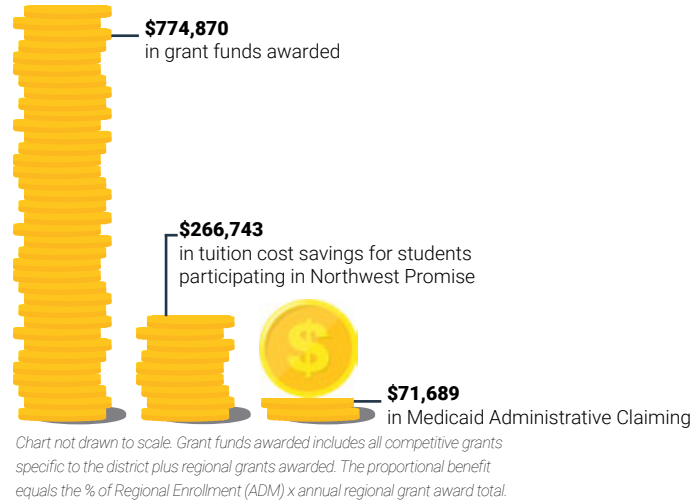


Tigard-Tualatin Students in NWRESD's K-12 Classrooms



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Tigard-Tualatin School District



Professional Learning From NWRESD

Network Participants

19 9th Grade Success

10 Early Learning

Equity Professional Learning

33 educators registered for Cascade Alliance for Equity conferences

Additional Services Provided to Tigard-Tualatin Schools

3
Diverse Educator Pathway Participants

907
Outdoor School Participants

1,168
Northwest Promise College Credits Awarded

113
Truancy Contacts Made

45
Migrant Students Served

53
Outdoor School Student Leader Volunteers

125
Home School Registrations

Typically each winter, I offer a parent workshop specifically focused on helping parents and caregivers communicate better with their children. Many families who live in the Tigard-Tualatin School District attend these workshops, and later share that it is so beneficial to collaborate and learn with families whose children are experiencing the same challenges. Offering this program to our families is one of the most rewarding parts of my job and is a key component of preparing children ages 1-5 for kindergarten.

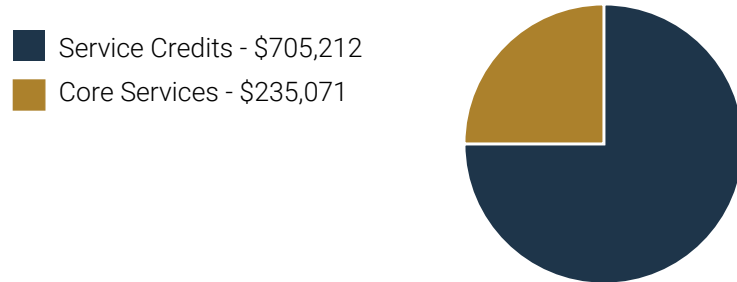
-Brenda Hancock, Early Childhood Education Specialist



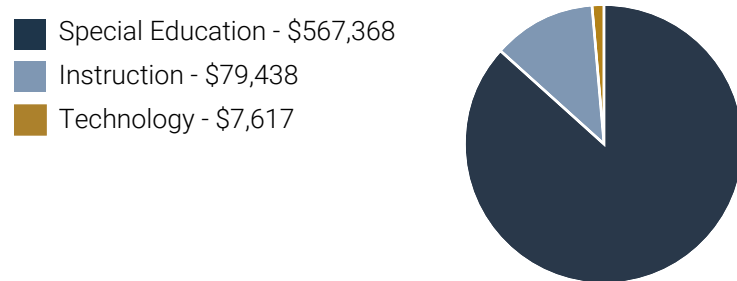
Tillamook School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Instruction Total	79,438.11
Assessment Coordinator	48,233.00
Tillamook Education Consortium Membership	15,000.00
Northwest Promise Membership	9,275.11
Other	6,930.00

Special Education Total	567,367.59
Staffing Services	517,402.59
EI/ECSE Evaluations	49,030.00
Other	935.00

Technology Total	7,616.67
Regional Data Warehouse	5,652.17
CRIS - Background Checks	1,623.50
Other	341.00

Total Spent \$654,422.37

Summary of Services - Special Education

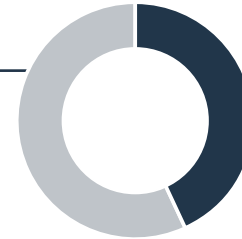
NWRESD Special Education Staff Supporting Tillamook Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD

59

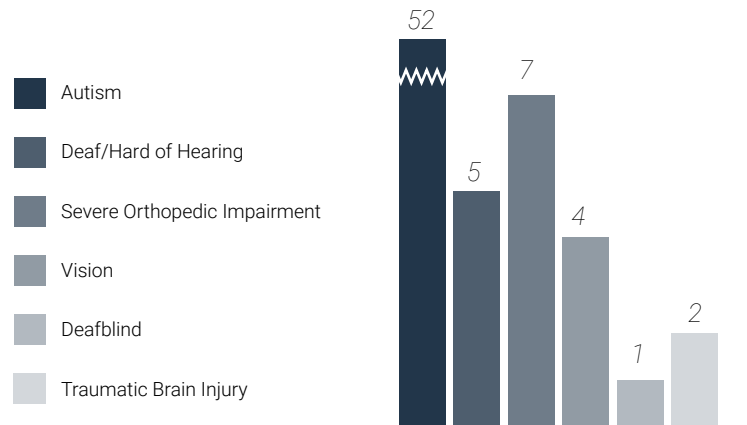
Tillamook babies, infants and children—and their families—received support services



45

Tillamook babies, infants and children were screened or evaluated

Tillamook Students Served by NWRESD Special Education



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Tillamook Students

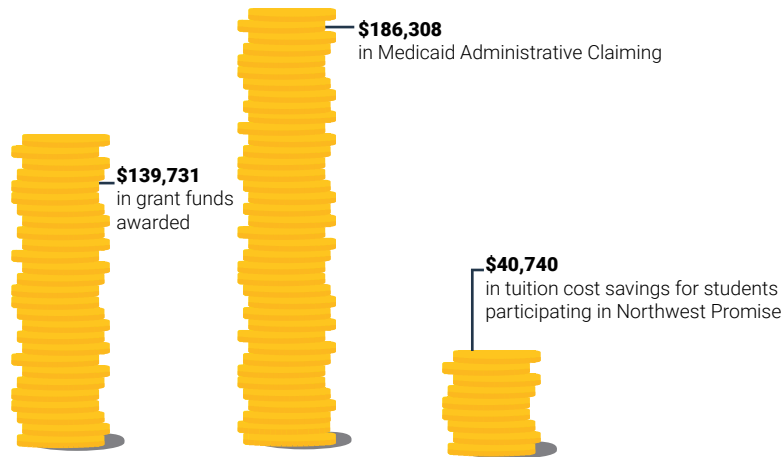


Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of Regional Enrollment (ADM) x annual regional grant award total.

Professional Learning From NWRESD

Network Participants

6 9th Grade Success

Equity Professional Learning

2 educators registered for Cascade Alliance for Equity conferences

Additional Services Provided to Tillamook Schools

118

Migrant Students Served

21

Home School Registrations

449

Northwest Promise College Credits Awarded

Tillamook School District has been a strong and consistent partner in offering parent cafés to families in their schools. With leadership from Tillamook educators Jennifer Guarcello, Molly Sappington, Dixie Lee and Connie Sutton, Parent Cafés build parent-to-parent connections, teach parents about child development and promote resilience. TSD has brought together more than 100 parents and caregivers since 2018. Participants later said they felt a sense of connectedness with others and appreciated knowing they are not alone and have similar challenges as parents.

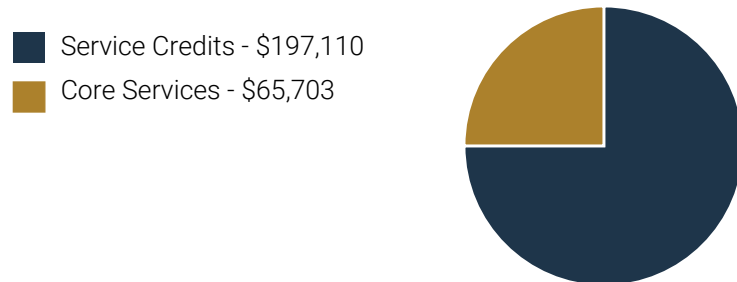
-Elena Barreto, School Outreach Coordinator, Early Learning Hub



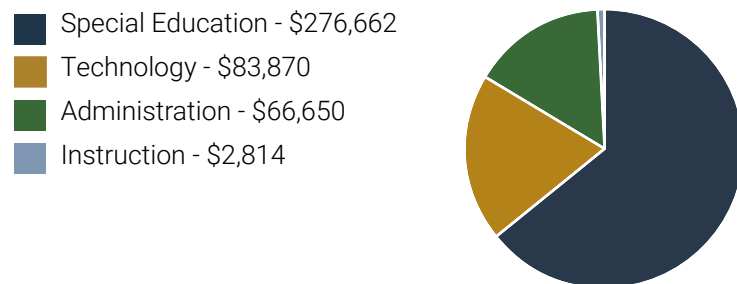
Vernonia School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Administration Total 66,650.47
 Business Services 62,325.00
 Substitute Services 4,325.47

Instruction Total 2,814.32
 Northwest Promise Membership 2,749.32
 Other 65.00

Special Education Total 276,662.02
 Staffing Services 159,990.02
 Student Programs/Classrooms 106,162.00
 Other 10,510.00

Technology Total 83,870.48
 Technology Purchases 49,815.67
 Technology Support 17,070.00
 Other 16,984.81

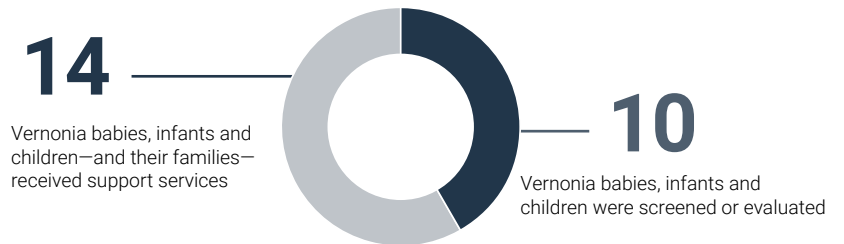
Total Spent **\$429,997.29**

Summary of Services - Special Education

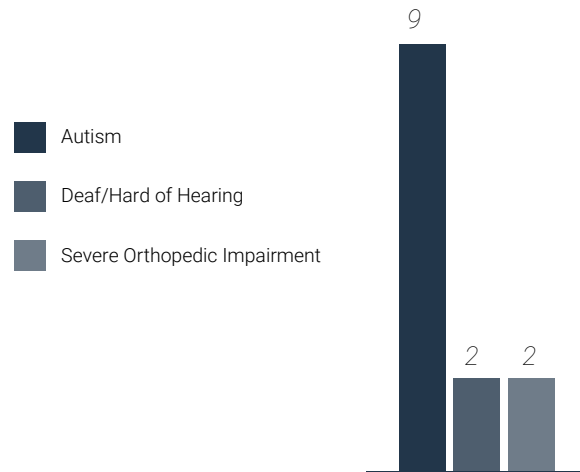
NWRESD Special Education Staff Supporting Vernonia Schools



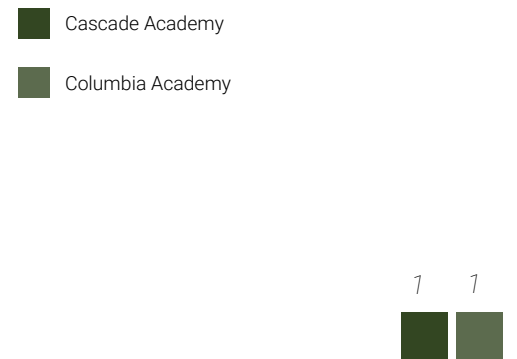
Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD



Vernonia Students Served by NWRESD Special Education



Vernonia Students in NWRESD's K-12 Classrooms



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Vernonia Students

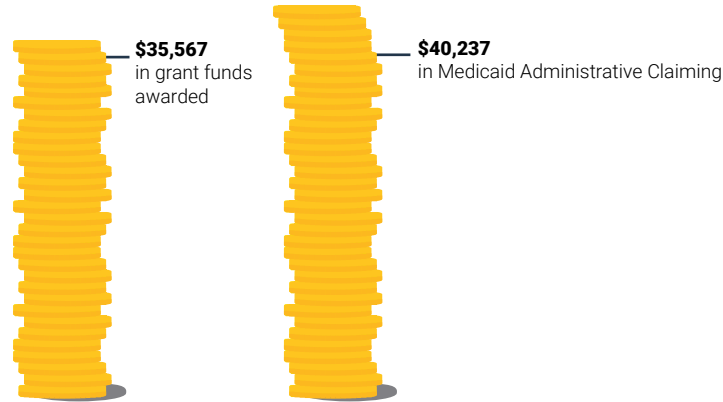


Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of Regional Enrollment (ADM) x annual regional grant award total.

Additional Services Provided to Vernonia Schools

2

Migrant Students Served

746

Substitute Requests Filled

5

Home School Registrations

469

engagements co-facilitated for Student Investment Account planning

Professional Learning From NWRESD

Network Participants

- 5** 9th Grade Success
- 7** Early Learning
- 8** School Culture and Climate

Equity Professional Learning

- 8** hours of training delivered by the Office of Equity, Diversity and Inclusion
- 1** educators registered for Cascade Alliance for Equity conferences

Working at NWRESD and with Vernonia School District, I have witnessed a culture of collaboration and teamwork like nowhere else, including back in India. The educators in Vernonia stand out from the rest due to their willingness to go the extra step to make sure all collaborators are closely aligned and working in sync. It creates perfect harmony and timely payroll closures every month.

-Ritu Patra, Accounting Support Specialist

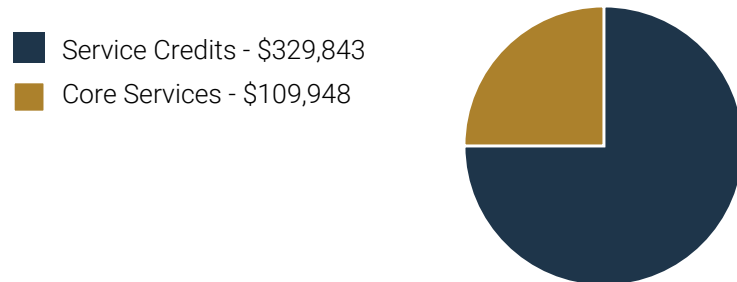
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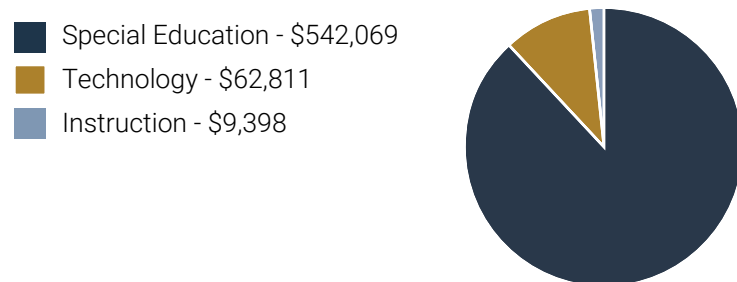
Warrenton-Hammond School District

For a description of the services referenced, see page 8 of this document.

Local Service Plan Allocation



Total Expenditures by Service Category



Summary of Services Purchased

Instruction Total	9,398.06
Northwest Promise Membership	4,430.06
Workshops/Training	3,870.00
Truancy Officers/Attendance	1,098.00

Special Education Total	542,068.64
Staffing Services	495,723.60
EI/ECSE Evaluations	36,580.00
Other	9,765.04

Technology Total	62,811.09
Technology Support	28,904.50
Infinite Visions	19,603.61
Other	14,302.98

Total Spent	\$614,277.79
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Summary of Services - Special Education

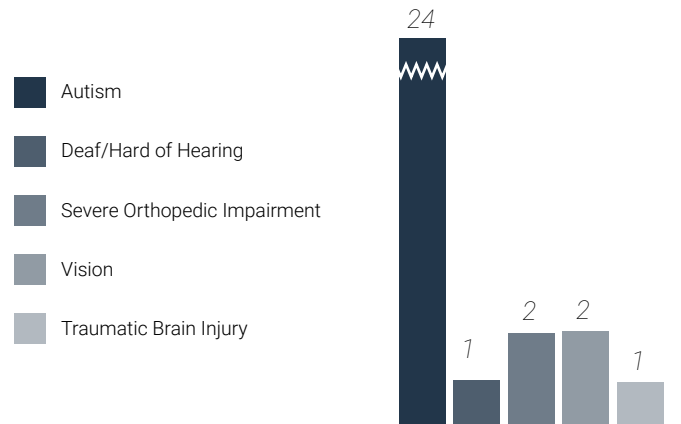
NWRESD Special Education Staff Supporting Warrenton-Hammond Schools



Early Intervention/Early Childhood Special Education (EI/ECSE) Birth to Age 5 Services From NWRESD



Warrenton-Hammond Students Served by NWRESD Special Education



Summary of Services - Administration, Instruction and Technology

Funds Leveraged by NWRESD for Warrenton-Hammond Students



Chart not drawn to scale. Grant funds awarded includes all competitive grants specific to the district plus regional grants awarded. The proportional benefit equals the % of Regional Enrollment (ADM) x annual regional grant award total.

Additional Services Provided to Warrenton-Hammond Schools

44

Migrant Students Served

7

Home School Registrations

Professional Learning From NWRESD

Network Participants

6

9th Grade Success

Equity Professional Learning

12

hours of training delivered by the Office of Equity, Diversity and Inclusion

The education team at Warrenton-Hammond School District works collaboratively to support our students and their best interests. Teachers and specialists often work together to think about and discuss the students' needs holistically. They often exchange ideas on how to connect with students and their families to promote their educational and social-emotional well-being. Teachers exemplify the same "flexible thinking" that they encourage in students in order to better adapt to the changing needs of our students.

-Paulette Rubio, Speech-Language Pathologist



2021-22 Local Service Plan

Section 04

About the Local Service Plan

Every fall, we work collaboratively with our school district partners to develop next school year's Local Service Plan. Services in the Local Service Plan are funded through the State School Fund (SSF) and local property taxes. The plan includes Core Services, which are shared among school districts; and it includes a Menu of services available for individual districts to purchase with Local Service Plan service credit allocations or through other funding sources.

The Oregon State Legislature has defined the purpose of Oregon education service districts:

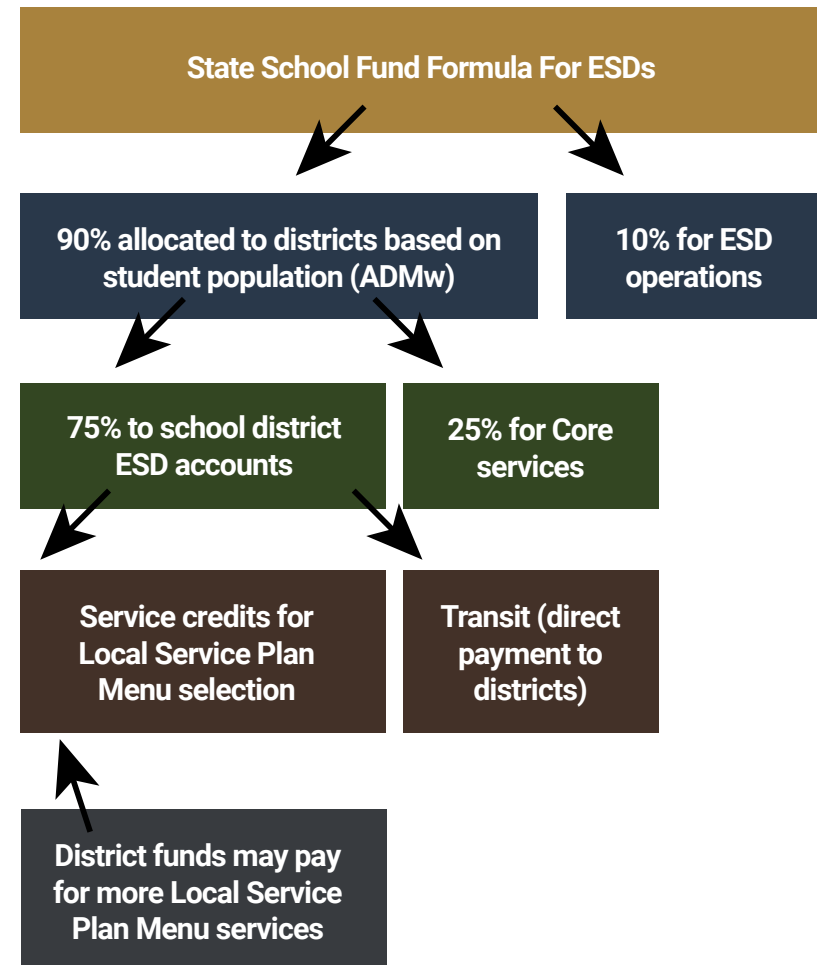
"The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high quality, cost-effective and locally responsive educational services at a regional level."

The Local Service Plan must address four areas as outlined in ORS 334.175:

- Special Education
- Technology
- Instructional (referred to as school improvement in ORS)
- Administrative

New this year, the Local Service Plan must also include our Student Success Act plan, as required by HB 3427 Section 25.

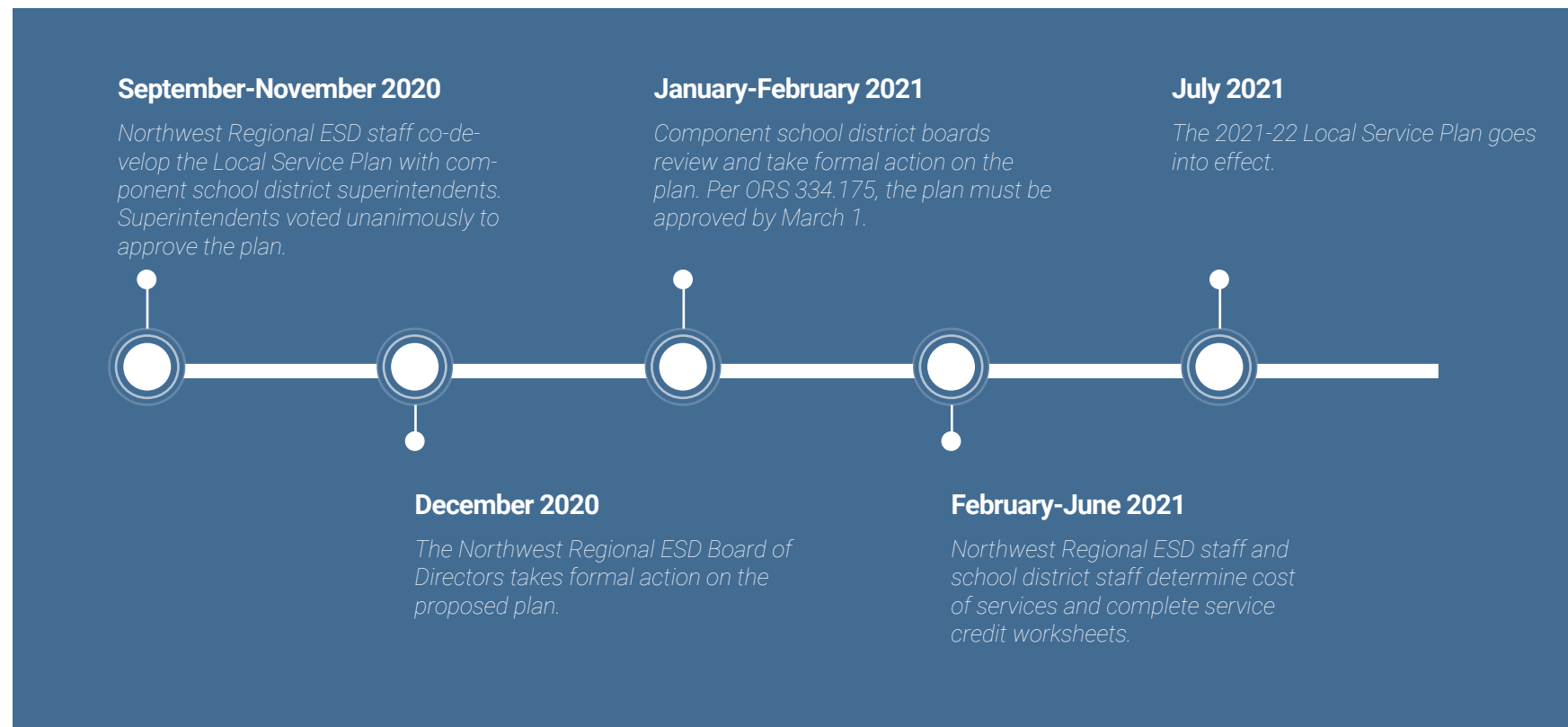
Local Service Plan Funding Flow



Timeline for Development and Approval Process

After school district superintendents approve the proposed Local Service Plan, our board of directors adopts the plan. The proposed plan must then be approved on or before March 1 by resolution of two-thirds of the component school districts that are a part of the

education service district and that have at least a majority of the pupils included in the average daily membership of the education service district, as determined by the reports of such school districts for the preceding year, enrolled in the schools of the school districts.



Local Service Plan - Core Summary

Assumptions - \$9.1 Billion State School Fund (SSF)

1. Available revenue is projected based on 49% allocation in year one of biennium
2. Flat to declining enrollment region-wide
3. Districts with declining enrollment between 2019-20 and 2020-21 "held harmless" and not further docked for projections
4. No additions to Core Services are proposed. All remaining money will flow to county allocations
5. Increase (approx 2.5%) is projected for cost of technology services due to inflationary factors offset by PERS rate reduction
6. Increase (approx 2.5%) from \$4.67/ADMw to \$4.79/ADMw for Professional Development Strands

Core Services Include

Technology

- Network Services
- Help Desk
- Application Support and Development (OR SpEd, Home School, Truancy Application, Restraint & Seclusion, App Development)
- Technical Engineering Coop
- Information Systems (Synergy, Edupoint, Forecast5)
- Library Services

Instructional Services

- Professional Development Strands
- Regional Innovations

Miscellaneous Services

- Home School
- Emergency Closure Network

County Allocations

	2021-22 SSF Estimated 49% of \$9.1 GRB	2020-21 SSF Estimate 6.26.20	Variance
Estimated SSF Allocation as GRB	\$ 49,049,000	\$ 50,797,998	(1,748,998)
ESD Operations @ 10%	4,904,900	5,079,800	(174,900)
Local Service Plan @ 95%	44,144,100	45,718,198	(1,574,098)
Beaverton (39.69%)	17,521,565	17,875,065	(353,500)
Hillsboro (19.96%)	8,818,539	9,202,378	(383,839)
Amount Available for 18 Districts	17,803,976	18,640,755	(836,779)
CORE Services - 25% of Plan	4,450,994	4,660,189	(209,195)
Service Credits - 75% of Plan	\$ 13,352,982	\$ 13,980,566	(627,584)

Projected NWRESD 2021-22 Local Service Plan: Core Services Budget		
Program	2020-21 Projected Budget	2021-22 Projected Budget
Instructional Services		
Professional Development Strands BSD + HSD	343,050	355,011
Professional Development Strands CORE Dist	236,221	239,961
Regional Innovations Fund BSD + HSD	618,750	634,219
Total Instructional Services	\$ 1,198,021	\$ 1,229,191
Technology		
Network Services	339,827	348,323
Help Desk	115,763	118,658
Application Support/Development	528,234	541,440
Technical Engineering Coop	440,447	451,458
Student Information System	844,497	865,609
Library Services	168,979	173,204
Total Technology Services	2,437,748	2,498,691
Miscellaneous Services		
Miscellaneous		
Home School	15,000	15,000
Emergency Closure Network	10,500	10,500
County Allocations	1,699,798	1,686,842
Total Miscellaneous Services	1,725,298	1,712,342
Total Core Services	\$ 5,361,067	\$ 5,440,224

Local Service Plan - County Allocations

Projected NWRESD 2020-21 Local Service Plan: Allocations

County

Total Available for Allocation	\$	1,686,842
Base per County =	\$	125,000 x 4 = 500,000
Available by ADMW		1,186,842

County	District	Resolution Plan ADMW w/ Growth	County Base	Allocation Outside of Base	Total 2021-22 Allocation Per County	Total 2020-21 Allocation Per County	Increase
Clatsop	Astoria	2,205.7					
	Jewell	311.5					
	Knapapa	669.0					
	Seas de	1,981.0					
	Warrenton-Hammond	1,247.7					
	Total Clatsop County	6,414.9	\$ 125,000	\$ 151,873	\$ 276,873	\$ 278,460	\$ (1,587)
Columbia	Clatskanie	946.2					
	Rainier	1,057.1					
	Scappoose	2,788.8					
	St. Helens	3,348.4					
	Vernonia	817.6					
	Total Columbia County	8,967.9	125,000	212,317	337,317	340,387	(3,070)
Tillamook	Neah-Kah-Nie	1,041.8					
	Nestucca Valley	693.9					
	Tillamook	2,690.1					
	Total Tillamook County	4,425.9	125,000	104,793	229,793	230,695	(912)
Washington	Banks	1,318.6					
	Forest Grove	7,539.3					
	Gaston	748.1					
	Sherwood	5,981.3					
	Tigard-Tualatin	14,724.4					
	Total Washington County	30,321.6	125,000	717,869	842,869	850,256	(7,387)
TOTAL		50,130.3	\$ 500,000	\$ 1,186,842	\$ 1,686,842	\$ 1,699,798	\$ (12,956)

Local Service Plan - Menu Summary

Projected Service Credits

County	District	ODE Report 5/3/2020 2018-19 Ex. ADMe	ODE Report 4/28/2020 2019-20 Ex. ADMe	Growth	Local Service Plan ADMe w/ Growth	% of Total	Estimated 2021-22 Service Credit Allocation	Amount per ADMe	SSF 6.26.20 2020-21 Service Credit Allocation	Variance
Clatsop	Astoria	2,205.66	2,200.71	(5.0)	2,205.66	4.40%	\$ 587,512	\$ 266.37	\$ 613,998	\$ (26,486)
	Jesell	295.66	303.70	7.8	311.54	0.62%	82,964	266.37	83,070	(96)
	Knappa	665.63	667.33	1.7	669.03	1.33%	178,207	266.37	185,622	(7,415)
	Seaside	1,980.86	1,953.88	(27.1)	1,980.86	3.95%	527,660	266.37	557,464	(29,794)
	Warrenton-Hammond	1,347.68	1,246.75	(0.9)	1,347.68	2.49%	332,339	266.37	348,043	(15,704)
Columbia	Clatskanie	946.17	929.50	(16.7)	946.17	1.89%	252,027	266.37	258,810	(6,783)
	Rainier	1,045.99	1,051.62	5.5	1,057.05	2.11%	281,562	266.37	293,349	(11,787)
	Scappoose	2,798.76	2,772.79	(26.0)	2,798.76	5.58%	746,493	266.37	786,034	(39,541)
	St. Helens	3,348.35	3,263.82	(54.5)	3,348.35	6.68%	881,885	266.37	951,295	(69,410)
	Vernonia	757.78	787.70	28.9	817.61	1.63%	217,793	266.37	211,291	6,492
Tillamook	Neah-Kah-Nie	1,030.66	1,036.24	5.6	1,041.82	2.00%	277,505	266.37	288,464	(10,959)
	Nestucca Valley	684.65	689.28	4.6	693.91	1.38%	184,834	266.37	193,385	(8,551)
	Tillamook	2,655.26	2,672.69	17.4	2,690.12	5.37%	716,555	266.37	749,758	(33,203)
Washington	Banks	1,278.68	1,298.83	20.0	1,318.58	2.63%	351,224	266.37	359,240	(8,016)
	Forest Grove	7,497.75	7,518.51	20.8	7,529.27	15.04%	2,008,202	266.37	2,088,817	(80,615)
	Gaston	748.12	714.62	(33.5)	748.12	1.49%	199,273	266.37	211,641	(12,368)
	Shenwood	5,991.30	5,931.18	(60.1)	5,991.30	11.95%	1,695,876	266.37	1,661,713	(34,163)
	Tigard-Tualatin	14,669.17	14,696.76	27.6	14,734.35	29.37%	3,922,060	266.37	4,129,385	(207,325)
TOTAL		49,848.64	49,735.59	(112.9)	50,130.28	100.00%	\$ 13,352,981		\$ 13,563,569	\$ (210,588)

About Service Credits and the Local Service Plan - Menu

- » Available by Contract or Service Credit Use
 - Staffing Services
 - Special Student Services
 - Technology Support Services
 - Instruction and School Services
 - Other Services (District Defined)
- » Transit is always allowed
- » Menu items are adopted by NWRESD Board in December then forwarded to District Boards as resolution action item before March 1.

Local Service Plan - Menu

Staffing

- ASL Assistant (2)
- ASL Educational Interpreter (2)
- ASL Teacher (1)
- Certified Occupational Therapy Assistants (3)
- Educational/Instructional Assistants (3)
- Licensed Physical Therapy Assistants (1)
- Speech Language Pathologist Assistant (SLPA) (6)
- Audiologist (Hearing Evaluations) (7)
- Audiologist (Hearing Screenings) (2)
- Behavioral Support Consultation (1)
- Braillist (5)
- Occupational Therapist (16)
- Physical Therapist (15)
- Registered Nurses & Contracted Nursing (6)
- Aug Comm/Assistive Technology Specialist (14)
- Autism Spectrum Disorder Teacher (9)
- DD/ED Teachers (2)
- Itinerant Teacher of the Deaf (11)
- School Psychologist (14)
- Speech Language Pathologist (14)
- Teachers of the Visually Impaired (3)
- ASD Tier 1 Evaluation (1)
- ASD Tier 2 Evaluation (1)
- ASD Tier 3 Evaluation (1)

Special Student Services

- Comprehensive Health Screening Age 3-6: Tillamook County (0)
- Deaf and Hard of Hearing Classrooms (4)
- Cascade Academy (6)
- Columbia Lower Elementary Classroom (2)
- Columbia Upper Elementary Classroom (2)
- Levi Anderson Learning Center (5)
- Lifeworks Day Treatment Program (children & adolescents) (6)
- Pacific Academy (5)
- EI/ECSE Evaluations (20)
- EI/ECSE Transportation (1)
- Pre-School Multiphasic Exams/Tillamook County (0)
- FM Rentals (12)
- Translators (6)
- Workforce Alliance (0)
- YTP - Youth Transition Program, Clatsop County Only (5)

Technology Support

- ENO Membership (0)
- Synergy/Additional Synergy Applications (9)
- Home School Application (2)
- Infinite Visions Hosting with Tyler Technologies Support (19)
- ORSpEd (2)
- Network Connectivity (2)
- Restraint & Seclusion (1)
- Network Management (0)
- Technical Engineering Cooperative (2)
- Learn360 Streaming Video (9)

Local Service Plan - Menu

- Truancy Application (1)
- Destiny Library Services (2)
- CRIS (20)
- Public School Works (13)
- District Level Technology Purchasing (9)
- Regional Data Warehouse (15)
- District Level Technology Support (12)
- Substitute Employees Management Services (8)

Instructional Services

- CEC / Cascade Education Corps (1)
- Educational Equity (Training and Coaching) Services (0)
- English Language Learner Program Services 0
- Fire Science Program (1)
- GED Services (0)
- Migrant Education Program Services (0)
- Professional Development Services (20)
- NW Promise Membership (14)
- Regional Innovations (20)
- NW Promise Tuition (1)
- Ion MTSS Software (7)
- Truancy Officers / Attendance (8)
- Outdoor School (5-Days / 4-Nights) - Spring (1)
- Outdoor School (4-Days / 3-Nights) - Spring (2)
- Outdoor School (3-Days/2-Nights) - Spring (3)
- Outdoor School (5-Days / 4-Nights) - Fall (0)
- Outdoor School (4-Days / 3-Nights) - Fall (3)

- Outdoor School (3-Days/2-Nights) - Fall (1)
- Camp Westwind Surcharge (1)
- Willamette Promise 2

Other

- Business Services (9)
- Diverse Educators Pathway Program (5)
- Medicaid Technical Guidance - 1. Provider Enrollment Package (1)
- Medicaid Technical Guidance - 2. Additional Consultation Package (1)
- Other Service (12)
- TEC Membership Dues (1)
- Missing Equipment (1)
- Workshops/Trainings (3)
- Transits/Distribution of Funds (5)

The number in the parentheses refers to the number of school districts purchasing this service.

Local Service Plan - Student Success Act (SSA) Plan

- » SSA Plan as Required by HB 3427 Section 25
 - Preliminary estimate @ \$1.7 million
- » Regional professional development networks for educators focused on:
 - mental and behavioral health;
 - preK-3 reading;
 - instructional coaching;
 - education technology.
- » Research & evaluation support to develop and train educators to use a research-based MTSS system
- » Community engagement and Communications support
- » Equity/Culturally Sustaining Practices PD/Coaching

Addendum: Supporting Materials

Section

05

BACKGROUND: ABOUT NORTHWEST REGIONAL ESD

We deliver educational services and provide leadership to 20 school districts and the communities they serve in Clatsop, Columbia, Tillamook and Washington Counties. In addition to the many early childhood programs and


social emotional learning centers we operate directly, we play the critical function of making state policy a reality by providing coaching, regional planning, deep collaboration, and locally-relevant leadership.

WE SERVE TO

 **Maximize and leverage resources**

 **Align interagency work across the education continuum**

 **Develop and train excellent educators**

 **Ensure equity and access**

WE PROVIDE

 **Early learning**

 **Outdoor school**

 **Technology infrastructure**

 **Administrative capacity**

 **Online curricula**

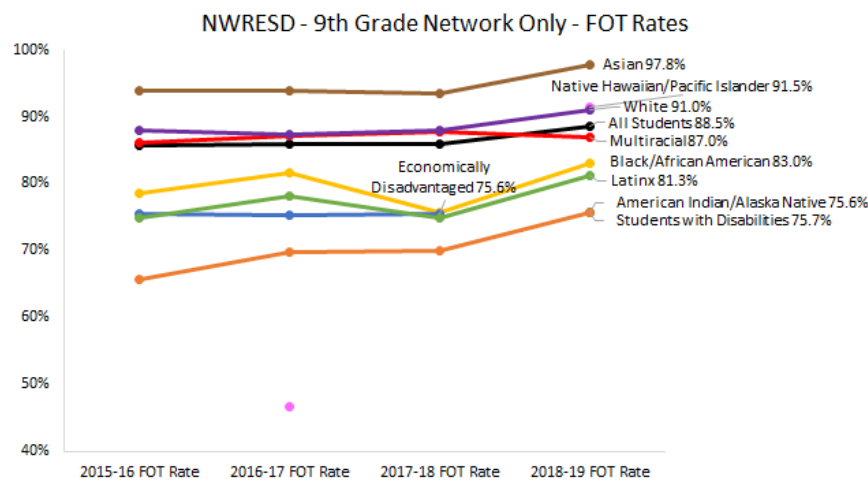
 **Social emotional schools**

 **Special education**

 **Professional learning for educators**

2019 HIGHLIGHTS

Our 9th Grade Success Professional Learning Network received national recognition from the Carnegie Foundation for their work “to make measurable improvement on a state-level education policy priority.” See their results in the chart below, and [watch NWRES D’s Dr. Kimberley Ednie and Dr. Daniel Luis Ramirez deliver a speech on their work at the National Press Club \(http://bit.ly/2F5wqEf\).](#)



2019 IN NUMBERS

10,417
students served by Outdoor School,
a record high.

3,004
children received Early Intervention/Early
Childhood Special Education services

Other possible numbers to highlight:
Students served in SEL schools
Inclusive preschools/slots added in 2019
Educators received equity training
Educators in a professional learning network
NW Promise
Remember captions to the right...



Northwest
Regional
Education
Service
District





“Thanks to your leadership, schools have entered an era of optimism. We are resourced to address student mental health needs, and positioned to challenge predictable outcomes for those who have been historically underserved. Northwest Regional ESD is at the center of Student Success Act implementation. I’m honored to report on progress that’s been made since the historic legislative session of 2019.

-Dan Goldman, Superintendent, Northwest Regional ESD

STUDENT SUCCESS ACT IMPLEMENTATION:
NORTHWEST REGIONAL ESD’S ROLE

- Coach and train school districts to **deepen community engagement efforts** and ensure high-quality plan submissions for the Student Investment Account.
- Advise on research-based and culturally sustaining practices, to help districts **match proven strategies to community-identified needs** at scale.
- Provide **leadership and mentorship** in high-need areas identified by districts, specifically in early literacy and social-emotional learning.
- Identify and **dismantle systemic barriers** for historically marginalized students.
- Expand access to **high quality early learning experiences** and ensure alignment with the K-12 system.

SNAPSHOT OF STUDENT INVESTMENT ACCOUNT PLANNING IN HD32

Below are some examples of activities NWRES D has partnered on in your region:

Jewell School District educators conducted empathy interviews with students.

Astoria School District hosted a meeting with community service providers from across Clatsop County to identify the highest leverage allowable investments for persistent challenges their communities face.

Tillamook School District strategized on

how to utilize federal funding to bolster solutions identified in community engagement activities.

Teachers in **Nestucca Valley School District** will conduct surveys at their upcoming parent-teacher conferences.

Neah Kah Nie School District will round out a series of engagement sessions with focal populations with a facilitated work session to draft the Student Investment Account application.

DEEPENING COMMUNITY ENGAGEMENT THROUGHOUT NORTHWEST OREGON

School districts across Clatsop, Columbia, Tillamook and Washington counties are actively expanding community and family partnerships to identify innovative, community-driven solutions for improving students’ academic and social success. As a regional partner, Northwest Regional ESD has provided technical assistance, training and support to raise the bar and deepen this effort that will undoubtedly change the trajectory for thousands of children. Here’s a snapshot of how we’ve contributed to engagement efforts:

10

MEETINGS CO-FACILITATED WITH SCHOOL LEADERS, WITH AN OBJECTIVE TO TRAIN SCHOOL DISTRICTS IN COMMUNITY-BASED ROOT CAUSE ANALYSIS.

20,292

SURVEY RESPONSES CODED TO IDENTIFY INVESTMENT STRATEGIES THAT WILL IMPROVE OUTCOMES FOR FOCAL POPULATIONS.

130

EDUCATORS TRAINED IN EMPATHY INTERVIEWS, A RESEARCH-BASED STRATEGY TO BUILD UNDERSTANDING.



“The Student Success Act has led to an unprecedented commitment to equity, and I’ve seen a willingness to consider and learn new strategies to engage families that I haven’t seen before.

Johnna Timmes,
Executive Director of
Instructional Services &
Regional SSA Liaison

191 Above: Astoria School District hosts a community meeting with Clatsop County school districts and community partners. Above, representatives from schools, the Department of Human Services, and parents of special education students analyze the root cause of generally poor outcomes for students with special needs.

ANTIRACIST MULTICULTURAL CONTINUUM

CONFORMITY

SYMBOLIC

AFFIRMING

ANTIRACIST

INTEGRATIVE
AWARENESS



CONFORMITY

An organization in the conformity stage **complies** with standards, rules and laws and behaves in accordance with socially acceptable conventions of the group or community. Organizations in this phase:

- Intentionally or unintentionally exclude historically underserved and marginalized groups.
- Intentionally or unintentionally enforce institutional racism, including formal policies and practices, teachings and decision-making approaches at all levels.
- Enforce attitudes of white supremacy and overtly diminish other ways of thinking and being.
- Are tolerant of a limited number of token people of color while maintaining the structures of white privilege throughout the organization. Any challenge to this privilege is viewed as discriminatory against the majority. Racial superiority attitudes remain intact.
- Avoid open discussions about race, oppression or marginalized people among staff and organizational leaders.
- Accept the concept of colorblindness as the norm.

SYMBOLIC

An organization in the symbolic stage **uses symbolism** to represent equity, diversity and inclusion. Organizations in this phase:

- See themselves as committed to inclusion of people of color and affirm pronouncements of equality but are relatively unaware of continuing patterns of white privilege, paternalism and community control.
- Recruit people of color for staff positions and committees but not people who will publicly express their views or make waves.
- Think the primary solution to inequality is through time-bound celebrations of other cultures or including a token ritual into an otherwise white, Eurocentric calendar of events; inject other viewpoints/units of study into an otherwise white-dominant history/ curriculum.
- Make official policy pronouncements regarding multicultural diversity but offer little in terms of contextual change in everyday cultural activities or decision-making.
- Experience high attrition rates of staff of color without investigating or understanding the underlying causes.
- Reflect incongruence between intentions and results.

AFFIRMING

An organization in the affirming stage **actively supports and affirms** the position of equity, diversity and inclusion. This is the first stage of an identity change for an organization. The intent to change is present, but the results do not match the intent. Organizations in this phase:

- Desire to eliminate discriminatory practices and inherent advantage of one racial group over another.
- Sponsor programs of equity and antiracism training.
- Encourage teams to investigate and challenge the existence and impact of institutional racism.
- Work to expand views of diversity by including socially oppressed groups, but decision-makers and/or decision-making groups in all levels of the organization may still conform to the status quo and the discriminatory practices of the larger community.
- Provide equal access to resources rather than equitable access.
- Discuss and develop plans to be accountable to historically oppressed students and communities, but these actions are not yet fully implemented or inclusive of those voices.
- Are conscious of institutionalized white power and privilege but inconsistently focus on the attributes, voices and assets of people of color and other historically marginalized groups in the workplace.
- Are unwilling to, or unskilled at, substantially altering the way things have always been done.

ANTIRACIST

An organization in the antiracist stage **actively incorporates processes against racism**. Staff are engaged and supported to seek understanding of how racial ideology is manufactured and how it impacts the lived experiences of people they serve daily. Organizations in this phase:

- View historically marginalized groups as an asset.
- Include the contributions and interests of diverse racial, cultural and economic groups in determining their mission, policies and practices.
- Create conditions for staff, students and community partners to consistently disrupt and negate systemic and structural racism and inequity while actively supporting equity and social justice.
- Have leaders who acknowledge and decenter white privilege and who will ensure resources are allocated equitably so that those who need more will receive more.
- Audit all aspects of school life to represent antiracist commitments.
- Have policies and procedures that are actualized for inclusive decision-making, pedagogy and community partnerships.
- Provide and lead antiracism, equity training for all staff.
- Are structured in a way that hold the group accountable to marginalized groups and confers identifiable power to those groups.
- Acts as an ally to communities who are battling social oppression.
- Have adopted an antiracist identity that is recognized and accepted by the members of the community.
- Foster a sense of community and mutual caring that is seen and felt by all.

INTEGRATIVE AWARENESS

An organization in the integrative awareness stage is **fully inclusive of all marginalized groups**. Institutional structures are in place to make sure all identities are integrated into the decisions for the institution. Integrated awareness exists in all aspects of the institution. Organizations in this phase:

- Experience equity as the expected norm or the new status quo of the community.
- Incorporate equitable practices into every aspect of the institutional structure.
- Sponsor programs that educate staff and other community members about the inequities surrounding multiple marginalized identities (e.g., intersectionality of race and gender, sexual orientation, disability, etc.).
- Employ staff whose demographics match the racial identities of the communities being served.
- Promote an environment where people of color and white people are able to positively identify with their own racial groups while also acknowledging that other aspects of their identity (e.g., gender, talent/abilities, and unique experiences) contribute to their personhood.

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
AWARD CONTRACT FOR BUTTERNUT CREEK ELEMENTARY SCHOOL
IMPROVEMENTS

SITUATION

One of the projects included in the Hillsboro School District's 2017 Bond Program is improvements to Butternut Creek Elementary School. These improvements include seismic upgrades, Parent/Bus Drop-Off improvements, Modular Classroom replacement, ADA upgrades (including elevator), site access improvements and safety/security improvements.

On January 13, 2021, the District sent an Invitation to Bid for a Contractor for this improvement project to our pre-qualified vendor list. A mandatory pre-bid meeting was held at Groner Elementary School on January 20, 2021. On February 4, 2021 the District received bids from five contractors to perform this work. These contractors were Brokamp & Jaeger, Five Star Builders, Inline Commercial Construction, Par-Tech Construction and Ross Builders.

Construction Management staff recommends that the contract for Butternut Creek Elementary School improvements be awarded to Par-Tech Construction for the base bid amount of \$2,947,100, Alt #1 amount of \$32,590 and Alt #2 amount of \$73,350 for a total of \$3,053,040.

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

RECOMMENDATION

The Superintendent recommends that the Board of Directors award the contract for Butternut Creek Elementary School improvement project to Par-Tech Construction for the base bid amount of \$2,947,100, Alt #1 amount of \$32,590 and Alt #2 amount of \$73,350 for a total of \$3,053,040.

I move that the Board of Directors award the contract for Butternut Creek Elementary School improvement project to Par-Tech Construction for the base bid amount of \$2,947,100, Alt #1 amount of \$32,590 and Alt #2 amount of \$73,350 for a total of \$3,053,040.



BID TABULATION FORM

Butternut Creek Improvements Project							
OPEN: February 4, 2021 @ 2:00pm							
BID PROVIDER	Signed	Addendum 1 - 3 Ack.	Bid Bond	1st Tier Disclosure	Alt #1	Alt #2	BASIC QUOTE
Brokamp & Jaeger	yes	yes	yes		39,000 ⁰⁰	50,381 ⁰⁰	3,028,000 ⁰⁰
5 Star Builders	yes	yes	yes	yes	38,813 ⁴²	51,171 ⁴⁷	3,098,006 ⁷⁹
Inline	yes	yes	yes		52,592 ⁰⁰	50,877 ⁰⁰	3,031,650 ⁰⁰
Par Tech	yes	yes	yes		32,590 ⁰⁰	73,350 ⁰⁰	2,947,100 ⁰⁰
Press Builders	yes	yes	yes		46,882 ⁰⁰	48,444 ⁰⁰	3,259,600 ⁰⁰

[Signature] 2/4/2021

OWNER Representative:

[Signature] 2/4/2021

WITNESS:

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
AWARD CONTRACT FOR NORTH PLAINS ELEMENTARY SCHOOL
IMPROVEMENTS

SITUATION

One of the projects included in the Hillsboro School District's 2017 Bond Program is improvements to the existing North Plains Elementary School. These improvements include seismic upgrades, roofing upgrades, ADA upgrades and Safety/Security upgrades.

On January 12, 2021, the District sent an Invitation to Bid for a Contractor for this improvement project to our pre-qualified vendor list. A mandatory pre-bid meeting was held at North Plains Elementary School on January 21, 2021. On February 11, 2021, the District received bids from four contractors to perform this work, Brokamp & Jaeger, Par-Tech Construction, InLine Construction and Five Star Builders. Construction Management staff recommends that the contract for the North Plains Elementary school improvements be awarded to Five Star Builders for the bid amount of \$1,375,246.90.

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

RECOMMENDATION

The Superintendent recommends that the Board of Directors award the contract for the North Plains Elementary School improvement project to Five Star Builders in the amount of \$1,375,246.90.

I move that the Board of Directors award the contract for the North Plains Elementary School improvement project to Five Star Builders in the amount of \$1,375,246.90.



BID TABULATION FORM

North Plains Improvements Project OPEN: February 11, 2021 @ 2:00pm						
BID PROVIDER	Signed	Addendum 1 -4 Ack.	Bid Bond	1st Tier Disclosure	BASIC QUOTE	
Broctamp + Jaeger	yes	yes	yes		1,377,000 ⁰⁰	
5 Star Builders	yes	yes	yes		1,375,246 ⁹⁰	
In Line	yes	yes	yes		1,498,413 ⁰⁰	
Par Tech	yes	yes	yes		1,464,500 ⁰⁰	

Is/John Able (Virtual)
OWNER Representative:

Sharon McCarty
WITNESS:

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
APPROVE SITE CONTRACTOR PREQUALIFICATION

SITUATION

On January 6, 2021, a Request for Qualification (RFQ) was issued to pre-qualify site contractors. The RFQ was requested by 15 site contractors and 12 of them attended a non-mandatory informational meeting was held on January 13, 2021 to review the RFQ. Responses to the RFQ were due the District by 2:00 PM on February 4, 2021. A total of seven responses were received from the following contractors:

Coffman Excavation
Emery & Sons Construction Group
Ken Leahy Construction, Inc.
Kerr Contractors
Moore Excavation, Inc.
Pihl Excavating
The Saunders Group

Although the RFQ states that the District plans to approve five site contractors for the pre-approved list, staff is recommending that all seven responding contractors be placed on the pre-approved list.

The purpose of developing this list is to allow the District to solicit bids from just these contractors on future projects requiring site work. These site contractors will be added to the list of other approved General Contractors, Line Voltage Electrical Contractors and Mechanical Contractors previously approved by the Board.

A copy of the RFQ is attached, responses to the RFQ are on file and available for review at the Construction Management office.

RECOMMENDATION

The Superintendent recommends the Board of Directors review and approve the pre-qualified site-contractor list to include Coffman Excavation, Moore Excavation, Inc., Emery & Sons Construction Group, Pihl Excavating, Ken Leahy Construction, Inc., The Saunders Group and Kerr Contractors.

I move that the Board of Directors approve the pre-qualified site-contractor list to include Coffman Excavation, Moore Excavation, Inc., Emery & Sons Construction Group, Pihl Excavating, Ken Leahy Construction, Inc., The Saunders Group and Kerr Contractors.

Prequalification of Contractors for Construction Projects

Group 1 General Contractors

1. 2KG Contractors, Inc.
2. Bremik Construction
3. Brockamp & Jaeger, Inc.
4. Corp Inc Construction
5. Emerick Construction Co.
6. Five-Star Builders
7. InLine Construction
8. Nu Construction
9. Par-Tech Construction, Inc.
10. Robinson Construction Co.
11. Ross Builders NW
12. Russell Construction, Inc.
13. Skanska
14. TS Gray Construction

Group 2 Line Voltage/Electrical Contractors

1. Global Electric
2. Milestone Electric
3. Beaver Electric

Group 3 Mechanical Contractors

1. Charter Mechanical
2. Gormley Plumbing & Mechanical
3. Hydro-Temp Mechanical, Inc.
4. Tom Stevens Boiler Repair, Inc.

**REQUEST FOR QUALIFICATIONS
FOR SITE DEVELOPMENT CONTRACTORS**

RFQ 2021- 0106

279C.430 Prequalification of Site Contractors

Hillsboro School District 1J



Issued: January 06, 2021

Proposal Closing Date:

February 4, 2021, 2:00 p.m. PST

Single Point of Contact [SPC]:

Label for Proposal:

Address:

Phone:

Email:

Sharon McCarty

RFQ 2021-0106

Site Contractors for New Elementary School

4901 SW Witch Hazel Road

Hillsboro, OR 97123

503-844-1340

mccartys@hsd.k12.or.us

INTRODUCTION

The District passed a bond measure by its patrons on November 8, 2017. The bond measure will pay for \$408 million worth of projects spread across district facilities and two new elementary schools. The District will receive additional funds from grants and other sources.

The District is seeking to hire an experienced Site Development Firm to prepare the 8-acre site for a new elementary school. Experience commensurate with this scope required.

SCHOOL

New School in South Hillsboro, ES # 29

TBD (Future Projects)

SCHEDULE

Request for Qualifications ("RFQ") Advertised		January 6, 2021
RFQ <u>Non-Mandatory</u> Digital Informational Meeting	11:00 a.m.	January 13, 2021
Request for Clarifications/Protest of RFQ Due	5:00 p.m.	January 29, 2021
Qualification Submittals Due	2:00 p.m.	February 4, 2021
Prequalified Bidder List Released		February 11, 2021

PRE-QUALIFICATION CONFERENCE:

There will be a non-mandatory pre-qualification video conference held on January 13, 2021 at 10:30 am.

PREQUALIFICATION PROCESS

To accomplish the objectives of Hillsboro School District (the "District") of efficient and effective utilization of resources, the District is conducting a mandatory prequalification process (ORS 279C.430) to procure site development contractor construction services for the public school project above and other projects to be determined.

The prequalification process consists of the following basic steps:

1. District advertises RFQ.
2. Eligible bona fide general contractors respond with Statement(s) of Qualifications based on solicitation ("Participating Contractors").
3. District evaluation team grades all applicants.
4. Successful general contractors are named and formally notified of prequalification ("Bidders").
5. Prequalified Bidders will be invited to participate in the formal public lump-sum construction contract bid process described in this RFQ.

No Participating Contractor may submit a bid for the above-noted projects or other projects that are identified in 2021 without having been prequalified in accordance with this RFQ. A contract may be awarded only to the prequalified Bidder that submits the lowest responsive and responsible bid pursuant to the District's Public Contracting Rules and the State of Oregon Public Contracting Code.

PURPOSE OF THE RFQ

Participating Contractors that meet the selection criteria will be invited to participate in bidding on the following construction project:

Project Overview:

1. Early grading, utilities, and other improvements in preparation of ES #29, a new elementary school in South Hillsboro.
 - a. Site contractor shall have documented experience in development of an approximately 8-acre site and may include the following:
 - i. Cut and patch of select demolition as needed for site frontage improvements
 - ii. Strip and stockpile topsoil as needed for landscaped areas, haul off and dispose of all excess soil, organic materials, and demolition debris

- iii. Mass earthwork cutting and filling the site in preparation of site and building construction to begin the following summer
- iv. Install erosion control measures meeting City and CWS standards
- v. Install underground utilities (gravity storm, sanitary sewer, and water, etc.)
- vi. Grade and compact crushed rock working pads, haul roads, etc. to be used by building contractor through winter months
- vii. Grade and compact crushed rock base courses for building pad(s), parking areas, play areas, etc.
- viii. Install curbs, ramps, sidewalks, retaining walls, asphalt paving, etc. as needed for site development
- ix. Install junction boxes, relocated streetlights, sidewalks, and driveways as needed for site frontage improvements

Construction is located in a new residential development in a green field site. Estimated \$4M in site development costs.

Other Projects in HSD: TBD

CONTRACTOR RESPONSIBILITIES

The selected contractor will have the following responsibilities related to this project, including but not limited to: coordination with all members of the project team; creation and monitoring of the projects schedule; management and oversight of all subcontractors; coordination with third-party test and inspection services; production of as-built drawings, implementation of a safety program; and compliance with applicable laws, codes, regulations, and required jurisdictional inspections.

The Project's plans and specifications are in the final stages and will be complete and included in the bid packages for prequalified Bidders. Prequalified Bidders will be notified before release of the bid documents. The projects are funded through District 2018 Capital Improvement Project Bond Funds, Grant Funds, and other funding sources. State prevailing wage requirements will apply.

INSTRUCTIONS TO PARTICIPATING CONTRACTORS

Contact with the District During RFQ Process: All communication, questions, clarifications, and/or protests of the RFQ process, terms, conditions, or specifications must be directed **SOLELY** to the District's Procurement Staff identified below. Contact with any member(s) of the District School Board, capital projects team, operations staff, administration, and/or general staff regarding this process may, at the District's sole discretion, be considered grounds for disqualification from the process. Any clarification, amendment, addendum, or other change to the solicitation is not binding on the District unless issued in writing

Please e-mail Sharon McCarty with any questions and/or clarifications regarding this qualification process.

Sharon McCarty , Facilities and Operations

E-Mail: mccartys@hsd.k12.or.us

Hillsboro School District Facilities and Support Services

4901 SE Witch Hazel Rd

Hillsboro, OR 97123

Phone: (503) 844-1340

Submittal Format/Page Limit: Responses must be submitted in the following format: ***Submit four (4) hard copy plus one electronic submittal***, including whatever photographs, divider sections, charts, graphs, tables, and text are appropriate to the review of the Participating Contractor's qualifications. All electronic files must be submitted as portable document format (.pdf) files. Files are to be submitted on a USB flash drive, which will become the property of the District. It is the responsibility of the respondent to ensure that the documents are readable and not corrupt or otherwise inaccessible. Any submission with inaccessible documents may, at the District's sole discretion, be deemed nonresponsive, or the District may take whatever alternative action it deems appropriate. The hard-copy responses are not to exceed 20 pages in length. Transmittal letter, one- page cover, section dividers, résumés, one-page table of contents, letters from insurance and bond providers, and litigation history are not included in the 20-page limit.

Page/Font Requirement: Page size is limited to 8½ × 11 inches, with basic text information no smaller than 11-point font.

Form of submission: Each Participating Contractor's submittal must include one letter of interest, and the ***Participating Contractor Information Form*** signed by a corporate officer, partner or owner who is authorized to make such commitments on behalf of the Participating Contractor. The proposal is to be submitted in a sealed, opaque envelope or box addressed with the Participating Contractor's name, address, and title of the RFQ, with closing date and time on the outside of the envelope or box. Submissions must be delivered to the District no later than the closing date and time, to the attention of Sharon McCarty at the address listed on the first page of this RFQ.

PREQUALIFICATION CRITERIA

Ref. ORS 279C.375(3)(b) (Standards of Responsibility); 279C.430 (Prequalification of Bidders).

Tab 1: *Participating Contractor Information Sheet (3 points).*

Each Participating Contractor must provide the following information: full business name, address, phone number(s), e-mail address(es), Web site (if any), date formed, CCB license number, and any other information deemed appropriate to fully describe the business. The

Participating Contractor information form must be signed by an officer of the company with the authority to financially commit the Participating Contractor.

Tab 2: *Satisfactory Record of Performance—Similar Projects (30 points).*

Describe past projects in which the Participating Contractor performed the site work for similar size sites and type of work required in the last ten years. Information is to include contract type, client, construction budget, amount of change orders, and any claims. Include reference contact information for each project listed. Finally, include all past work/projects (regardless of type of project) specifically for Hillsboro School District, including details of construction process, change order history, and warranty activity.

Tab 3: *Staff & Resources to Meet Contractual Responsibilities (25 points).*

List the key individuals who will make up the team for the Project, identify their roles, and describe their relevant qualifications/experience with similar projects (see Tab 2). Also describe the overall resources that the Participating Contractor has available to complete the project. Please list all duties and trades that the Participating Contractor cannot self-perform for the Project scope identified above. Please provide a list of the quantity/size/capacity of any equipment available for this project.

Tab 4: *Satisfactory Record of Performance—Schedule (15 points).*

Describe the Participating Contractor's planning, scheduling, phasing, and project-monitoring skills and processes. Describe how the Participating Contractor will proactively manage the sequence and progress of the work, manage subcontractors and suppliers, and coordinate work with consultants and concurrent activities on site. Also describe how the Participating Contractor will manage its schedule to accommodate owner and third-party observations during construction.

Tab 5: *Appropriate Expertise—Project Safety (5 points).*

Provide a detailed overview of the Participating Contractor's safety program. Include evidence of an Oregon Experience Modification Rating (EMR) at .8 or less preferred.

Tab 6: *Satisfactory Record of Performance—References (15 points).*

Provide references for the last five projects completed by the Participating Contractor. Provide additional references to show a minimum of five comparable projects to the one's in this RFQ.

Tab 7: *Satisfactory Record of Performance—Claim History (7 points).*

Describe any and all dispute-resolution proceedings (mediation, arbitration, or litigation) in the Pacific Northwest (Oregon, Washington, Northern California, and Idaho) involving an owner, owner's representative, or architect/civil engineer that the Participating Contractor has been involved with over the past ten years, as either plaintiff or defendant. Include a brief synopsis of the case (optional: include the Participating Contractor's position on the case), role the Participating Contractor has/had in the case, current disposition of the case,

and final judgment or outcome (if applicable), including for or against the Participating Contractor (if known at this time). This portion of the submission should be included as a separate file.

Note: No disclosure of financial amounts is required; simple disclosure of course of settlement will suffice. Selective phrasing in order to avoid disclosing dispute-resolution history may, at the District's sole discretion, be grounds for disqualification or other action, as the District deems appropriate. Determination of whether a response contains selective phrasing is at the District's sole discretion.

Examples of such selective phrasing:

- “No firm has been successful in a litigation action against . . .”
- “To date, . . . has never instigated dispute-resolution proceedings against an owner . . .”
- “The team is not aware of any litigation . . .”
- “. . . is not currently engaged in any dispute-resolution proceedings . . .”

Tab 8: *Adequate Financial Capability—Bonding (Prerequisite).*

Describe the Participating Contractor's current bonding capacity. Include a letter from the Participating Contractor's bonding surety to confirm its capacity.

Tab 9: *Adequate Insurance (Prerequisite).*

Provide evidence of the liability insurance currently in place for the Participating Contractor that will be maintained throughout the duration of the Project. Include information on all liability insurance. Coverage must be provided with the following terms and limits in the Insurance Addendum at the end of this RFQ.

SELECTION PROCESS

The following process will be used to determine each Participating Contractor's eligibility to bid on the Projects:

A review committee will screen and rank each Participating Contractor based on the criteria described in this RFQ. The District will select up to five (5) site development contractors. The District reserves the right to reject any or all submittals, to cancel or amend the solicitation, and to waive any informality if there is good cause or if doing so would be in the public interest.

The District reserves the right to seek clarifications of each submittal from Participating Contractors and other relevant sources.

The cost of preparation of the qualifications and any related expenses, including travel, are entirely the responsibility of the Participating Contractor.

The District reserves the right to seek new contractors annually, if selecting additional contractors, is in the best interest of the District.

The District will review the list of selected contractors annually.

The District reserves the right to publicly bid any project as the District deems to be in the public interest.

Request for Clarification/Protest of RFQ: Any person may request clarification of or protest the terms and conditions of this RFQ. Such a request or protest must be in writing setting forth the specific request or ground for protest, and must be filed with the District no less than five business days before the deadline for qualification submittal. An issue that could have been, but was not, raised by a request for clarification or protest of solicitation is not grounds for protest of the decision on prequalification.

Notice of Prequalification List: The District will mail a written notice of Participating Contractors selected to participate in the bid ("Notice") to all Participating Contractors as required under OAR 137-049-0450 upon recommendation by the District at the conclusion of the prequalification process. The Notice constitutes the District's final decision to use the selected Bidders.

Right to Protest Prequalification List: Any Participating Contractor that is adversely affected or aggrieved by the Notice will have three business days after the Notice is received to submit a written protest to the District. The protest must be in accordance with, and proceed as described in, ORS 279C.445 and ORS 279C.450.

Tentative District Public Bid Schedule for ES 29 Project (Selected Bidders Only):

Invitation to Bid	March 1, 2021
Prebid Conference	March 10, 2021
Request for Clarifications/Questions	March 25, 2021
Open Bids	March 31, 2021
School Board Contract Award	April 2021
Construction Period	July 2021 -October 2021

PARTICIPATING CONTRACTOR INFORMATION FORM

REQUEST FOR QUALIFICATIONS FOR SITE DEVELOPMENT CONTRACTOR ADVERTISED 1/4/21

Acknowledgement of Addendum: None_____1._____2._____3._____

Contractor further certifies as follows:

1. All contents of the Statement of Qualifications [including any other forms or documentation, if required under the RFQ and this Information Form], are truthful and accurate.
2. The Proposer does not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, national origin, marital status, age or disability or other non-job-related factors as per ORS chapter 659 and 42 U.S.C. 2000e.
3. If awarded a contract, Participating Contractor understands that this project is governed by state prevailing-wage requirements in accordance with ORS 279C.800 to .870, and agrees to pay the applicable prevailing wages for the projects awarded.

Company Name [DBA]:_____

Legal Name:_____

Oregon Contractors License Number: _____

Type of Organization [Circle One]: Sole Proprietor / Partnership / Corporation

If Corporation, State of Incorporation:_____

If Partnership, attach a list of the general and limited partners.

Is the Proposer an Oregon Resident Bidder as provided in ORS 279A.120 [i.e., paid unemployment taxes or income taxes in Oregon during the 12 calendar months immediately preceding submission of the proposal, and has a business address in Oregon]?:

YES_____NO_____

BY:_____

Authorized Signature

Print Name and Title

CONTACT PERSON:

Name:_____Telephone:_____

Email:_____Fax:_____

INSURANCE REQUIREMENTS ADDENDUM

This Addendum to the Construction Contract (the "Addendum") is made a material part of the construction contract or subcontract (the "Contract"), whether written or oral, entered into on _____, 20____ by and between Contractor (Contractor), and Hillsboro School District 1J (HSD) for work included in the **HSD OCIP** program ("Program"). This Addendum supersedes all prior or contemporaneous agreements between the parties in connection with the matters set forth herein.

Whereas, for good and valuable consideration, receipt and sufficiency of which is hereby acknowledged, **School District** (Sponsor) desires to implement an Owner Controlled Insurance Policy (OCIP), or a "Wrap Up" Policy, for certain insurable risks as set forth in the OCIP policy. The primary OCIP policy is placed with **First Mercury** and mandates, among other requirements, a third party wrap up administrator, and that shall be Builders Protection Group LLC ("OCIP Administrator"). The following provisions shall be added to the Contract as though fully set forth therein. These provisions may amend, supersede or add to existing language in the Contract as set forth herein. Contractors agree that compliance with the terms and conditions of the OCIP is a material part of the Contract, and the following amendments and/or modifications are effective as of the date of the Contract. The amendments and/or modifications are fully incorporated therein. In the event of any conflict between this Addendum and the Contract or other Contract Documents, the terms of this Addendum shall control.

Now therefore, the parties agree to the following terms and conditions of this Addendum:

1. **OCIP Insurance and Indemnity Provision:** the following provisions are hereby incorporated into the contract:
 - 1.1. The Sponsor of this project has elected to purchase an Owner Controlled Insurance policy (OCIP) naming it, as well as other designated Contractors, and for certain risks associated with the project as set forth by the Sponsor. The Enrollment process is defined by the policy and detailed through documents, which will be made available by the OCIP Administrator. The provisions of the Contract regarding Contractor's obligation to provide Commercial General Liability insurance for this project are hereby superseded, except as specifically set forth in this Addendum. Contractors are enrolled in the OCIP upon the issuance of a Certificate of Enrollment. Enrollment must take place prior to commencement of work performed on the project. All Contractors and other Contractors shall be enrolled in the OCIP through the OCIP Administrator.
 - 1.2. Risks covered and not covered by the OCIP are listed in the Program insurance policies. It is the Contractors responsibility to review and, obtain any desired legal review and analysis it deems appropriate and, in its judgment, necessary regarding the Program. There are no representations regarding the nature, quality or limits of the Program policies and Contractors expressly acknowledges the lack of reliance upon any representations made by Sponsor, Contractors, the OCIP Administrator or their representatives regarding the nature, quality or limits of the insurance provided by the Program. Contractors shall hold Sponsor, the OCIP Administrator and their representatives, including, but not limited to, insurance brokers and/or agents, free and harmless from any and all claims asserting or alleging that the type and/or amount of coverage provided under the Program is inadequate, deficient, insufficient, or in any way not providing the nature and amount of coverage that might at a later date be deemed or claimed to be appropriate. The Program is intended to be the primary source of coverage for the risks covered and shall be primary to Contractors insurance, if any, in the Program covered areas of risk.

Following is an outline of the OCIP terms and coverage.

The effective date of the OCIP program is **TBD** and expires **TBD** or as otherwise extended. The coverage also provides an extended reported period equal to 10 years or the Statutory Period of Repose in the State of Oregon.

Commercial General Liability –First Mercury

Each Occurrence Limit	\$2,000,000
General Aggregate Limit	\$2,000,000
Products-Completed Operation Aggregate Limit	\$2,000,000
Personal & Advertising Injury	\$2,000,000

Excess Liability Limits

Each Occurrence Limit	\$100,000,000
General Aggregate Limit	\$100,000,000
Products-Completed Operation Limit	\$100,000,000

Excess Insurers are as follows;

- First Mercury
- Navigators Specialty
- Axis
- Endurance
- Starr

The Commercial General Liability and Excess coverage shall include all major coverage categories including bodily injury, property damage, and products/completed operations coverage maintained for 10 years following substantial completion. The OCIP program is Primary and Noncontributory, covers warranty and call back work, offers per project aggregates capped at 5x the general aggregate and product and completed operations aggregate.

Whereas the Contactor is responsible for a claim covered by the OCIP the Contractor will pay up to \$100,000 per occurrence.

Contractors Pollution Liability

Per Occurrence Limit	\$25,000,000
Aggregate Limit for all Pollution Conditions	\$25,000,000

Insurers are as follows;

- Ironshore Specialty Insurance Company

The Contractors Pollution Policy covers Bodily Injury and Property Damage arising from a Pollution Conditions. Pollution Condition means the discharge, dispersal, release, escape, migration, or seepage of any solid, liquid, gaseous or thermal irritant, contaminant or pollutant, including soil, sedimentation, silt, smoke, soot, vapors, fumes, acids, alkalis, chemicals, hazardous substances, hazardous materials, including lead and asbestos, or waste materials, on, in, into, or upon land structures thereupon, the atmosphere, surface water or groundwater.

Whereas the Contactor is responsible for a claim covered by the OCIP the Contractor will pay up to \$100,000 per occurrence.

- 1.3. Participant agrees to furnish appropriate information, as detailed by the OCIP Administrator, of all sub-tier subcontractors that will perform work on the project on behalf of the Contractor. Contractor shall incorporate the terms of this Addendum into all construction sub-tier subcontracts and assure each sub-tier subcontractor's compliance with the requirements of the OCIP, this Addendum, and/or in the Contract Documents for the term of each subcontract. All eligible sub-tier subcontractors will be enrolled in the OCIP Wrap Program.

- 1.4. Subcontractor agrees to follow and complete all enrollment procedures and insurance cost reporting procedures. Subcontractor shall exclude from bids the full cost of Subcontractor's own CGL insurance. The OCIP Administrator shall review all insurance bid deduct information, and identify Subcontractor's minimum reduction in insurance costs ("Insurance Credit") due to eligibility for the OCIP Coverages. Subsequent change order proposals shall be submitted exclusive of all CGL insurance costs, and Contractor shall identify an additional Insurance Credit following the same procedure identified above. At the end of the work and if Subcontractor's Insurance Credit was calculated based on Subcontractor's initially reported payroll, Sponsor reserves the right to audit Subcontractor's actual payroll and a final adjusted Insurance Credit may be calculated by Contractor.
 - 1.5. Subcontractor acknowledges receipt of OCIP Contractor Guidebook/Manual, contained herein, and agrees to perform provisions set forth.
 - 1.6. Contractors agree to waive their rights to subrogation on behalf of their insurers. This includes, but not limited to builders' risk, inland marine, commercial auto and workers' compensation insurance. Contractors shall waive all rights against each other for damages that are otherwise covered under the applicable insurance.
 - 1.7. Subcontractor's indemnity obligations shall apply in the event that the OCIP does not in fact fully protect, defend and indemnify Sponsor, Contractor and other Indemnities. Subcontractor's indemnity obligations are excess to the OCIP coverage and shall not take effect until and unless the insurance provided under the OCIP is exhausted, inapplicable to the particular claims or otherwise unavailable. In the event that the OCIP is exhausted, inapplicable or unavailable, Subcontractor's obligations shall immediately be triggered. Subcontractor's obligations to defend and indemnify Sponsor, Contractor and other Indemnities shall exist whether or not there is available insurance coverage.
 - 1.8. **Notice.** All notices, requests, demands, and other communications required or permitted to be given under this Addendum shall be in writing and shall be conclusively deemed to have been duly given when hand delivered to the other party.
 - 1.9. **Negotiated Agreement.** The terms of this Addendum have been negotiated by the parties hereto and the language used in this Addendum shall be deemed to be the language chosen by the parties hereto to express their mutual intent. This Addendum shall be construed without regard to any presumption or rule requiring construction against the party causing such instrument or any portion thereof to be drafted, or in favor of the party receiving a particular benefit under the agreement. No rule of strict construction will be applied against any person. Any finding of invalidity of any portion or provision of this Addendum will not impair the legal validity of the rest of the provisions of this Addendum.
 - 1.10. **Entire Agreement; Signatures.** The terms set forth in this Addendum are intended by the parties as a final expression of their agreement with respect to terms included herein. This writing is intended as a complete and exclusive statement of the terms of the agreement between the parties. This Addendum may be modified only by an agreement in writing supported by new consideration.
2. **Contractors Insurance Requirements outside of the OCIP program: Contractors agree to have all required coverage that contractors must have by law. In addition, the following coverages will be in place for protection if you are not enrolled in the OCIP program or whether working off the project site.**

2.1 Contractor's Insurance

2.1.a Required Coverage. Without waiver of any other requirement of the Contract Documents, the Contractor will provide, pay for, and maintain in full force and effect at all times during the performance of the Work until final acceptance of the Work or for such further duration as required, the following policies of insurance issued by a responsible carrier. All of the Contractor's insurance carriers shall be rated A VII or better by A.M. Best's rating service, unless otherwise approved by the Sponsor.

- i. **Workers' Compensation.** Workers' compensation coverage sufficient to meet statutory liability limits.
- ii. **Employer's Liability.** The Contractor shall purchase and maintain employer's liability insurance in addition to its workers' compensation coverage with at least the minimum limits in section **b.** below.
- iii. **Commercial General Liability.** The Contractors shall purchase and maintain commercial general liability ("CGL") insurance for off-site exposure on an occurrence basis, written on ISO Form CG 00 01 (12/04 or later) or an equivalent form approved in advance by the Sponsor... CGL coverage shall include all major coverage categories including bodily injury, property damage and products/completed operations coverage. The CGL insurance will also include the following: (1) separation of insured; (2) incidental medical malpractice; and (3) per-project aggregate for premises operations.
- iv. **Professional Liability/Errors and Omissions.** To the extent that the Contractor accepts design or design/build responsibilities, the Contractor shall purchase and maintain professional liability/errors and omissions insurance or cause those Subcontractors providing design services do so.
- v. **Automobile Liability.** The Contractor shall purchase and maintain automobile liability insurance with coverage for owned, hired, and non-owned vehicles on ISO form CA 00 01 or an equivalent form approved in advance by the Sponsor. The automobile liability insurance shall include pollution liability coverage resulting from vehicle overturn and collision.
- vi. **Commercial Umbrella/Excess Coverage.** The Contractor shall purchase or maintain a commercial umbrella or excess liability policy to meet the minimum limits as described in Section **b.** below. Commercial umbrella/excess liability coverage will be following form over all appropriate primary coverage including commercial general liability, employers liability and commercial automobile.

2.1.b Limits. The insurance required by this exhibit shall be written for at least the limits of liability specified in this Section or required by law, whichever is greatest.

Workers' Compensation.	Statutory Limits
Employer's Liability.	
Each Accident:	\$1,000,000
Each Bodily Injury Disease:	\$1,000,000
Aggregate Bodily Injury Disease:	\$1,000,000
Commercial General Liability.	
Each Occurrence:	\$1,000,000
General Aggregate:	\$2,000,000
Product/Completed Operations:	\$2,000,000
Personal & Advertising Injury:	\$1,000,000
Fire Damage Limit:	\$ 100,000
Medical Expense Limit:	\$ 5,000
Automobile Liability.	
Combined Single Limit:	\$1,000,000
Professional Liability/Errors & Omissions.	
Single Limit:	\$1,000,000
Aggregate:	\$1,000,000
Commercial Umbrella/Excess Coverage.	
Each Occurrence:	\$1,000,000

2.1.c. Additional Insured's. The Contractor's third-party liability insurance policies shall include the Sponsor and its officers, employees, agents, volunteers, partners, successors, and assigns as additional insureds. The policy endorsement must extend premise operations and products/completed operations to the additional insureds. The additional insured endorsement for the CGL insurance must be written on ISO Form CG 20 10 (11/85), a CG 20 37 (07/04) together with CG 20 33 (07/04), or the equivalent; but shall not use the following forms: CG 20 10 (10/93) or CG 20 10 (03/94).

2.1.d. Joint Venture. If the Contractor is a joint venture, the joint venture shall be a named insured for the liability insurance policies.

2.1.e. Primary Coverage. The Contractor's insurance shall be primary insurance coverage and may not seek contribution from any insurance or self-insurance carried by the Sponsor or the Architect including any property damage coverage carried by the Sponsor. Contractor's insurance shall apply separately to each insured against whom a claim is made or suit is brought. The Contractor's insurance shall not include any cross-suit exclusion or preclude an additional insured party from asserting a claim as a third party.

2.1.f. Contractor's Failure to Maintain Insurance. If the Contractor for any reason fails to maintain required insurance coverage, such failure shall be deemed a material breach of the Contract and the Sponsor, at its sole discretion, may suspend or terminate the Contract pursuant to Section 108.11 of the General Conditions. The Sponsor may, but has no obligation to, purchase such required insurance, and without further notice to the Contractor, the Sponsor may deduct from the Contract Sum any premium costs advanced by the Sponsor for such insurance. Failure to maintain the insurance coverage required by this exhibit shall not waive the Contractor's obligations to the Sponsor.

2.1.g. Certificates of Insurance. The Contractor shall supply to the Administrator or and Sponsor Certificates of Insurance (COI) for the insurance policies described in this exhibit prior to the commencement of the Work and before bringing any equipment or construction personnel onto the Project site.

1. Additional Certificates. To the extent that the Contractor's insurance coverages are required to remain in force after final payment and are reasonably available, an additional certificate evidencing continuation of such coverage shall be submitted with the final Application for Payment. Information concerning reduction of coverage on account of revised limits or claims paid under the general aggregate, or both, shall be furnished by the Contractor with reasonable promptness in accordance with the Contractor's information and belief.
2. Prohibition Until Certificates Received. The Sponsor shall have the right, but not the obligation, to prohibit the Contractor and its Subcontractors from entering the Project site until the required certificates (or other competent evidence that insurance has been obtained in complete compliance with this exhibit) are received and approved by the Administrator and or Sponsor.
3. Deductibles/Self-Insured Retentions. Payment of deductibles or self-insured retention is a Cost of the Work within the Guaranteed Maximum Price and does not justify a Change Order. Satisfaction of all self-insured retentions or deductibles will be the sole responsibility of the Contractor.

2.2. Subcontractor Insurance. The Contractor shall cause each Subcontractor to purchase and maintain in full force and effect policies of insurance as specified in this exhibit, except for coverage limits, which will be agreed upon between the Sponsor and the Contractor. The Contractor will be responsible for the Subcontractors' coverage if the Subcontractors fail to purchase and maintain the required insurance. When requested by the Sponsor, the Contractor will furnish copies of certificates of insurance establishing coverage for each Subcontractor.

2.2.a. Limitations on Coverage

insurance provided by the Contractor under this exhibit will be required to indemnify the Sponsor, the Architect, or their employees or agents to the extent of liability for death or bodily injury to persons or damage to property caused in whole or in part by their own negligence, but will require indemnity to the extent of the fault of the Contractor or its agents, representatives, or Subcontractors.

- ii. The obligations of the Contractor under this exhibit shall not extend to the liability of the Architect or its consultants for (1) the preparation or approval of maps, Drawings, opinions, reports, surveys, Change Orders, designs, or specifications, or (2) the giving or failure to give directions or instructions, to the extent that the directions, or failure to provide directions, are the cause of the injury or damage.
- iii. By requiring insurance, the Sponsor does not represent that coverage and limits will necessarily be adequate to protect the Contractor. Insurance in effect or procured by the Contractor will not reduce or limit the Contractor's contractual obligations to indemnify and defend the Sponsor for claims or suits that result from or are connected with the performance of the Contract.

2.2.b. PROPERTY INSURANCE:

- i. **Builder's Risk.** As applicable to the project, Sponsor shall provide builder's risk insurance for the Project covering physical loss or damage to the Work in the amount of the total Project sum. Such insurance shall cover the work, false work, temporary structures, all supplies and materials furnished in connection therewith and destined to become a part of the Work, and shall include some limited amount of off-site storage and transit coverage.

If such builder's risk insurance has a deductible, the Contractor shall be responsible for the entire deductible.

Should Sponsor decide not to provide builder's risk insurance Sponsor shall immediately notify Contractor of such decision and allow Contractor to procure builder's risk insurance. The Sponsor shall also allow Contractor to submit a Change Order to Sponsor for the reimbursement of the cost of builder's risk insurance as procured by the Contractor.
- ii. **Contractor's Responsibility.** Contractor must provide insurance for its own machinery, tools, equipment, or supplies that are not to become a part of the Project.

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
APPROVE DEDICATION DEED AND RIGHT OF WAY DEDICATION, DONATION
AGREEMENT AND OBLIGATION AGREEMENT BETWEEN WASHINGTON
COUNTY AND THE HILLBORO SCHOOL DISTRICT FOR THE LADD ACRES
ELEMENTARY SCHOOL/JOHNSON STREET & CORNELIUS PASS ROAD
IMPROVEMENT PROJECT

SITUATION

During the summer of 2018, the District improved the Parent/Bus Drop-Off at Ladd Acres Elementary School to separate bus and parent traffic. At that time, Washington County advised the District of planned improvement for Cornelius Pass Road fronting the Ladd Acres campus. Washington County provided a Dedication Deed that include Dedication Right-of-Way and Public Utility Easement to the County for the corner of Cornelius Pass Road and Johnson Street. The improvements will widen Cornelius Pass Road between TV Highway and Frances Street to five lanes. The project will also add a dedicated right turn lane from westbound TV Highway to northbound Cornelius Pass Road, bicycle facilities, sidewalks and streetlights. The additional lane of traffic will be beneficial for the traffic flow at Ladd Acres Elementary.

Earlier this winter, the District was contacted by Washington County to advise that the improvements have been scheduled to take place during the Summer/Fall of 2021. The improvement project will require the District to dedicate approximately 8 feet of frontage along Cornelius Pass Road to Washington County. In order to complete this work the County has asked the District to sign several documents. The first document includes a Dedication Deed, Slope Easement, Public Utilities Easement and Temporary Construction Easement for areas near the two driveways, which were not included in the original Dedication Deed. The second document is a Donation Agreement allows the District to donate the property to Washington County is getting from us to complete the Cornelius Pass Road improvement project. The final document is an Obligation Agreement that says the county is responsible for moving and replacing the fence along Cornelius Pass Road.

For more information regarding this project please visit

<https://www.co.washington.or.us/LUT/TransportationProjects/cornelius-pass-tv-hwy-to-frances.cfm>.

RECOMMENDATION

The Superintendent recommends the Board approve the Dedication Deed, Donation Agreement and Obligation Agreement between Washington County and the Hillsboro School District for the Ladd Acres Elementary/SE Johnson Street and SE Cornelius Pass Road Improvement Project.

I move that the Board of Directors approve the Dedication Deed, Donation Agreement, and Obligation Agreement between Washington County and the Hillsboro School District for the Ladd Acres Elementary/SE Johnson Street and SE Cornelius Pass Road Improvement Project.

After recording, please return to:

Washington County
LUT, Right-of-Way Section
1400 SW Walnut St. Mail Stop #18
Hillsboro, OR 97123-5625

Until a change is requested all
tax statements shall be sent to:
No Change

DEDICATION DEED

Hillsboro School District 1J, a public school district of the state of Oregon, Grantor, grants to **WASHINGTON COUNTY**, a political subdivision of the State of Oregon, Grantee, on behalf of the public, for the use of the public forever, the following easements in that certain real property situated in the County of Washington and State of Oregon, described on the attached Exhibit "A," and shown on the attached Exhibit "B."

The true consideration for this conveyance is **\$None**.

PARCEL 1 - DEDICATION OF RIGHT-OF-WAY

Including the right to construct, operate, and maintain a public road, all customary associated uses, and appurtenant facilities forever;

PARCEL 2 - SLOPE EASEMENT

Including the right to construct and maintain slopes necessitated by the construction, operation, and maintenance of the public road, all public facilities, and improvements in the adjacent right-of-way. Grantee shall never be required to remove the slope materials placed by it on said property, nor shall Grantee be subject to any damages to Grantor(s) by reasons of any change of grade of the roadway abutting on said property.

PARCEL 3 - PUBLIC UTILITIES EASEMENT

Including the right to install, maintain, and repair public utilities over, under, and across the property described;

PARCEL 4 - TEMPORARY CONSTRUCTION EASEMENT

Including the right for Grantee, its employees, agents, and employees of independent contractors performing work under contract for Washington County, to enter and use the easement area for a construction work area in connection with the construction of the Cornelius Pass Road (Frances Street to Tualatin Valley Highway) project as designed.

The term and duration of this temporary construction easement shall be for a period of two (2) years, from January 1, 2021 to December 31, 2023, or upon completion of the above-mentioned construction project, whichever is sooner.

This document is intended to grant easements on the property described, not to convey fee title or any interest in the underlying property except as expressly stated herein. The easements granted shall not prevent Grantors from the use of said property; provided, however, that such use shall not be permitted to interfere with the rights herein granted. Grantor shall not be permitted to endanger the lateral support of any facilities constructed within the easements granted herein.

Grantor hereby covenants to and with Grantee that it is the owner of said property, which is free from all encumbrances, except for easements, conditions and restrictions of record, and will warrant and defend the easement rights herein granted from all lawful claims whatsoever, except as stated herein.

IN WITNESS WHEREOF, the above-named Grantor, by and through its _____,
has caused this instrument to be signed.

DATED this _____ day of _____, 20__.

an Oregon public school district

By: _____

Title: _____

STATE OF OREGON)
) ss.
County of Washington)

This instrument was acknowledged before me this _____ day of _____, 20__, by
_____(name of officer/agent) of Hillsboro School District 1J an Oregon public
school district on behalf of the school district.

Notary Public

Accepted on behalf of Washington County, Oregon.

By: _____

Title: _____

Approved As To Form:

Dated this _____ day of _____, 20__

Cortney D. Duke-Driessen
Sr. Assistant County Counsel
Signed & Dated: September 9, 2013

EXHIBIT 'A'

SE CORNELIUS PASS ROAD
OCTOBER 17, 2019
REVISED: APRIL 27, 2020

WASH. CO. PROJECT NO. 100254
FILE NO. 25
TAX MAP & LOT NO. 1S211BB 01700

PARCEL 1 – DEDICATION OF RIGHT-OF-WAY

A PARCEL OF LAND LYING IN THE NORTHWEST ONE-QUARTER OF SECTION 11, TOWNSHIP 1 SOUTH, RANGE 2 WEST, WILLAMETTE MERIDIAN, CITY OF HILLSBORO, WASHINGTON COUNTY, OREGON, BEING A PORTION OF THAT PROPERTY DESCRIBED IN EXECUTRIX'S DEED TO HILLSBORO SCHOOL DISTRICT 1J, RECORDED ON FEBRUARY 9, 1970, IN BOOK 770, PAGE 939, WASHINGTON COUNTY BOOK OF RECORDS, SAID PARCEL BEING THAT PORTION OF SAID PROPERTY INCLUDED IN A STRIP OF LAND LYING ON THE WESTERLY RIGHT-OF-WAY LINE OF SE CORNELIUS PASS ROAD, WHICH CENTERLINE IS DESCRIBED AS FOLLOWS:

A ROAD CENTERLINE IN THE WEST ONE-HALF OF SECTIONS 2 AND 11, TOWNSHIP 1 SOUTH, RANGE 2 WEST, WILLAMETTE MERIDIAN, WASHINGTON COUNTY, OREGON, BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE RECORDED CENTER LINE STATION 9+21.46, SAID POINT OF BEGINNING BEING THE CENTERLINE INTERSECTION OF WESTBOUND TUALATIN VALLEY HIGHWAY AND SE CORNELIUS PASS ROAD PER SURVEY NO. 33591 FILED IN THE WASHINGTON COUNTY SURVEYOR'S OFFICE ON MAY 21, 2019;

THENCE FROM SAID POINT OF BEGINNING, ALONG THE RECORD CENTERLINE OF SAID SE CORNELIUS PASS ROAD (COUNTY ROAD 2469), NORTH 02°29'18" EAST, 78.54 FEET TO A 5/8" IRON ROD WITH YELLOW PLASTIC CAP INSCRIBED "PLS 2795" IN MONUMENT BOX AT STATION 10+00;

THENCE CONTINUING ALONG SAID CENTERLINE, NORTH 02°29'18" EAST, 1057.08 FEET TO A 2" BRASS DISK IN MONUMENT BOX MARKING THE COMMON CORNER OF DLCs 45, 48 AND 47 AT STATION 20+57.08;

THENCE NORTH 02°21'38" EAST, 1051.33 FEET TO A 5/8" IRON ROD WITH ALUMINUM CAP INSCRIBED "WRG DESIGN INC." IN MONUMENT BOX AT STATION 31+08.41;

THENCE NORTH 02°21'38" EAST, 485.16 FEET TO A 5/8" IRON ROD WITH ALUMINUM CAP INSCRIBED "WRG DESIGN INC." IN MONUMENT BOX AT STATION 35+93.57;

THENCE NORTH 02°21'38" EAST, 627.22 FEET TO A 5/8" IRON ROD WITH ALUMINUM CAP INSCRIBED "WRG DESIGN INC." IN MONUMENT BOX AT STATION 42+20.79;

THENCE NORTH 02°21'38" EAST, 249.76 FEET TO A 5/8" IRON ROD WITH ALUMINUM CAP INSCRIBED "WRG DESIGN INC." IN MONUMENT BOX AT STATION 44+70.55;

THENCE NORTH 02°21'38" EAST, 513.75 FEET TO A 5/8" IRON ROD WITH ALUMINUM CAP INSCRIBED "WRG DESIGN INC." IN MONUMENT BOX AT STATION 49+84.30, BEING THE TERMINUS OF THE DESCRIBED CENTERLINE.

THE WIDTH OF SAID STRIP OF LAND ON THE WESTERLY SIDE OF SE CORNELIUS PASS ROAD CENTERLINE IS AS FOLLOWS:

STATION	TO	STATION	WIDTH ON WESTERLY SIDE OF CENTERLINE
25+66.00		25+86.00	49.00 FEET IN A STRAIGHT LINE TO 59.00 FEET
25+86.00		26+29.00	59.00 FEET IN A STRAIGHT LINE

26+29.00	26+50.00	59.00 FEET IN A STRAIGHT LINE TO 49.00 FEET
TOGETHER WITH:		
28+04.00	28+26.00	49.00 FEET IN A STRAIGHT LINE TO 58.00 FEET
28+26.00	28+58.00	58.00 FEET IN A STRAIGHT LINE
28+58.00	28+77.00	58.00 FEET IN A STRAIGHT LINE TO 49.00 FEET

EXCEPTING THEREFROM, ALL THAT PORTION OF SAID PARCEL LYING WITHIN THE EXISTING RIGHT-OF-WAY OF SE CORNELIUS PASS ROAD.

CONTAINING 1,108 SQUARE FEET, MORE OR LESS

PARCEL 2 – SLOPE EASEMENT

A PARCEL OF LAND LYING IN THE NORTHWEST ONE-QUARTER OF SECTION 11, TOWNSHIP 1 SOUTH, RANGE 2 WEST, WILLAMETTE MERIDIAN, CITY OF HILLSBORO, WASHINGTON COUNTY, OREGON, BEING A PORTION OF THAT PROPERTY DESCRIBED IN EXECUTRIX'S DEED TO HILLSBORO SCHOOL DISTRICT 1J, RECORDED ON FEBRUARY 9, 1970, IN BOOK 770, PAGE 939, WASHINGTON COUNTY BOOK OF RECORDS, SAID PARCEL BEING THAT PORTION OF SAID PROPERTY INCLUDED IN A STRIP OF LAND LYING ON THE WESTERLY RIGHT-OF-WAY LINE OF SE CORNELIUS PASS ROAD, WHICH CENTERLINE IS AS DESCRIBED ABOVE:

THE WIDTH OF SAID STRIP OF LAND ON THE WESTERLY SIDE OF SE CORNELIUS PASS ROAD CENTERLINE IS AS FOLLOWS:

STATION	TO	STATION	WIDTH ON WESTERLY SIDE OF CENTERLINE
21+07.41		21+13.75	76.11 FEET IN A STRAIGHT LINE TO 73.58 FEET
21+13.75		21+14.75	73.58 FEET IN A STRAIGHT LINE TO 68.76 FEET
TOGETHER WITH:			
21+46.14		21+46.14	49.00 FEET IN A STRAIGHT LINE TO 57.00 FEET
21+46.14		21+86.14	57.00 FEET IN A STRAIGHT LINE
21+86.14		21+86.14	57.00 FEET IN A STRAIGHT LINE TO 49.00 FEET

EXCEPTING THEREFROM, ALL THAT PORTION OF SAID PARCEL LYING WITHIN THE EXISTING RIGHT-OF-WAY OF SE CORNELIUS PASS ROAD.

CONTAINING 334 SQUARE FEET, MORE OR LESS

PARCEL 3 – PUBLIC UTILITY EASEMENT

A PARCEL OF LAND LYING IN THE NORTHWEST ONE-QUARTER OF SECTION 11, TOWNSHIP 1 SOUTH, RANGE 2 WEST, WILLAMETTE MERIDIAN, CITY OF HILLSBORO, WASHINGTON COUNTY, OREGON, BEING A PORTION OF THAT PROPERTY DESCRIBED IN EXECUTRIX'S DEED TO HILLSBORO SCHOOL DISTRICT 1J, RECORDED ON FEBRUARY 9, 1970, IN BOOK 770, PAGE 939, WASHINGTON COUNTY BOOK OF RECORDS, SAID PARCEL BEING THAT PORTION OF SAID PROPERTY INCLUDED IN A STRIP OF LAND LYING ON THE WESTERLY RIGHT-OF-WAY LINE OF SE CORNELIUS PASS ROAD, WHICH CENTERLINE IS AS DESCRIBED ABOVE:

THE WIDTH OF SAID STRIP OF LAND ON THE WESTERLY SIDE OF SE CORNELIUS PASS ROAD CENTERLINE IS AS FOLLOWS:

STATION	TO	STATION	WIDTH ON WESTERLY SIDE OF CENTERLINE
21+28.40		21+32.03	66.38 FEET IN A STRAIGHT LINE TO 70.15 FEET
21+32.03		21+44.37	70.15 FEET IN A STRAIGHT LINE TO 57.00 FEET

EXCEPTING THEREFROM, PARCEL 1 AND ANY PORTION OF SAID PARCEL LYING WITHIN THE EXISTING RIGHT-OF-WAY OF SE CORNELIUS PASS ROAD.

CONTAINING 78 SQUARE FEET, MORE OR LESS

PARCEL 4 – TEMPORARY CONSTRUCTION EASEMENT

A PARCEL OF LAND LYING IN THE NORTHWEST ONE-QUARTER OF SECTION 11, TOWNSHIP 1 SOUTH, RANGE 2 WEST, WILLAMETTE MERIDIAN, CITY OF HILLSBORO, WASHINGTON COUNTY, OREGON, BEING A PORTION OF THAT PROPERTY DESCRIBED IN EXECUTRIX'S DEED TO HILLSBORO SCHOOL DISTRICT 1J, RECORDED ON FEBRUARY 9, 1970, IN BOOK 770, PAGE 939, WASHINGTON COUNTY BOOK OF RECORDS, SAID PARCEL BEING THAT PORTION OF SAID PROPERTY INCLUDED IN A STRIP OF LAND LYING ON THE WESTERLY RIGHT-OF-WAY LINE OF SE CORNELIUS PASS ROAD, WHICH CENTERLINE IS AS DESCRIBED ABOVE:

THE WIDTH OF SAID STRIP OF LAND ON THE WESTERLY SIDE OF SE CORNELIUS PASS ROAD CENTERLINE IS AS FOLLOWS:

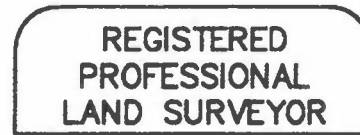
STATION	TO	STATION	WIDTH ON WESTERLY SIDE OF CENTERLINE
21+00.75		21+16.93	82.80 FEET IN A STRAIGHT LINE TO 75.74 FEET
21+16.93		21+19.37	75.74 FEET IN A STRAIGHT LINE TO 64.11 FEET
TOGETHER WITH:			
25+59.82		25+72.64	49.00 FEET IN A STRAIGHT LINE TO 69.32 FEET
25+72.64		26+32.46	69.32 FEET IN A STRAIGHT LINE TO 69.44 FEET
26+32.46		26+58.70	69.44 FEET IN A STRAIGHT LINE TO 49.00 FEET
TOGETHER WITH:			
27+92.35		28+13.44	49.00 FEET IN A STRAIGHT LINE TO 63.01 FEET
28+13.44		28+14.08	63.01 FEET IN A STRAIGHT LINE TO 76.22 FEET
28+14.08		28+51.97	76.22 FEET IN A STRAIGHT LINE TO 76.11 FEET
28+51.97		28+82.29	76.11 FEET IN A STRAIGHT LINE TO 53.62 FEET
28+82.29		29+10.00	53.62 FEET IN A STRAIGHT LINE TO 53.57 FEET

EXCEPTING THEREFROM, PARCELS 1, 2 AND 3, AND ANY PORTION OF SAID PARCEL LYING WITHIN THE EXISTING RIGHT-OF-WAY OF SE CORNELIUS PASS ROAD.

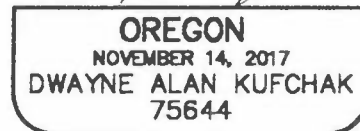
CONTAINING 2,360 SQUARE FEET, MORE OR LESS

THE CENTERLINE OF SE CORNELIUS PASS ROAD DESCRIBED ABOVE IS PER SURVEY NO. 33043.

BASIS OF BEARINGS FOR THESE DESCRIPTIONS ARE PER THE OREGON STATE PLANE COORDINATE SYSTEM,
NAD 1983 (2011), GEOID 12B (CONUS).



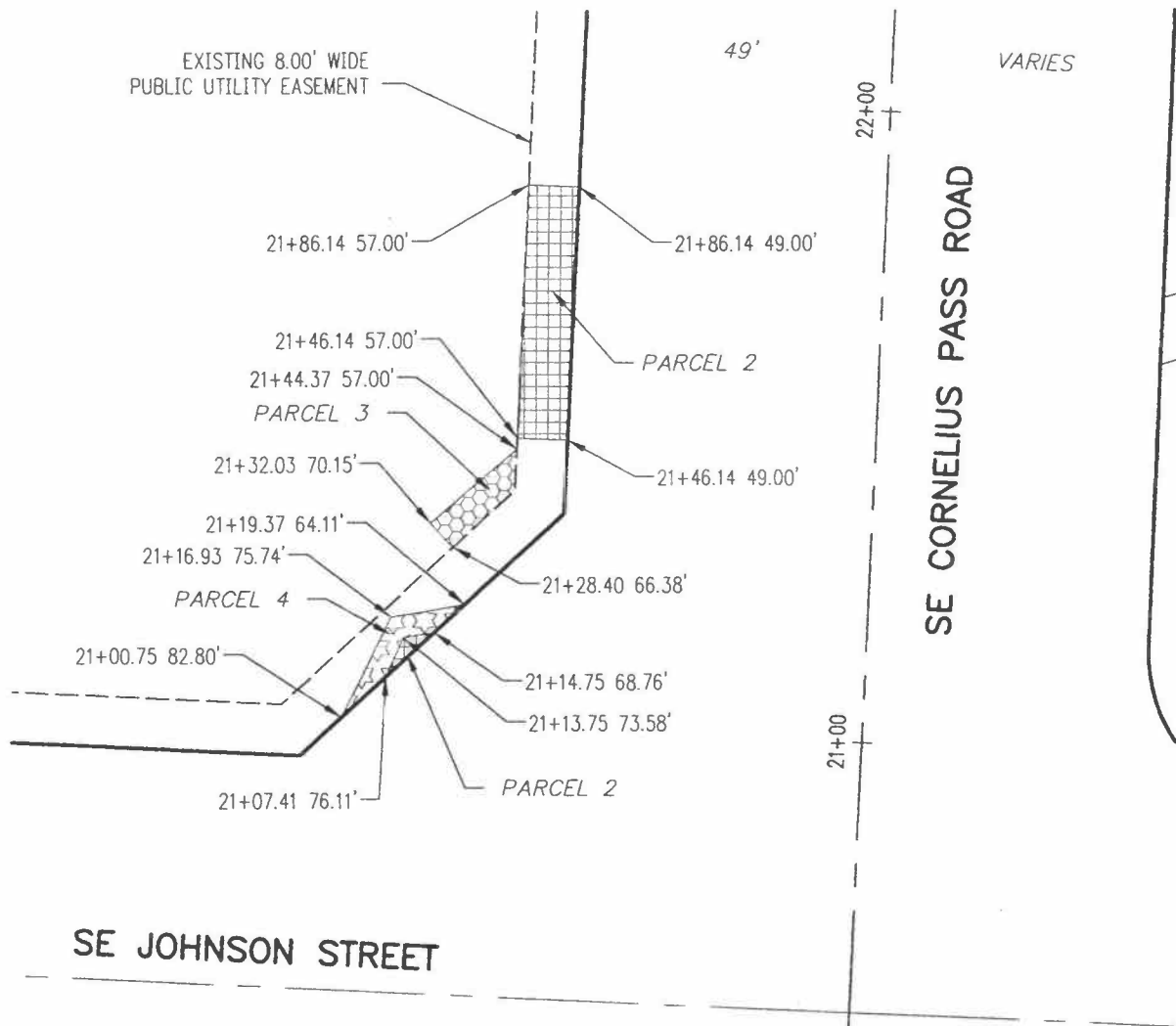
A handwritten signature in black ink, appearing to read "Dwayne Alan Kufchak", written over a horizontal line.



EXPIRES: 6-30-21

EXHIBIT "B"

SEE SHEET 2



PARCEL 1
DEDICATION OF RIGHT-OF-WAY
(1,108 SQ. FT. MORE OR LESS)

PARCEL 2
SLOPE EASEMENT
(334 SQ. FT. MORE OR LESS)

PARCEL 3
PUBLIC UTILITY EASEMENT
(78 SQ. FT. MORE OR LESS)

PARCEL 4
TEMPORARY CONSTRUCTION EASEMENT
(2,360 SQ. FT. MORE OR LESS)

0 30
SCALE: 1" = 30'

SHEET 1 OF 3

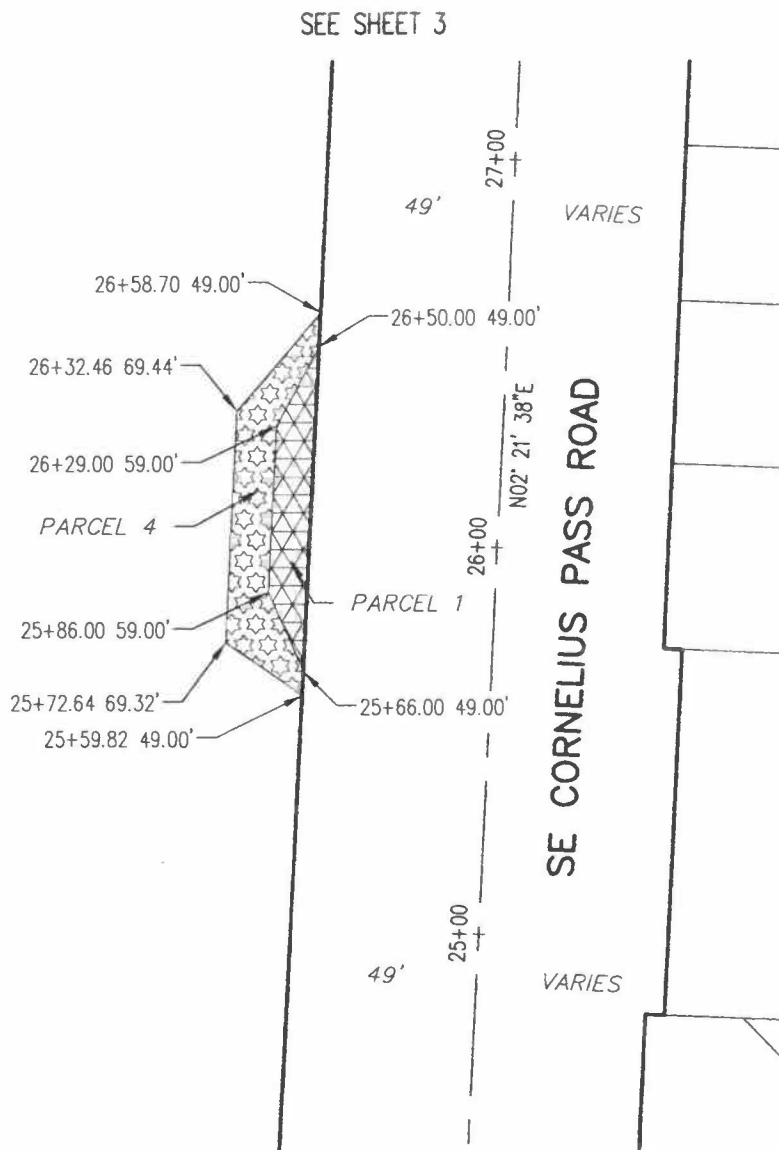
SEC. 11, T. 1S, R. 2W, W.M.

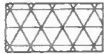


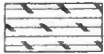
Department of
Land Use &
Transportation
Engineering and
Construction Services

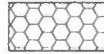
Section	FRANCES STREET TO TUALATIN VALLEY HIGHWAY		
Highway	SE CORNELIUS PASS ROAD		
County	Washington County	Project No.	100254
Purpose	Slope, PUE & Temp. Ease.	File No.	25
Date	222 October 17, 2019	Taxlot No.	1S211BB01700
Revised	April 27, 2020	JK DM	


EXHIBIT "B"

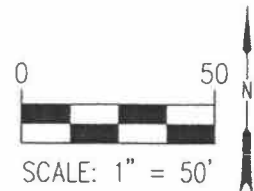


 PARCEL 1
DEDICATION OF RIGHT-OF-WAY
(1,108 SQ. FT. MORE OR LESS)

 PARCEL 2
SLOPE EASEMENT
(334 SQ. FT. MORE OR LESS)

 PARCEL 3
PUBLIC UTILITY EASEMENT
(78 SQ. FT. MORE OR LESS)

 PARCEL 4
TEMPORARY CONSTRUCTION EASEMENT
(2,360 SQ. FT. MORE OR LESS)



SHEET 2 OF 3

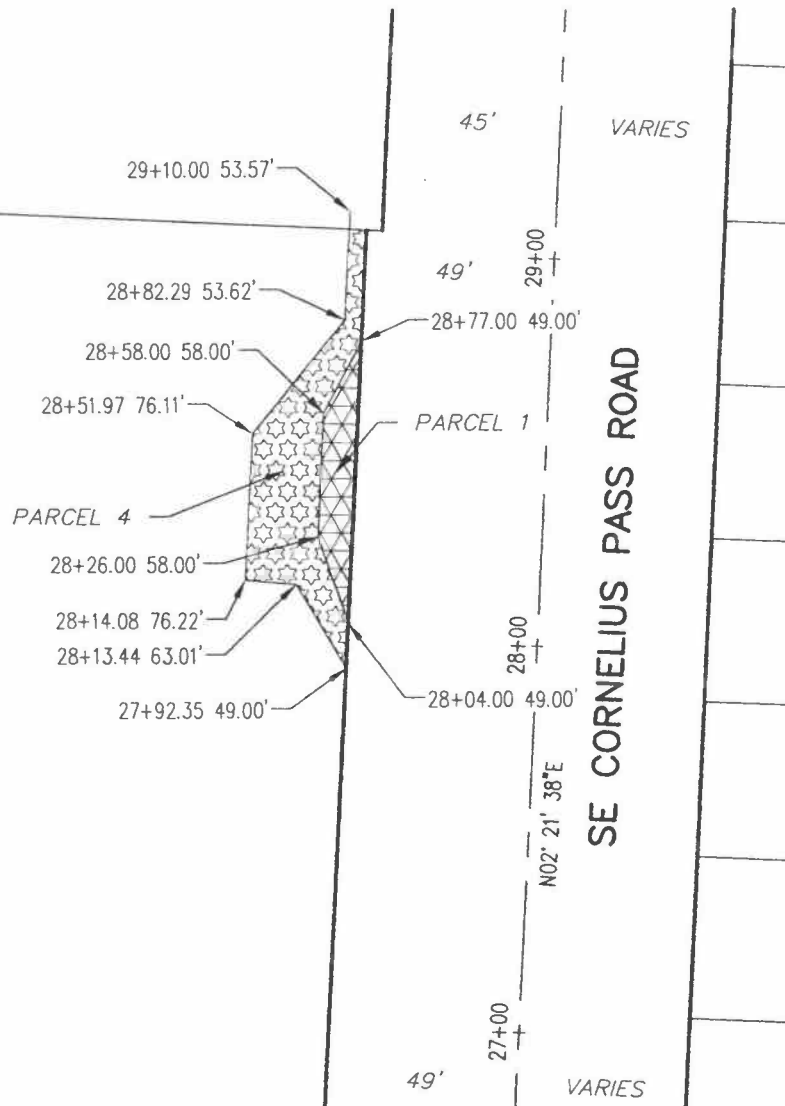
SEC. 11, T. 1S, R. 2W, W.M.



Department of
Land Use &
Transportation
Engineering and
Construction Services

Section	FRANCES STREET TO TUALATIN VALLEY HIGHWAY		
Highway	SE CORNELIUS PASS ROAD		
County	Washington County	Project No.	100254
Purpose	Temporary Ease.	File No.	25
Date	223 October 17, 2019	Taxlot No.	1S211BB01700
Revised	April 27, 2020	JK DM	

EXHIBIT "B"



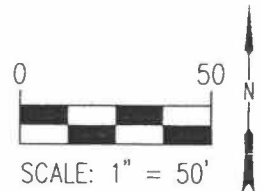
SEE SHEET 2

PARCEL 1
DEDICATION OF RIGHT-OF-WAY
(1,108 SQ. FT. MORE OR LESS)

PARCEL 2
SLOPE EASEMENT
(334 SQ. FT. MORE OR LESS)

PARCEL 3
PUBLIC UTILITY EASEMENT
(78 SQ. FT. MORE OR LESS)

PARCEL 4
TEMPORARY CONSTRUCTION EASEMENT
(2,360 SQ. FT. MORE OR LESS)



SHEET 3 OF 3

SEC. 11, T. 1S, R. 2W, W.M.



Department of
Land Use &
Transportation
Engineering and
Construction Services

Section	FRANCES STREET TO TUALATIN VALLEY HIGHWAY		
Highway	SE CORNELIUS PASS ROAD		
County	Washington County	Project No.	100254
Purpose	Temporary Ease.	File No.	25
Date	224 October 17, 2019	Taxlot No.	1S211BB01700
Revised	April 27, 2020		

JK DM

WASHINGTON COUNTY DEPARTMENT OF LAND USE & TRANSPORTATION

Capital Project Services • Right of Way Section

1400 SW Walnut St., MS 18, Hillsboro, OR 97123-5625, 503-846-7870

DONATION AGREEMENT

January 13, 2021

Hillsboro School District 1J
4901 SE Witch Hazel Rd
Hillsboro, OR 97124

File: 25
Name: Hillsboro School District
Roadway: Cornelius Pass Rd
Section: TV Hwy to Frances
Project #: 100254
FAP#: N/A

Situs: 2425 SE Cornelius Pass Rd. Hillsboro

When a public improvement project requires any government agency or its contractor to acquire or enter upon private property, the owners of that property are entitled to compensation based upon a valuation report under federal and state law. Federal law is the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 as amended, PL 91-646, and state law is in Oregon Revised Statutes, 35.510, as amended.

The above federal and state laws also allow property owners to donate necessary property rights if they wish. To accomplish a donation, you only need to acknowledge that the agency has informed you of the right to compensation and that you wish to donate. Property owners may also release Washington County from its requirement to provide a valuation report.

If you elect to donate the property rights as described in the attached Exhibit "A" and shown on Exhibit "B" or deed, subject to the above information, please date and sign this Donation Agreement in the space below.

☐ I/We release Washington County from providing a valuation report.

Dated this ____ day of ____, 20____.

____(name of person(s) or corporation)

Hillsboro School District 1J

Signature: _____

4901 SE Witch Hazel Rd
Hillsboro, OR 97124

Site: 2425 SE Cornelius Pass Rd. Hillsboro

WASHINGTON COUNTY DEPARTMENT OF LAND USE & TRANSPORTATION

Capital Project Services • Right-of-Way

1400 SW Walnut St., MS 18, Hillsboro, OR 97123-5625, 503-846-7870

GRANTOR's and COUNTY'S OBLIGATION(S) AGREEMENT

February 9, 2021

Name: Hillsboro School District 1J
c/o Adam Stewart, Capital Projects Officer
4901 SE Witch Hazel Rd.
Hillsboro, OR 97124

File: 25

Situs: 2425 SE Cornelius Pass Rd. Hillsboro, OR

Project #: 100254

FAP#: N/A

Eng. Station: "C" 100+00 LT

To Eng. Station
per construction plans:

"C" 105+50 LT

The County project will install new chain link fencing, similar to the existing fencing, between approximate Engineer's Station "C" 100+00 LT and "C" 105+50 LT, approximately 49' left of centerline along Cornelius Pass Road and/or as shown on the attached drawing. New fencing will be tied into the existing fencing as shown. County will provide a minimum 30 days' notice prior to commencing construction.

The Grantor will remove/relocate the existing metal pole/frames, in the existing road right-of-way. Grantor will also be responsible for removing/retaining decorative school art/signs attached to the existing fencing.

Any construction lying outside of the traveled portion and shoulders but within the right-of-way of the roadway which is made for the use and benefit of the remaining property, either under the terms of this agreement or the construction plans, shall be completed in conformance with normal engineering construction practices and hereafter shall be maintained or reconstructed by the property owner.

If any of the construction under the terms of this agreement is outside of the roadway right-of-way, Grantors hereby grant County, its employees or contractors, permission to enter upon their remaining property for the purpose of performing any of said construction work.

It is understood and agreed that County's performance of this agreement shall be a portion of the consideration for the concurrent real property transaction evidenced by deed or easement document(s) between Grantors and County. This agreement shall not be effective or binding until Grantors receive notice from the County accepting the conveyance of the real property interests.

Washington County:

Grantor(s):

Project Manager

Date

Signature

Date

Signature

Date

NORTH
Scale: 1" = 40'

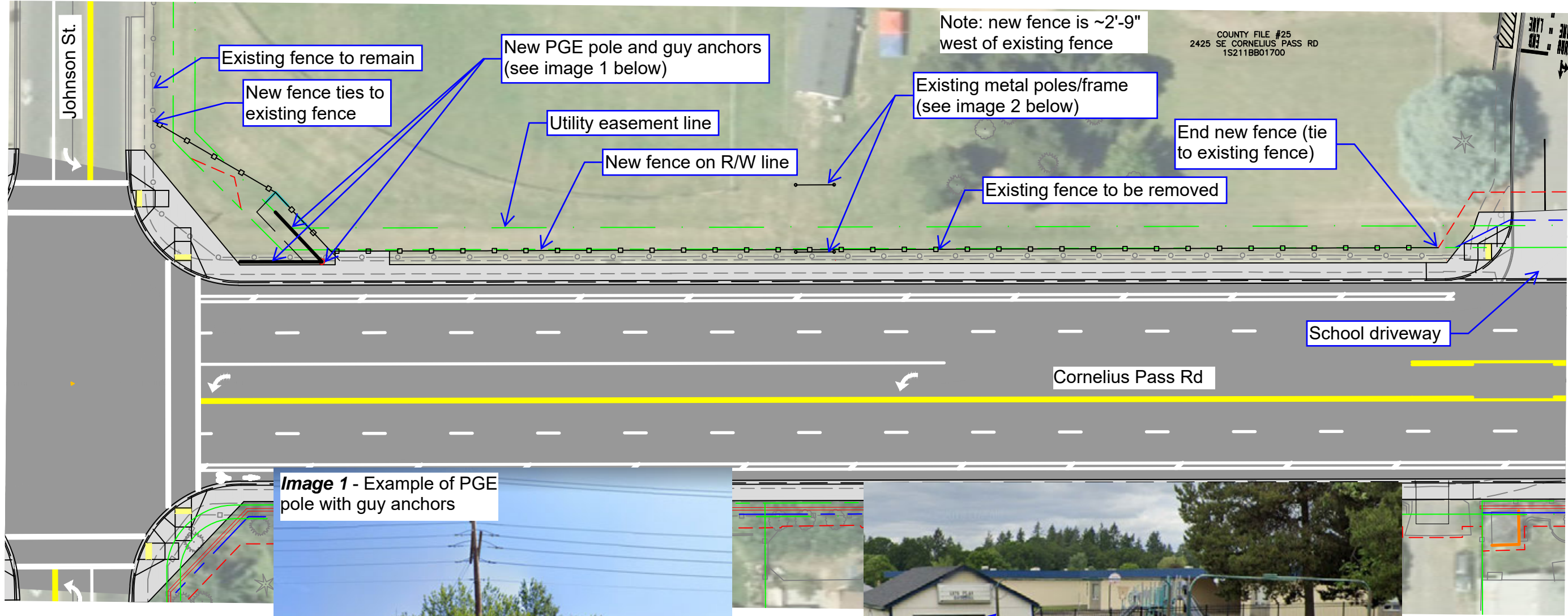


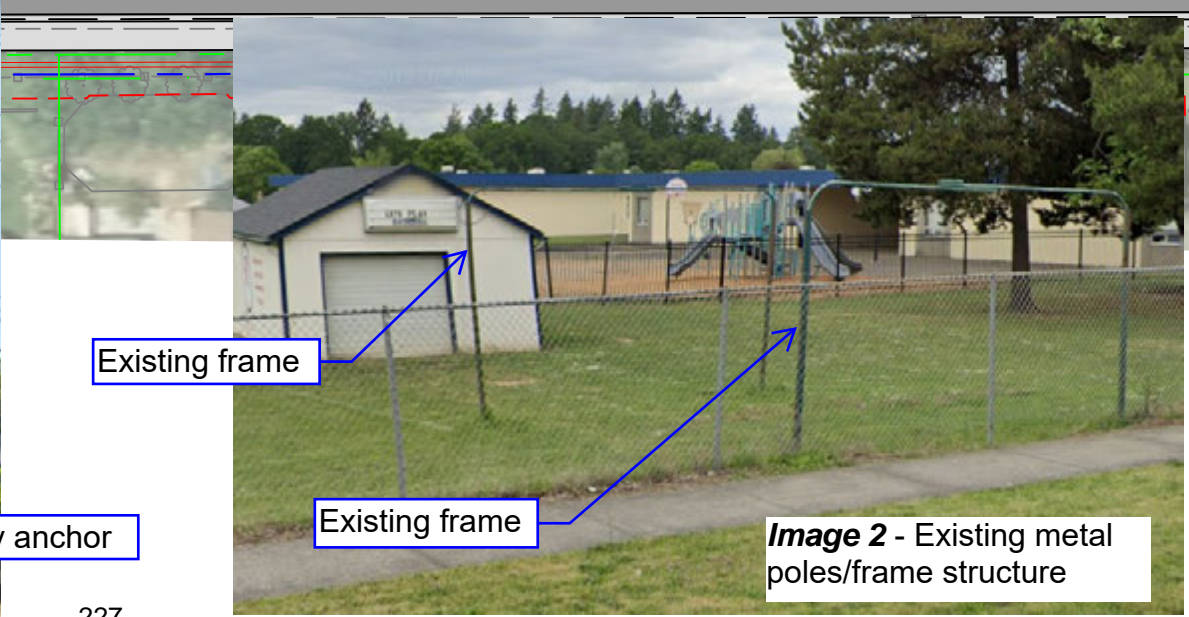
Image 1 - Example of PGE pole with guy anchors



Existing frame

Existing frame

Image 2 - Existing metal poles/frame structure



HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
ACCEPT GIFTS AND DONATIONS
(as of January 31, 2021)

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 Gold Family farms Inc, to the Groner K-8 for the STEM Program
- Donation of \$10,000 from The Hillsboro Schools Foundation to the Hillsboro School District for Senior Signs - Marketing
- Donation of \$10,000 from Gold Family farms Inc, to Farmington View Elementary School for the STEM Program
- Donation of \$5,000 from FIRST to Liberty High School for Robotics Team

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 Gold Family Farms Inc, to the Groner K-8 for the STEM Program, \$10,000 from The Hillsboro Schools Foundation to the Hillsboro School District for Senior Signs – Marketing, \$10,000 from Gold Family Farms Inc, to Farmington View Elementary School for the STEM Program and \$5,000 from FIRST to Liberty High School for Robotics Team.

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
APPOINT BUDGET COMMITTEE MEMBER

SITUATION

State law and policy DBEA provide for the establishment of a Budget Committee to review the District's proposed budget. The Hillsboro School District Budget Committee consists of seven members appointed by the Board, plus the seven elected Board members. To be eligible for appointment, Budget Committee members must live and be registered to vote in the District, and must not be officers, agents, or employees of the District. The appointed positions are for three-year terms, with staggered expiration dates.

Budget Committee Position 4 (expires June 30, 2021) is vacant due to change of residence of Kyle Tayler. Oregon law provides that if an appointive member is unable to serve the full term for which the member was appointed, or an appointed member resigns prior to completion of the term, the governing body shall fill the vacancy by appointment for the unexpired term (ORS 294.414).

Due to the timeline for the 2021-22 Budget development, and with the recent appointment process for Positions 1 and 2, staff recommend the appointment of the "next runner up" of applicants that were not appointed to those positions. [Kristine Adams-Wannberg](#) was the next highest ranking applicant during the process and has indicated continued interest in serving. The appointment would be for the remainder of the term for Position 4, June 30, 2021.

RECOMMENDATION

The Superintendent recommends that the Board of Directors appoint Kristine Adam-Wannberg to serve on the Budget Committee position 4, expiring June 30, 2021.

I move that the Board of Directors appoint Kristine Adams-Wannberg to serve on the Budget Committee position 4, expiring June 30, 2021.

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
ADOPT PLANNING CALENDAR FOR THE 2021-22 BUDGET

SITUATION

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

- The 2021-22 Proposed Budget will be presented during the Budget Committee meeting on April 27, 2021.
- Provision has been made for an additional Budget Committee meeting on May 6, 2021, if needed.
- The calendar provides for the Public Hearing and Board actions to be taken during the regular June 22, 2021, Board meeting.

RECOMMENDATION

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

I move that the Board of Directors adopt the planning calendar for the 2021-22 budget.

Budget Planning Calendar

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

Date	Activity
June 23, 2020	Appoint Budget Officer
December 12, 2020	Appoint Budget Committee Members to Vacant Positions
February 9, 2021	Budget update during Board Work Session
February 23, 2021	Budget Planning Calendar Approved
March 16, 2021	Budget update during Board Work Session
April 13, 2021	Budget update during Board Work Session
April 27, 2021	Budget Committee Meeting: Committee members review proposed budget documents, receive Budget Message, and may approve the budget for Hearing.
May 6, 2021	Additional Budget Committee Meeting (if needed)
June 22, 2021	Budget Hearing: Board Adopts Budget, Makes Appropriations, Declares the Levy.
July 15, 2021	Levy Certified to Assessor, and Adopted Budgets distributed per Local Budget Law and district best practice.

Publications:

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

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

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
LOCAL CONTRACT REVIEW BOARD
PUBLIC HEARING: AUTHORIZE INSTRUCTIONAL EQUIPMENT PURCHASE

SITUATION

On March 8, 2020, Oregon Gov. Kate Brown declared a State of Emergency that includes unprecedented extended school closures and implementation of a comprehensive distance learning instructional model. The District has developed a plan to return to in-person instruction that requires specific equipment for student participation beginning March 29, 2021. Specifically, a large quantity of headphones/microphones has been determined to be a requirement for returning to instruction and the purchase will exceed the \$150,000 threshold requirement for board authorization for procurement.

Per policy and Public Contracting Code ORS 279A.205 Cooperative Procurements Authorized, the District may “participate in a joint cooperative procurement for the procurement of any goods, services or public improvements.” The Oregon IT Hardware VAR Contract (5603) for technology purchasing meets the definition of a cooperative purchase agreement per ORS 279A.200(b). This rule exempts Hillsboro School District from declaring the purchase described herein as a sole source purchase.

Under the Oregon IT Hardware VAR Contract (5603), the District will be purchasing 20,000 ThinkWrite Ultra Ergo TW110- headsets (microphone plus headphone units) at \$11.96 each, for a total purchase of \$239,200 (no shipping or sales tax applied). This purchase is within current budget appropriations for the 2020-21 school year.

RECOMMENDATION

The Superintendent recommends the Board of Directors, acting as the Local Contract Review Board for the District, listen to the information and receive public testimony.

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
LOCAL CONTRACT REVIEW BOARD
AUTHORIZE INSTRUCTIONAL EQUIPMENT PURCHASE

SITUATION

On March 8, 2020, Oregon Gov. Kate Brown declared a State of Emergency that includes unprecedented extended school closures and implementation of a comprehensive distance learning instructional model. The District has developed a plan to return to in-person instruction that requires specific equipment for student participation beginning March 29, 2021. Specifically, a large quantity of headphones/microphones has been determined to be a requirement for returning to instruction and the purchase will exceed the \$150,000 threshold requirement for board authorization for procurement.

Per policy and Public Contracting Code ORS 279A.205 Cooperative Procurements Authorized, the District may “participate in a joint cooperative procurement for the procurement of any goods, services or public improvements.” The Oregon IT Hardware VAR Contract (5603) for technology purchasing meets the definition of a cooperative purchase agreement per ORS 279A.200(b). This rule exempts Hillsboro School District from declaring the purchase described herein as a sole source purchase.

Under the Oregon IT Hardware VAR Contract (5603), the District will be purchasing 20,000 ThinkWrite Ultra Ergo TW110- headsets (microphone plus headphone units) at \$11.96 each, for a total purchase of \$239,200 (no shipping or sales tax applied). This purchase is within current budget appropriations for the 2020-21 school year.

RECOMMENDATION

The Superintendent recommends the Board of Directors, acting as the Local Contract Review Board for the District, authorize the purchase of instructional equipment the purposes described above and in compliance with District policy.

I move that the Board of Directors, acting as the Local Contract Review Board, authorize the purchase of instructional equipment from CDW-G under the Oregon IT Hardware VAR Contract (5603) in the amount of \$239,200 for the purposes described and in compliance with policy [DJ: District Purchasing](#).

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
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 45: Periodic Training for Office/Department Managers

There is an efficiency created by a well-coordinated and defined set of operational systems. Business office staff supervisors improve the connection between their work and supporting principals as instructional leaders by providing periodic (monthly) training for Office Managers that correlates directly with current activities and is communicated to Administrators. For example, if there is a new process for Administrators to do or reminders of current practices, the business office communicates to Administrators through Monday Notes or direct correspondence while at the same time scheduling training for support staff.

Finance Team – Accounts Payable, Banking, and Student Body Accounting

Finance Manager Jennifer Zavatsky has developed and communicated with high school bookkeepers regarding the district's suspension of Athletic and Activity Fees for the 2020-21 school year. The communications department will provide a family communication that outlines the options available to families that have already paid participation fees. This suspension was reported to the Board during the January 26 meeting with the rationale that students would be experiencing a vastly different program and that there will be some directly related operational savings to offset the loss in revenue. The suspension is for the current year **only**.

Finance Team – Financial Reporting, Contracts and Grants

Manager of Business Services Jeff Jones is beginning to prepare management tools and reports for the 2021-22 school year. This includes creating new Consolidated Budget Workbooks for each school and department to be used for staffing and discretionary budget planning. Jeff is also beginning to draft the Proposed Budget Document with additional formatting and best practice upgrades per the OASBO Meritorious Budget Award guidelines.

Fiscal Specialist Christy Woodard is continuing to support all departments and schools with administration of (regular and irregular) grant funds. Ms. Woodard is also the District point of contact for the Washington County Cares Grant and FEMA claims. Alejandra AvilaHuacal, Business Office Department Support, has been providing additional support during this high-volume period.

Payroll Team and Employee Benefits

Payroll Supervisor Kim Grannis and Benefits Supervisor Lynette Coffman, have successfully processed and posted the 2020 W2's and 1095 (Affordable Care Act) forms on the employee

self-service portal. W2's were also mailed the last week in January. Work Share participants have been alerted to watch for 1099 forms issued from the Oregon Unemployment Department because that information is required for filing tax returns.

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) minimizes 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 December 2020.

The District received two workers' compensation claims in December. As of December 31, 2020, there were 14 open claims; seven were for medical costs only, and seven included time loss. There were two employees on modified work plans during December.

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

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 was 1 student athlete incident reported in December.

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	0	N/A	0
November	77	4.8	1	0	N/A	0
December	91	6.1	4	1	N/A	
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	1		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 two bus accidents in December.

Hillsboro School District 1J
MONTHLY FINANCIAL REPORT - as of January 31, 2021

	1st Quarter	October	November	December	2nd Quarter	January	Fiscal YTD	Budget		Fiscal YTD	
Revenues	Actual	Actual	Actual	Actual	Actual	Actual	2020-21	2020-21	% of Budget	2019-20	% of Budget
Taxes	\$140,003.08	\$64,475.95	\$61,398,176.36	\$14,621,071.15	\$76,083,723.46	\$1,347,709.43	\$77,571,435.97	\$82,507,072.02	94.02%	\$74,649,386.87	98.47%
Interest	\$71,188.29	\$17,308.43	\$19,647.35	\$51,880.93	\$88,836.71	\$47,323.98	\$207,348.98	\$1,200,000.00	17.28%	\$635,932.39	48.61%
Local Sources	\$37,207.75	\$41,584.08	\$173,162.50	\$9,288.74	\$224,035.32	\$7,333.05	\$268,576.12	\$2,765,323.98	9.71%	\$531,699.04	27.33%
Total Local	\$248,399.12	\$123,368.46	\$61,590,986.21	\$14,682,240.82	\$76,396,595.49	\$1,402,366.46	\$78,047,361.07	\$86,472,396.00	90.26%	\$75,817,018.30	95.90%
County/ESD	\$1,197,603.00	\$299,401.00	\$435,800.55	\$299,401.00	\$1,034,602.55	\$299,401.00	\$2,531,606.55	\$3,790,112.00	66.80%	\$2,110,727.14	57.36%
State Sources	\$46,473,409.28	\$11,614,828.57	\$11,852,920.36	\$11,630,822.80	\$35,098,571.73	\$11,554,063.57	\$93,126,044.58	\$143,160,594.00	65.05%	\$91,397,719.70	65.21%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$44,025.66	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$44,025.66	\$42,833.00	0.00%	-\$134.20	0.00%
Beginning Balance*	\$11,973,234.59	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,973,234.59	\$9,409,091.00	127.25%	\$10,090,583.53	112.13%
Total Revenue	\$59,936,671.65	\$12,037,598.03	\$73,879,707.12	\$26,612,464.62	\$112,529,769.77	\$13,255,831.03	\$185,722,272.45	\$242,875,026.00	76.47%	\$179,415,914.47	77.37%
Expenditures											
Instruction											
Salaries	\$6,915,558.20	\$6,820,063.87	\$6,825,086.21	\$7,038,824.71	\$20,683,974.79	\$6,861,474.54	\$34,461,007.53	\$79,447,168.00	43.38%	\$35,044,613.41	44.99%
Benefits	\$3,882,050.87	\$3,823,831.44	\$3,830,516.59	\$3,880,005.66	\$11,534,353.69	\$3,834,017.96	\$19,250,422.52	\$45,544,715.00	42.27%	\$19,808,748.80	44.84%
Purchased Service	\$691,964.33	\$527,016.63	\$317,070.54	\$366,624.78	\$1,210,711.95	\$296,358.92	\$2,199,035.20	\$14,371,079.00	15.30%	\$4,202,530.68	36.09%
Supplies/Materials	\$527,853.70	\$133,643.82	\$251,301.81	\$78,786.41	\$463,732.04	\$100,843.57	\$1,092,429.31	\$4,720,747.00	23.14%	\$1,071,328.81	34.99%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$19,859.00	0.00%
Other	\$148,304.74	\$3,589.20	\$500.00	\$0.00	\$4,089.20	\$0.00	\$152,393.94	\$975,637.00	15.62%	\$317,368.77	30.90%
Total Instruction	\$12,165,731.84	\$11,308,144.96	\$11,224,475.15	\$11,364,241.56	\$33,896,861.67	\$11,092,694.99	\$57,155,288.50	\$145,059,346.00	39.40%	\$60,464,449.47	43.87%
Support Services											
Salaries	\$6,700,756.33	\$3,173,017.05	\$3,103,774.88	\$3,223,853.77	\$9,500,645.70	\$3,121,098.79	\$19,322,500.82	\$47,237,641.00	40.90%	\$20,705,883.26	43.54%
Benefits	\$4,314,611.96	\$2,016,334.85	\$1,982,581.43	\$2,030,400.62	\$6,029,316.90	\$2,023,509.53	\$12,367,438.39	\$27,079,944.00	45.67%	\$12,794,745.23	47.44%
Purchased Service	\$3,219,892.17	\$799,244.17	\$717,670.99	\$810,531.61	\$2,327,446.77	\$1,101,009.32	\$6,648,348.26	\$8,544,746.00	77.81%	\$8,308,534.84	116.88%
Supplies/Materials	\$1,515,275.73	\$929,865.65	\$251,013.67	\$161,235.69	\$1,342,115.01	\$303,454.26	\$3,160,845.00	\$2,806,858.00	112.61%	\$3,367,356.32	180.18%
Capital Purchases	\$5,772.50	\$34,999.65	\$422.50	\$4,981.99	\$40,404.14	\$44,511.92	\$90,688.56	\$0.00	N/A	\$62,170.63	0.00%
Other	\$1,412,380.54	\$24,764.62	\$31,481.39	\$2,494.40	\$58,740.41	\$77,292.01	\$1,548,412.96	\$580,094.00	266.92%	\$1,499,908.07	239.26%
Total Support	\$17,168,689.23	\$6,978,225.99	\$6,086,944.86	\$6,233,498.08	\$19,298,668.93	\$6,670,875.83	\$43,138,233.99	\$86,249,283.00	50.02%	\$46,738,598.35	55.56%
Community Services											
Salaries	\$55,702.87	\$31,926.31	\$27,493.58	\$33,173.59	\$92,593.48	\$32,483.26	\$180,779.61	\$313,488.00	57.67%	\$173,299.45	44.49%
Benefits	\$32,673.03	\$17,809.73	\$14,029.43	\$19,291.09	\$51,130.25	\$19,358.20	\$103,161.48	\$179,714.00	57.40%	\$108,006.94	48.89%
Purchased Service	\$745.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$745.00	\$56,706.00	1.31%	\$24,250.70	41.64%
Supplies/Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31.37	\$31.37	\$18,627.00	0.17%	\$2,566.48	16.76%
Capital Purchases	\$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	\$3,850.00	0.00%	\$0.00	0.00%
Total Community Services	\$89,120.90	\$49,736.04	\$41,523.01	\$52,464.68	\$143,723.73	\$51,872.83	\$284,717.46	\$572,385.00	49.74%	\$308,123.57	44.71%
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%
Capital Purchases	\$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%
Debt Service Payment	\$0.00	\$0.00	-\$45.81	\$0.00	-\$45.81	\$0.00	-\$45.81	\$0.00	0.00%	-\$2,673.85	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%
Contingency/Ending Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,994,012.00	0.00%	\$0.00	0.00%
Total Expenditures	\$29,423,541.97	\$18,336,106.99	\$17,352,897.21	\$17,650,204.32	\$53,339,208.52	\$17,815,443.65	\$100,578,194.14	\$242,875,026.00	41.41%	\$107,508,497.54	46.36%

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
BOND AUDIT REPORT

SITUATION

In November 2017, voters approved the \$408 million capital project bond sale and tax levy renewal. The District was well prepared and positioned for an immediate sale, cash infusion and project commencement. In addition to the standard program testing conducted by the District's independent auditor, Grove, Mueller, Swank PC, a more focuses assurance review was conducted specifically on the Capital Project funds.

District staff engaged with [Moss Adams](#), a local accounting firm to conduct an audit of the project expenditures to ensure compliance with the authorization under the ballot title. This report is for the 2019-20 fiscal year; the third consecutive comprehensive testing period of the Capital Projects Funds. An opinion was offered and incorporated into a report that includes other relevant supporting documents. District staff will continue to solicit independent opinions throughout the majority term of the program (2021-22) and provide annual reports to the community.

RECOMMENDATION

The Superintendent recommends that the directors review this report in advance and ask any questions they may have.



HSD CAPITAL PROJECT
Fiscal Year 2019-20

BOND AUDIT REPORT

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

HILLSBORO SCHOOL DISTRICT 1J
Washington County, Oregon

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION AND EXECUTIVE SUMMARY	2
AUDITOR INFORMATION	
Engagement Letter	4
Representative Letter	13
Report of Independent Accountants'	15
Recommendations	16
BALLOT TITLE AND RESOLUTION	17
PROCEDURES	22
INVESTMENT POLICY	24
BOND OVERSIGHT COMMITTEE INFORMATION	27
ANNUAL RECONCILIATION REVIEW	29
2019-20 REVENUES AND EXPENSES	32

INTRODUCTION AND EXECUTIVE SUMMARY

Audit Purpose

In November 2017, the community authorized Hillsboro School District 1J to sell bonds in the amount of \$408,000,000 for Capital Improvements. In order to provide a high level of transparency and confidence, the Board of Directors requested an internal review of controls and transactions. This report documents the review as well as a third party opinion by Moss Adams LLC. The review period covers the 2019-20 fiscal year.

Management, Comprehensive Annual Financial Report, and Internal Controls

In addition to the bond fund specifics herein, all balance sheet, revenue, and expense transactions were subject to the standard annual testing procedures conducted by the district's independent audit firm, Grove, Mueller, Swank, P.C. The annual audit is conducted per policy [DIE- Audits](#) and the Comprehensive Annual Financial Reports are available by request and on the [district website](#).

Notes on Financial Information

In order to align with federal bond exemption rules, the bond authorization was separated into two bond sales. The first was immediately after the passage of the bond vote in November 2017 in the amount of \$268.4 million. The bonds earned \$51.6 million in premium during the sale and are estimated to bring an additional \$10.8 million in interest earnings.

By June 30, 2018, \$19.7 million had been expended for related items and there was a balance of \$302.2 million going forward.

From July 2018 through June 2019, \$87.2 million was expended on projects, leaving a balance of \$223.5 million into the next fiscal year.

The second bond sale for the remaining authorization of \$139.5 million occurred in February of 2020, weeks prior to the COVID 19 pandemic outbreak in Oregon. Although the district received a single downgrade from Moody's, the bonds earned \$28.5 million in premium and is estimated to yield \$3.1 million in interest. (The district has engaged with Arbitrage Compliance Specialist in order to plan for a potential of higher interest earnings than costs, triggering a tax obligation.)

From July 2019 through June 2020, \$181.1 million was expended on projects related to the initial bond sale, leaving a balance of \$42.4 million.

From July 2019 through June 2020, \$16.3 million was expended on projects related to the second bond sale, leaving a balance of \$151.7 million.

Please visit the [bond website](#) for additional project information and contact [Michelle Morrison](#), Chief Financial Officer with questions regarding this report.

Auditor Information
Engagement Letter



November 23, 2020

Jeff Jones, Manager of Business Services
Hillsboro School District 1J
3083 NE 49th Place
Hillsboro, OR 97124

Re: Examination Services

Dear Jeff:

Thank you for the opportunity to provide services to Hillsboro School District 1J. This engagement letter (“Engagement Letter”) and the attached Professional Services Agreement, which is incorporated by this reference, confirm our understanding of the terms and objectives of our engagement, and limitations of the services that Moss Adams LLP (“Moss Adams,” “we,” “us,” and “our”) will provide to Hillsboro School District 1J (“you,” “your,” and “District”).

Scope of Services - Examination

We will examine the assertion of the District that its bond proceeds were expended for the types of projects summarized in bond measure #34-278 (“Attachment A”) for the period July 1, 2019 through June 30, 2020 (the “Assertion”). These projects are safety improvements (seismic, safety, security, upgrades), repairs, replacements, and addressing overcrowding (mechanical, electrical, plumbing, hardscape, and roofing upgrades; replace Brookwood Elementary; improvements and expansion to existing schools; new elementary gymnasiums; drop-off safety improvements; playground, athletic field and other improvements), plan for future growth (two elementary schools and transportation/maintenance facility), learning environments (classroom and technology upgrades; job training, infrastructure, and equipment), and furnishing, equipping, and issuance costs. Our examination will be conducted in accordance with the attestation standards established by the American Institute of Certified Public Accountants. Accordingly, it will include tests of your records and other procedures we consider necessary to enable us to express an opinion in a written report about whether the Assertion is fairly stated, in all material respects. If, for any reason, we are unable to complete the examination, we will not issue a report as a result of this engagement.

Because of the inherent limitations of an examination engagement, together with the inherent limitation of internal control, an unavoidable risk exists that some material misstatements may not be detected, even though the examination is properly planned and performed in accordance with attestation standards.

As a condition of our engagement, District management acknowledges and understands that it is responsible for the preparation and fair presentation of the Assertion and the accuracy and completeness of that information. District management agrees that as a condition of our engagement District management will provide us with:

- Access to all information of which District management are aware that is relevant to the measurement, evaluation or disclosure of the Assertion;
- Access to additional information that we may request from District management for the purpose of the engagement; and
- Unrestricted access to persons within the appropriate party(ies) from whom we determine it necessary to obtain evidence.

We may advise you about appropriate criteria or assist in the development of the Assertion, but the responsibility for the Assertion remains with you.

At the conclusion of our engagement, we will require a representation letter from management that, among other things, will confirm management's responsibility for the subject matter in accordance with the Assertion.

Timing

Ashley Osten is responsible for supervising the engagement and authorizing the signing of our report. We expect to begin fieldwork on approximately January 4, 2021, complete fieldwork on approximately January 8, 2021, and issue our report no later than January 31, 2021. If unforeseen difficulties occur which make meeting the January 31, 2021 date improbable, we will inform you immediately. Our ability to meet these targets will be dependent, in part, on the level of preparation and cooperation by your staff.

Our scheduling is based on your completion of the documents requested by Moss Adams. Efficient use of our staff benefits both you and Moss Adams, allowing for timely completion of our work. We may experience delays in completing our services due to your staff's unavailability or delays in your completing the documents requested by Moss Adams. We will work with you to coordinate completion of our work, realizing that any such delays will also delay completion of our work and the delivery of our work product. You understand our fees are subject to adjustment if we experience delays in completing our services. Our services will be concluded upon delivery to you of our examination report.

Fees

We estimate that our fees for these services will be \$20,000. You will also be billed for expenses.

The fee estimate is based on anticipated cooperation from your personnel, the expectation that the District's records will be in good order, and the assumption that unexpected circumstances will not be encountered during the completion of the examination. If we find that significant additional time is likely to be necessary, we will attempt to discuss it with you and arrive at a new fee estimate before we incur significant additional fees or expenses.

In addition to fees, we will charge you for expenses. Our invoices include a flat expense charge, calculated as five percent (5%) of fees, to cover expenses such as copying costs, postage, administrative billable time, report processing fees, filing fees, and technology expenses. Travel expenses and client meals/entertainment expenses will be billed separately and are not included in the 5% charge.

This Engagement Letter and attached Professional Services Agreement constitute the entire agreement (the "Agreement") and understanding between Moss Adams and the District. The District agrees that in entering into this Agreement it is not relying and has not relied upon any oral or other representation, promise or statement made by anyone which is not set forth herein.

We appreciate the opportunity to be of service to you. If you agree with the terms of our engagement as set forth in this Agreement, please sign the enclosed copy of this Engagement Letter and return it to us with the Professional Services Agreement.

Very truly yours,



Ashley Osten, Partner, for Moss Adams LLP
Enclosures

Accepted and Agreed:

This Engagement Letter and the attached Professional Services Agreement set forth the entire understanding of Hillsboro School District 1J with respect to this engagement and the services to be provided by Moss Adams LLP:

Officer Signature:



Print Name: Adam Stewart

Title: Capital Projects Officer

Date: November 23, 2020

Client: # 661118
v. 6/18/2020

PROFESSIONAL SERVICES AGREEMENT

Examination Services

This Professional Services Agreement (the “PSA”) together with the Engagement Letter, which is hereby incorporated by reference, represents the entire agreement (the “Agreement”) relating to services to be provided to the District by Moss Adams. Any undefined terms in this PSA shall have the same meaning as set forth in the Engagement Letter.

Objective of the Examination

The objective of our examination is the expression of an opinion as stated in the Engagement Letter. Our examination will be conducted in accordance with the standards described in the Engagement Letter and will include tests of your records and other procedures we consider necessary to enable us to express such an opinion. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion. If our opinion is other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the examination or are unable to form or have not formed an opinion, we may decline to express an opinion or may withdraw from this engagement.

Procedures and Limitations

An examination includes examining evidence on a test basis and cannot be relied upon to disclose all material errors, or known or suspected fraud or noncompliance with laws or regulations or internal control deficiencies that may exist. Therefore, our examination will involve judgment about the number of transactions to be examined and the areas to be tested. Also, we will plan and perform the examination to obtain reasonable, but not absolute, assurance about whether the Assertion is fairly stated, in all material respects. A risk exists that we may not detect material misstatements because: (a) an examination is designed to provide reasonable, but not absolute, assurance the Assertion is fairly presented in all material respects, (b) we will not perform a detailed examination of all transactions as such is cost prohibitive, and (c) an examination is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the Assertion. However, we will inform you of any material errors, known or suspected fraud and non-compliance with laws or regulations, internal controls deficiencies identified during the engagement, and uncorrected misstatements that come to our attention, unless clearly inconsequential. Our responsibility is limited to the period covered by our examination and does not extend to any time period for which we are not engaged as examiners.

Changes in Professional or Accounting Standards

To the extent that future federal, state, or professional rule-making activities require modification of our examination approach, procedures, scope of work, etc., we will advise you of such changes and the impact on our fee estimate. If we are unable to agree on the additional fees, if any, that may be required to implement any new accounting and examination standards that are required to be adopted and applied as part of our engagement, we may terminate this Agreement as provided herein, regardless of the stage of completion.

Representations of Management

During the course of our engagement, we may request information and explanations from management regarding, among other matters, the District’s operations, internal control, future plans, specific transactions, and accounting systems and procedures. At the conclusion of our engagement, we will require,

as a precondition to the issuance of our report, that management provide us with a written representation letter confirming some or all of the representations made during the engagement. The procedures we will perform in our engagement will be heavily influenced by the representations that we receive from management. While we may assist management in the preparation of the representation letter, it is management's responsibility to carefully review and understand the representations made therein.

Fees and Expenses

Billings are due upon presentation and become delinquent if not paid within 30 days of the invoice date. Any past due fee under this Agreement shall bear interest at the highest rate allowed by law on any unpaid balance. In addition to fees, you may be billed for expenses and any applicable sales and gross receipts tax. Direct expenses may be charged based on out-of-pocket expenditures, per diem allotments, and mileage reimbursements, depending on the nature of the expense. Indirect expenses, such as processing time and technology expenses, may be passed through at our estimated cost and may be billed as a flat charge or a percentage of fees. If we elect to suspend our engagement for nonpayment, we may not resume our work until the account is paid in full. If we elect to terminate our services for nonpayment, or as otherwise provided in this Agreement, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our work. You will be obligated to compensate us for fees earned for services rendered and to reimburse us for expenses. You acknowledge and agree that in the event we stop work or terminate this Agreement as a result of your failure to pay on a timely basis for services rendered by Moss Adams as provided in this Agreement, or if we terminate this Agreement for any other reason, we shall not be liable to you for any damages that occur as a result of our ceasing to render services.

Limitation on Liability

IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER FOR ANY SPECIAL, INDIRECT, INCIDENTAL, OR CONSEQUENTIAL DAMAGES IN CONNECTION WITH OR OTHERWISE ARISING OUT OF THIS AGREEMENT, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IN NO EVENT SHALL EITHER PARTY BE LIABLE FOR EXEMPLARY OR PUNITIVE DAMAGES ARISING OUT OF OR RELATED TO THIS AGREEMENT.

Subpoena or Other Release of Documents

As a result of our services to you, we may be required or requested to provide information or documents to you or a third-party in connection with governmental regulations or activities, or a legal, arbitration or administrative proceeding (including a grand jury investigation), in which we are not a party. You may, within the time permitted for our firm to respond to any request, initiate such legal action as you deem appropriate to protect information from discovery. If you take no action within the time permitted for us to respond or if your action does not result in a judicial order protecting us from supplying requested information, we will construe your inaction or failure as consent to comply with the request. Our efforts in complying with such requests or demands will be deemed a part of this engagement and we shall be entitled to additional compensation for our time and reimbursement for our out-of-pocket expenditures (including legal fees) in complying with such request or demand.

Document Retention Policy

At the conclusion of this engagement, we will return to you all original records you supplied to us. Your District records are the primary records for your operations and comprise the backup and support for the results of this engagement. Our records and files, including our engagement documentation whether kept on paper or electronic media, are our property and are not a substitute for your own records. Our firm policy calls for us to destroy our engagement files and all pertinent engagement documentation after a retention period of seven years (or longer, if required by law or regulation), after which time these items will no longer be available. We are under no obligation to notify you regarding the destruction of our records. We reserve the right to modify the retention period without notifying you. Catastrophic events or physical deterioration may result in our firm's records being unavailable before the expiration of the above retention period.

Except as set forth above, you agree that Moss Adams may destroy paper originals and copies of any documents, including, without limitation, correspondence, agreements, and representation letters, and retain only digital images thereof.

Use of Electronic Communication

In the interest of facilitating our services to you, we may communicate by facsimile transmission or send electronic mail over the Internet. Such communications may include information that is confidential. We employ measures in the use of electronic communications designed to provide reasonable assurance that data security is maintained. While we will use our best efforts to keep such communications secure in accordance with our obligations under applicable laws and professional standards, you recognize and accept we have no control over the unauthorized interception of these communications once they have been sent. Unless you issue specific instructions to do otherwise, we will assume you consent to our use of electronic communications to your representatives and other use of these electronic devices during the term of this Agreement as we deem appropriate.

Enforceability

In the event that any portion of this Agreement is deemed invalid or unenforceable, said finding shall not operate to invalidate the remainder of this Agreement.

Entire Agreement

This Professional Services Agreement and Engagement Letter constitute the entire agreement and understanding between Moss Adams and the District. The District agrees that in entering into this Agreement it is not relying and has not relied upon any oral or other representations, promise or statement made by anyone which is not set forth herein.

Use of Moss Adams' Name

The District may not use any of Moss Adams' name, trademarks, service marks or logos in connection with the services contemplated by this Agreement or otherwise without the prior written permission of Moss Adams, which permission may be withheld for any or no reason and may be subject to certain conditions.

Dispute Resolution Procedure, Venue and Limitation Period

This Agreement shall be governed by the laws of the state of Washington, without giving effect to any conflicts of laws principles. If a dispute arises out of or relates to the engagement described herein, and if the dispute cannot be settled through negotiations, the parties agree first to try in good faith to settle the

dispute by mediation using an agreed upon mediator. If the parties are unable to agree on a mediator, the parties shall petition the state court that would have jurisdiction over this matter if litigation were to ensue and request the appointment of a mediator, and such appointment shall be binding on the parties. Each party shall be responsible for its own mediation expenses, and shall share equally in the mediator's fees and expenses.

If the claim or dispute cannot be settled through mediation, each party hereby irrevocably (a) consents to the exclusive jurisdiction and venue of the appropriate state or federal court located in King County, state of Washington, in connection with any dispute hereunder or the enforcement of any right or obligation hereunder, and (b) WAIVES ITS RIGHT TO A JURY TRIAL. EACH PARTY FURTHER AGREES THAT ANY SUIT ARISING OUT OF OR RELATED TO THIS AGREEMENT MUST BE FILED WITHIN ONE (1) YEAR AFTER THE CAUSE OF ACTION ARISES.

Termination

This Agreement may be terminated by any party, with or without cause, upon ten (10) days' written notice. In such event, we will stop providing services hereunder except on work, mutually agreed upon in writing, necessary to carry out such termination. In the event of termination: (a) you shall pay us for services provided and expenses incurred through the effective date of termination, (b) we will provide you with all finished reports that we have prepared pursuant to this Agreement, and (c) neither party shall be liable to the other for any damages that occur as a result of our ceasing to render services.

Use of Non-licensed Personnel

Certain engagement personnel who are not licensed as certified public accountants may provide services during this engagement.

Regulatory Access to Documentation

The documents created or incorporated into our documentation for this engagement are the property of Moss Adams and constitute confidential information. However, we may be requested to make certain engagement related documents available to regulatory agencies pursuant to authority given to them by law or regulation. If requested and in our opinion a response is required by law, access to such engagement related documents will be provided under the supervision of Moss Adams personnel. Furthermore, upon request, we may provide photocopies of selected engagement related documents to regulatory agencies. The regulatory agencies may intend or decide to distribute the photocopies or information contained therein to others, including other government agencies.

Hiring of Employees

Any offer of employment to members of the engagement team prior to issuance of our report may impair our independence and as a result, may result in our inability to complete the engagement and issue a report.

Mutual Waiver of COVID-19 Claims

This provision addresses issues regarding the novel coronavirus ("COVID-19"). The Parties acknowledge their respective understanding of the hazards of COVID-19, including, but not limited to, its highly contagious nature and the corresponding health risks associated with being exposed to or infected by COVID-19. Each Party agrees to waive, release, discharge, and covenants not to sue the other Party or its affiliates and its and their respective officers, directors, partners, principals, employees, agents, or subcontractors from any and all claims, damages, expense, liability, illness or losses that may occur from

exposure to or infection by COVID-19 arising out of, related to, or in any way connected with the professional services provided by Moss Adams.

Notice of Measure Election District

COPY

M34-278

SEL 803

SEP 5 2017 10:59
250.041, 255.145, 255.345

Notice			
Date of Notice August 30, 2017	Name of District Hillsboro SD No. 1J	Name of County or Counties Washington, Yamhill & Multnomah	Date of Election November 7, 2017

Ballot Title Prepare with assistance from the district attorney or an attorney employed by the district.
Caption 10 words which reasonably identifies the subject of the measure.
Bonds to Improve Schools and Classrooms, Address Safety, Repairs, Overcrowding

Question 20 words which plainly phrases the chief purpose of the measure.
Shall Hillsboro School District improve schools, safety, security, and technology; issue \$408 million in bonds; estimated to maintain tax rate? If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

Summary 175 words which concisely and impartially summarizes the measure and its major effect.
Bonds would fund projects to upgrade safety, repair aging schools, improve learning environments, relieve school crowding, and plan for growth. The District was awarded at least \$6 million in state matching funds if bonds approved.
Independent audits and citizen oversight required.
Bonds expected to fund:
Safety Improvements
- Seismic, safety, security upgrades.
Repairs, Replacements, Address Overcrowding
- Mechanical/electrical/plumbing/hardscape/roofing upgrades;
- Replace Brookwood Elementary;
- Improvements and expansion to existing schools;
- New elementary gymnasiums;
- Drop-off safety improvements;
- Playground, athletic field and other improvements.
Plan for Future Growth
- Two elementary schools;
- Transportation/Maintenance facility.
Learning Environments
- Classroom and technology upgrades;
- Job training infrastructure, equipment.
Furnishing, equipping and issuance costs.
State matching and remaining funds may fund:
- Purchase land for additional school capacity;
- Replace additional hardscapes, portables;
- Replace windows;
- Improve/replace tennis courts.
Bonds would mature in 21 years or less from issuance. The estimated tax rate is projected to not increase over current levels of \$2.24 per \$1,000 of assessed property value. Actual levy rate may differ due to changes in interest rates and/or assessed value.

Explanatory Statement 200 words that impartially explains the measure and its effect.
If the county is producing a voters' pamphlet an explanatory statement must be drafted and attached to this form for:
→ any measure referred by the district governing body; or
→ any initiative or referendum, if required by local ordinance.
Explanatory Statement Attached? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Authorized District Official Not required to be notarized	
Name Adam D. Stewart	Title
Mailing Address 3083 NE 49th Place, Hillsboro, OR 97124	Contact Phone Chief Financial Officer
By signing this document:	
→ I hereby state that I am authorized by the district elections authority to execute this Notice of Measure Election and I certify the above ballot title is true and complete.	

250

Aug. 30, 2017

Signature

11

Date Signed

Measure Explanatory Statement for County Voters' Pamphlet

SEP 5 '17 AM 9:00

Important! Please read all instructions before completing this form. This form is to be used when filing a 'Measure Explanatory Statement for County Voters' Pamphlet' with your County Elections office. If a local government is located in more than one county, the county clerk of the county in which the city hall of the city or the administrative office of the local government is located shall be the filing officer for the 'Measure Explanatory Statement for County Voters' Pamphlet'.

Filing Information

Election: ☐ Primary 20____ ☐ General 20____ ☒ Special November 7, 2017

Measure # 34-278

Ballot Title Caption

Bonds to Improve Schools and Classrooms, Address Safety, Repairs, Overcrowding

Name of Person responsible for content of 'Explanatory Statement' (as it should appear in the Voters' Pamphlet):

Adam Stewart

Name of Jurisdiction/Organization Person is authorized to represent (as it should appear in the Voters' Pamphlet):

Hillsboro School District 1J/Adam Stewart

CONTACT INFORMATION

Phone: Cell: (503) 396-2931 Work: (503) 844-1525 Home: (503) 396-2931

Email: astewart@hsd.k12.or.us



9/5/17

Signature of person responsible for content of 'Explanatory Statement'

Date

See attached for 'Measure Explanatory Statement' (500 word/number MAX).

For Office Use only:

City: Washington

Word Count (500 max):

Digital copy? ☐ Yes ☐ No

Review Staff Initials:

Measure Explanatory Statement attached?

☒ Yes ☐ No

Intake Staff Initials:

BA

Representative Letter



January 29, 2021

Moss Adams LLP
805 SW Broadway, Suite 1200
Portland, OR 97205

We are providing this letter in connection with your examination of our assertion that the District's bond proceeds were expended for the types of projects summarized in bond measure #34-278 for the period July 1, 2019 through June 30, 2020.

We confirm that, to the best of our knowledge and belief, having made such inquiries, as we considered necessary for the purpose of appropriately informing ourselves as of the date of this letter:

1. All bond expenditure transactions have been properly recorded in the accounting records and were provided to you without adjustment.
2. All relevant matters are reflected in the information provided to evaluate the assertion.
3. We confirm all known matters contradicting the assertion and any communication from regulatory agencies or others affecting the bond expenditures or management's assertion that the District's bond proceeds were expended for the types of projects summarized in bond measure #34-278 for the period July 1, 2019 through June 30, 2020 have been disclosed to you, including communications received between June 30, 2020 and the date of this letter.
4. We acknowledge our responsibility for our assertion that the District's bond proceeds were expended for the types of projects summarized in bond measure #34-278 for the period July 1, 2019 through June 30, 2020.
5. We confirm that any known events subsequent to June 30, 2020 that would have a material effect on management's assertion have been disclosed to you.
6. We have provided you with:

- a. Access to all information, of which we are aware that is relevant to the examination of our assertion such as records, documentation and other matters;
 - b. Additional information that you have requested from us for the purpose of the examination;
 - c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain evidence.
7. We have disclosed to you:
- a. All deficiencies in internal control relevant to our examination engagement of which you are aware;
 - b. Knowledge of any actual, suspected, or alleged fraud or noncompliance with laws and regulations affecting the subject matter; and
8. For those employees that have been paid from bond proceeds, we evaluated the duties performed and believe they comply with the District's time study performed as well as the types of projects summarized in bond measure #34-278.
9. For all substitute teachers that were funded from bond proceeds, we have evaluated the duties performed by the teacher for whom the substitute replaced and verified the duties performed were in accordance with the types of projects summarized in bond measure #34-278.



Adam Stewart, Capital Projects Officer



Jeff Jones, Manager of Business Services

Engage and challenge all learners to ensure academic excellence

3083 NE 49th Place, AC 104, Hillsboro, OR 97124-6006
TEL: 503-844-1500 ■ FAX: 503-844-1551 ■ WEB: www.hsd.k12.or.us

Auditor's Report



Report of Independent Accountants

To the Board of Directors
Hillsboro School District 1J

We have examined Hillsboro School District 1J's (the District's) assertion that its bond proceeds were expended for types of projects summarized in bond measure #34-278 for the period July 1, 2019 through June 30, 2020 (the Assertion). The District's management is responsible for the Assertion. Our responsibility is to express an opinion on the Assertion based on our examination.

Our examination was conducted in accordance with the attestation standards established by the American Institute of Certified Public Accountants. Those standards require that we plan and perform the examination to obtain reasonable assurance about whether management's assertion is in accordance with the criteria, in all material respects. An examination involves performing procedures to obtain evidence about management's assertion. The nature, timing and extent of the procedures selected depend on our judgment, including an assessment of the risks of material misstatement of the Assertion, whether due to fraud or error. We believe that the evidence we obtained is sufficient and appropriate to provide a reasonable basis for our opinion.

In our opinion, management's assertion that its bond proceeds were expended for types of projects summarized in bond measure #34-278 for the period July 1, 2019 through June 30, 2020 is fairly stated in all material respects.

Moss Adams LLP
Portland, Oregon
January 29, 2021

Auditor Recommendations



Recommendation

To the Board of Directors
Hillsboro School District 1J

We did not note anything during our procedures regarding recommendations.

Very truly yours,

Ashley Osten, Partner, for
Moss Adams LLP

Ballot Title and Resolution

HILLSBORO SCHOOL DISTRICT 1J

July 31, 2017

**APPROVAL OF ELECTION RESOLUTION AND NOTICE OF MEASURE ELECTION,
INCLUDING THE CAPTION, QUESTION, AND SUMMARY,
FOR THE NOVEMBER 2017 BOND ELECTION**

SITUATION

In order to place the \$408 million bond package on the November 2017 ballot, the School Board must approve an election resolution and a notice of measure election, which includes the ballot caption, question, and summary. These documents must then be filed with the county elections office, no later than September 7. District staff and representatives of the District's bond counsel, bond underwriter, and communications consultant have worked together to ensure that the attached document provides accurate, descriptive information that meets the Secretary of State's criteria. The Board of Directors is being asked to approve these items during the July 31 work session because this is the Board's last meeting prior to the filing deadline for the November 2017 ballot.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the election resolution and notice of measure election, including the caption, question, and summary, for the November 2017 bond election.

RESOLUTION

A RESOLUTION OF HILLSBORO SCHOOL DISTRICT NO. 1J, WASHINGTON, YAMHILL AND MULTNOMAH COUNTIES, OREGON, CALLING A MEASURE ELECTION TO SUBMIT TO THE ELECTORS OF THE DISTRICT THE QUESTION OF CONTRACTING GENERAL OBLIGATION BONDED INDEBTEDNESS IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$408,000,000 TO FINANCE CAPITAL COSTS; AND RELATED MATTERS.

WHEREAS the Board of Directors (the "Board") of Hillsboro School District No. 1J, Washington, Yamhill and Multnomah Counties, Oregon, (the "District") has determined that a need exists for the District to finance capital costs, as more fully described in the notice of measure election attached hereto as Exhibit A (the "Project"), and pay bond issuance costs; and

WHEREAS, in connection with the Project, the District has evaluated the need for safety improvements, the joint funding of safety improvements with other public and private entities, and the funding of safety improvements, in accordance with ORS 332.176; and

WHEREAS the District applied for the Oregon School Capital Improvement Match (the “Match Program”) under Senate Bill 447; and

WHEREAS the costs of the Project and issuance costs are estimated to be not more than \$408,000,000 from bond funds; and

WHEREAS the District anticipates incurring expenditures (the “Expenditures”) to finance the costs of the Project and wishes to declare its official intent to reimburse itself for any Expenditures it may make from its general funds on the Project from the proceeds of voter-approved general obligation bonds which may be issued as tax-exempt obligations or qualified tax credit bonds; and

WHEREAS ORS 328.205, as amended, subject to voter approval, authorizes the District to contract bonded indebtedness to provide funds to finance the costs of the Project and to pay bond issuance costs;

NOW, THEREFORE, the Board of Directors of Hillsboro School District No. 1J, Washington, Yamhill and Multnomah Counties, Oregon, resolves as follows:

1. The measure election is hereby called for the purpose of submitting to the electors of the District the question of contracting general obligation bonded indebtedness in the name of the District in an amount not to exceed \$408,000,000 (the “Bonds”). Bond proceeds will be used to finance the Project and pay all Bond issuance costs. The Bonds shall mature over a period of not more than twenty-one (21) years from the date of issue and may be issued in one or more series.
2. The measure election hereby called shall be held in the District on the 7th day of November, 2017. As authorized by the County Clerks of Washington, Yamhill and Multnomah Counties, Oregon, and the Oregon Secretary of State, the election shall be conducted by mail, pursuant to ORS 254.465 and 254.470.
3. The District authorizes the Chair, Superintendent, Chief Financial Officer (each an “Authorized Representative”) or his/her designee to submit the final ballot title and explanatory statement and to take such further action as is necessary to carry out the intent and purposes herein, in compliance with the applicable provisions of law.
4. The Authorized Representative shall cause to be delivered to the Election Officer of Washington County, Oregon (the “Election Officer”), a Notice of Measure Election (the “Notice”) in substantially the form attached hereto as Exhibit A, which shall be approved and filed by the Authorized Representative of the District, not later than September 7, 2017 (sixty-one (61) days prior to the election date), and with such changes as may be necessitated in connection with the Match Program.

5. The District hereby declares its official intent, pursuant to Treasury Regulation Section 1.150-2, to reimburse itself with the proceeds of the Bonds for any of the Expenditures incurred by it prior to the issuance of the Bonds.
6. The Authorized Representative is hereby authorized to execute all documents necessary in conjunction with the Match Program.
7. The law firm of Hawkins Delafield & Wood LLP is hereby appointed to serve as Bond Counsel with respect to the issuance of the Bonds. The District will pay the fees and expenses of the Bond Counsel from the Bond proceeds.

ADOPTED by the Board of Directors of Hillsboro School District No. 1J, Washington, Yamhill and Multnomah Counties, Oregon, this 31st day of July, 2017.

EXHIBIT A

NOTICE OF MEASURE ELECTION

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

NOTICE IS HEREBY GIVEN [_____ (*insert date submitted to county clerk, not adoption date*)] that a measure election will be held in Hillsboro School District No. 1J, located in Washington, Yamhill and Multnomah Counties, Oregon, on November 7, 2017. The following shall be the ballot title of the measure to be submitted to the district's voters:

CAPTION (10 WORD LIMIT):

Bonds to Improve Schools and Classrooms, Address Safety, Repairs, Overcrowding

QUESTION (20 WORD LIMIT):

Shall Hillsboro School District improve schools, safety, security, and technology; issue \$408 million in bonds; estimated to maintain tax rate?

If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

SUMMARY (175 WORD LIMIT):

If approved, bonds are expected to fund projects to upgrade safety, repair aging schools, improve learning environments, relieve school crowding, and plan for growth.

The District has been awarded \$6 million in state matching funds if measure is approved. Independent audits and citizen oversight required.

Bonds expected to fund:

Safety Improvements

- Seismic, safety, security upgrades.

Repairs, Replacements, Address Overcrowding

- Mechanical/electrical/plumbing/hardscape/roofing upgrades;
- Replacement of Brookwood Elementary;

Improvements to Reedville Elementary / Hillsboro High School;

- New elementary gymnasiums;
- Drop-off safety improvements;
- Playground, athletic field and other improvements.

Plan for Future Growth

- Two elementary schools;
- Transportation/Maintenance facility.

Learning Environments

- Classroom and technology upgrades;
- Job training infrastructure, equipment.

Bond issuance costs.

- State matching and remaining funds may be used to:
- Purchase land for additional school capacity;
- Replace additional hardscapes, portables;
- Replace windows;
- Improve/replace tennis courts.

Bonds would mature in not-to-exceed 21 years from issuance. The estimated tax rate is not projected to increase over current levels of \$2.24 per \$1,000 of assessed property value. Actual levy rate may differ due to changes in interest rates and/or assessed value.

Internal Controls and Procedures
General Obligation Bonds System Description

Personnel Involved:

Secretary to CFO: Alejandra Avila-Huacal

Superintendent: Mike Scott

Chief Financial Officer (CFO): Michelle Morrison

Capital Projects Officer (CPO): Adam Stewart

Manager of Business Services: Jeff Jones

Finance Manager – Accounting and Purchasing: Jennifer Zavatsky

Construction Management Administrative Support: [Sharon McCarty](#)

Accounts Payable Department:

Financial Assistant II: Denise Hess

Financial Assistant I: Connie Cannon

Financial Assistant I: [Tiffany McGowen](#)

General Accountant: Pam Gray

Description:

Hillsboro School District voters approved a \$408 million bond sale for capital projects. The ballot title describes allowable expenditures from bond sale proceeds, premium, and interest earned. All bond program activities will be coordinated by the Capital Project Officer and transactions will align with normal district controls described in the Procedures and authorized by the Chief Financial Officer.

Bond Sale

Voters authorized Hillsboro School District to assess a levy to raise funds required for debt service on General Obligation bonds up to \$408 million for capital improvements, estimated to be \$2.24/\$1,000 AV. According to the project cash flow, the bonds will be sold in two series 1) \$268,395,000 on December 12, 2017, and 2) and \$139,605,000 in 2020.

Cash Flow and Banking

Cash flows and banking are subject to the standard Procedures for access and reconciliation with an additional layer of oversight by the Capital Project Officer. Requests for payment/transfer are initiated electronically and follow the standard banking workflow. The interest generated from investments (Zions bank) will settle in the US Bank Bond Checking account per the predetermined investment schedule and guided by the bond investment policy.

Expenditure Authorization

All bond-related expenditures are subject to the standard internal controls for similar transactions, with additional oversight of the Capital Project Officer. A separate chart of accounts in fund 417 will be initiated for internal tracking purposes of expenditures. Invoices for bond project expenditures will not be authorized for payment without a specific stamp of approval from the Capital Project Officer or designee.

External bank accounts will be maintained specifically for Bond funds and interfund/banking transactions will be pre-authorized by the Capital Project Officer. Staff positions funded by the bond will be temporary for the duration of the program.

Insurance

The District will obtain an Owner Controlled Insurance Program (OCIP) or “wrap-up program” using bond funds for construction projects. An OCIP, unlike traditional construction insurance coverage, provides eligible participants of a construction project with general liability coverage under one policy.

Debt Service

Debt Service for the bond will be levied annually during the normal budget development process for the upcoming fiscal year. All debt service payments are listed in a Consolidated Debt Service schedule and follow the standard procedures for purchasing expenditures. The district tracks revenue and expenditures for debt service in fund 300.



Code: **DFAA**

Adopted: 6/26/18

Revised/Readopted: 6/11/19; 9/22/20

Orig. Code: DFAA

Hillsboro School District 1J Investment Policy – Capital Project Fund

Scope

This investment policy applies to activities of the Hillsboro School District with regard to investing the financial assets of the Capital Project Fund.

Funds will be invested in compliance with the provisions of ORS 294.035 through 294.048, ORS 294.125 through 294.155, ORS 294.155, ORS 294.810, and other applicable statutes. Investments will be in accordance with these policies and written administrative procedures. Investment of tax-exempt borrowing proceeds will comply with the "arbitrage" restrictions of Section 148 of the Internal Revenue Code of 1986.

Objectives

The District's investment objectives are:

1. Preservation of capital and the protection of investment principal;
2. Conformance with federal, state, and other legal requirements;
3. Maintenance of sufficient liquidity to meet operating requirements.

Delegation of Authority

The Chief Financial Officer (CFO) is designated as the investment officer of the District and is responsible for investment decisions and activities, under the direction of the Superintendent.

Prudence

The standard of prudence to be used by the investment officer in the context of managing the overall portfolio shall be the prudent investor rule, which states, "Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived."

Investment Diversification

The CFO will diversify the portfolio to avoid incurring unreasonable risks inherent in over investing in specific instruments, individual financial institutions, or maturities.

Percent of Diversification by Instrument

Maximum Portfolio

US Treasury Obligations
(Bills, notes, and bonds)

100%

US Government Agency Securities and
Instrumentalities of Government-
Sponsored Corporations

100%

Certificates of Deposit (CD)
Commercial Banks

25%

Certificates of Deposit (CD)
Savings and Loan Associations

10%

State of Oregon Investment Pool

100%

Diversification by Financial Institutions

Certificates of Deposit (CDs) - Commercial Banks

No more than 15 percent of the total portfolio with any one financial institution.

Certificates of Deposit (CDs) - Savings and Loan Associations

Amount per institution based on capital adequacy guidelines; in any case not to exceed 10 percent of the total portfolio with any one institution.

State of Oregon Investment Pool - State Pool

With the exception of pass-through funds (in and out within 10 days), no more than \$34 million total or 100 percent of the total portfolio.

Investment Maturity

Investment maturities for the Capital Project Fund shall be scheduled to coincide with projected cash flow needs. Investments, which exceed 18 months, shall be limited to US Treasury Obligations and US Government Agency Securities and Instrumentalities of Government Sponsored Corporations.

Qualified Institutions

The CFO shall maintain a list of all authorized dealers and financial institutions, which are approved for investment purposes. Any firm is eligible to make an application to the investment officer and upon due consideration and approval will be added to the list. Additions or deletions to the list will be made at the director's discretion. At the request of the CFO, the firms performing investment services for the District shall provide their most recent financial statements or Consolidated Report of Condition (call report) for review. At minimum, the CFO shall conduct an annual evaluation of each firm's credit worthiness to

determine whether it should be on the authorized list. Securities dealers not affiliated with a bank shall be required to have an office located in Oregon or Washington.

Safekeeping and Collateralization

Investment securities purchased by the District will be delivered by either book entry or physical delivery, and held in third-party safekeeping by a bank designated as primary agent. The trust department of the bank designated as primary agent will be considered to be a third party for the purposes of safekeeping of securities purchased from that bank. The purchase and sale of securities will be on a payment versus delivery basis. The primary agent shall issue a safekeeping receipt to the District listing a specific instrument, rate, maturity, and other pertinent information.

Deposit-type securities (e.g., certificates of deposit) shall be collateralized through the state collateral pool as required by ORS for any amount exceeding FDIC or FSLIC coverage, recognizing that ORS requires only 25 percent collateral. Other investments shall be collateralized by the actual security held in safekeeping by the primary agent.

Monitoring and Adjusting the Portfolio

The investment officer will routinely monitor the contents of the portfolio, the available markets, and the relative values of competing instruments and will adjust the portfolio accordingly.

Internal Controls

The investment officer shall maintain a system of written internal controls, which shall be reviewed annually by the independent auditor. The controls shall be designed to prevent loss of public funds due to fraud, error, misrepresentation, or imprudent actions.

Accounting Method

Investments will be carried at amortized cost. Gains or losses from investments will be credited or charged to investment income at the time of sale. Premiums or discounts on securities shall be amortized/ accredited over the life of the securities. The District shall comply with Generally Accepted Accounting Principles (GAAP).

Reporting Requirements

The investment officer shall generate daily and monthly reports for management purposes. In addition, the Board will be provided quarterly reports which will include data on investment instruments being held, as well as any narrative necessary for clarification.

Review and Adoption

This policy shall be reviewed not less than annually, and shall expire if not readopted annually.

END OF POLICY

Legal Reference(s):

ORS 294.135a

Bond Oversight Committee Information

Purpose

Over the five years of the Bond, the Citizens' Bond Oversight Committee (CBOC) will convene regularly, and as needed, to review progress on the projects detailed in the Hillsboro School District Bond Measure 34-278. CBOC will review program progress and will monitor program spending and schedules. A written report describing program progress will be prepared quarterly for the Board of Directors and published on the Hillsboro School District website. CBOC also will issue an annual report to the Board, including an overall assessment of the bond projects, schedules, spending trends, and cost projections.

Committee Members

The Citizens' Bond Oversight Committee comprises 10 adult community members and 2 student members. They were appointed to serve by the School Board on March 13, 2018.

- **Chair:** Matthew Buckingham, News Copy Editor, Willamette Week
- **Vice Chair:** Patrick Preston, Public Affairs Manager, City of Hillsboro
- Sonja Ackman, Research Program Manager, OHSU
- Maureen Barnhart, retired
- Peter Brandom, Senior Project Manager, City of Hillsboro
- Matthew Costigan, Senior Project Manager, Washington County
- William Caleb Ford, Assistant Finance Director, Metro
- Holly Robison, homemaker/storyteller
- Jeff Sarafa, Finance Director
- Mia Tognoli, student, Century High School
- Kevin Zuercher, Recreation Supervisor, City of Hillsboro

Citizens Bond Oversight Committee Charter

Authorization

The Hillsboro School District School Citizens Bond Oversight Committee shall be established as an advisory committee to the Board of Directors. All meetings of the Citizen Bond Oversight Committee will be open to the public. Agendas for meetings will be posted at least one week prior to the meeting date and minutes will be available via the Hillsboro School District website.

Purpose and Authority

The purpose and authority of the Oversight Committee is to convene quarterly or as needed to review progress on the projects detailed in the Hillsboro School District Bond Measure 34-278. The Committee will review program progress and will monitor program spending and schedules. A written report describing program progress will be prepared following each Committee meeting. This written report will be shared with the Board of Directors and will be published on the Hillsboro School District website.

Estimated Time to carry out oversight

The oversight committee will have its initial meeting not later than April 6, 2018 and will be dissolved on January 1, 2022, or upon issuance of a final report by the Committee after all projects authorized by the Hillsboro School District Bond Measure 34-278 have been completed, whichever is earlier. Meetings shall be held at a time and location to be determined by the Committee Chair.

Membership

The Oversight Committee shall be composed of not more than 15 at large community members and up to 4 high school students. The District will accept applications for membership beginning January 2, 2018 through February 16, 2018. Members shall be appointed by the Hillsboro School District Board at their March 13, 2018 Regular Board Meeting. The District's Capital Projects Officer and Chief Financial Officer shall serve as ex officio members.

Chair and Vice Chair

The Hillsboro School District Board shall designate one member to serve as Chair and one member to serve as Vice Chair of the Oversight Committee. The Chair shall preside over committee meetings and act as spokesperson for the committee.

Annual Report

The Oversight Committee shall prepare and deliver regular meeting minutes as well as an annual report to the Board of Directors regarding program progress. The annual report shall include an overall assessment of the projects, schedules, spending trends and cost projections to ensure the purpose and promise of the Hillsboro School District Bond Measure 34-278 is fully realized.

Annual Reconciliation Review

Bond Funded Positions

In 2017, Hillsboro School District voters authorized the district to sell \$408.0 million in tax-exempt bonds to fund capital improvements across the district. Allowable expenditures are defined in the Ballot Title (Appendix A).

Due to the broad nature of the ballot title descriptions, there are areas where bond projects and district operations align and may even overlap, specifically in the areas of maintenance and technology. In consultation with both Bond Counsel and the district's independent audit firm, Grove, Mueller & Swank, P.C., an internal district standard has been created to determine whether or not payroll and other expenses may be allowable by the bond fund.

Counsel Guidance

Components for the "allowability" of bond expenditures includes capitalization, duration, purpose, and alignment with ballot title.

1. The Oregon Constitution describes what "Capital costs" are eligible to be charged to a bond for school districts:

Section 5. "Capital costs" defined. As used in this Article, "capital costs" means cost of land and of other assets having a useful life of more than one year, including costs associated with acquisition, construction, improvement, remodeling, furnishing, equipping, maintenance, or repair. (Created through H.J.R. 13, 2009 and adopted by the people May 18, 2010)

2. GASB Codification regarding Capital Assets (see Appendix B):

18. Capital assets should be reported at historical cost. The cost of a capital asset should include capitalized interest and ancillary charges necessary to place the asset into its intended location and condition for use.

Ancillary charges include costs that are directly attributable to asset acquisition- such as freight and transportation charges, site preparation costs, and professional fees. Donated capital assets should be reported at their estimated fair value at the time of acquisition plus ancillary charges, if any.

Standard checklist for bond-eligible payroll expenses

Due to the broad scope of the ballot title, the standard below has been developed to determine whether or not payroll or other expenses may be charged to the bond fund. Ideally, this determination would be made in the planning phase (budget) and reviewed for the percentage of eligible activity expenses, up to 100%.

<u>Capital (Bond Eligible)</u>	<u>Operational (Non-bond eligible)</u>
C.1- Activities or services by staff are bond-related and temporary in nature <ul style="list-style-type: none"> • Wages • Associated payroll costs • Related services and supplies 	O.1- Activities or services by staff are permanent or ongoing in nature
C.2- Structural, materials, and real property- per Ballot Title	O.2- Consumable supplies
C.3- Equipment/technology- per Ballot Title <ul style="list-style-type: none"> • Planning and procurement of items • Installation costs • Initial training for use and development of training materials • Development of required systems of support designed to last the life of the asset 	O.3- Continued training for use
C.4- Insurance and legal services for bond related activities	O.4- Periodic reports (used for monitoring or operating systems or equipment)
C.5- Infrastructure, related systems- per Ballot Title	O.5- Normal maintenance or repair (not included in Ballot Title)
C.6- Test: What percentage of this (item/cost) is related to bond activities?	O.6- Test: What percentage of this (item/cost) is related to regular operations?

Annual Reconciliation of Bond Positions

Below is the ongoing annual review for all bond funded positions to reconcile the estimated payroll expense against actual activities. This documentation will be used for year-end reclassification of FTE payroll and associated expenses.

Other supplemental and extra duty expenses are authorized by the Capital Projects Officer on an “as needed” basis. Extra help is occasionally needed due to bond work. To date this extra help has been used for clerical help with the badging of contractors, moving of furniture, locking and unlocking school sites during the summer and other miscellaneous work. Two former HSD administrators are engaged to assist with communication between buildings undergoing construction and construction management office.

Name	Position	Budget	Verification Date	Actual	FTE Change
Adam Stewart-113	Capital Project Officer	100%	8/26/2020	100%	1.0 -1.0 = 0.0
Jim Peterson-113	Construction Coordinator	100%	8/26/2020	100%	1.0 -1.0 = 0.0
Sharon McCarty-112	Construction Mgmt Admin Support	100%	8/26/2020	100%	1.0 -1.0 = 0.0
Jordan Beveridge-113	Chief Information Officer	50%	9/2/2020	25%	<i>0.5-0.25 = - 0.25</i>
Casey Waletich-113	Chief Operations Officer	20%	8/27/2020	30%	<i>0.3 - 0.2 = + 0.1</i>
Jane Siguenza-114	Bond Marketing Specialist	100%	8/26/2020	100%	1.0 -1.0 = 0.0
Tiffany McGowen-112	Financial Asst 1	50%	8/26/2020	75%	<i>0.75-.5 = + 0.25</i>
Alano Ciliberto-113 (Worksheet)	Coordinator Bond Tech Integration	100%	8/28/2020	100%	1.0 -1.0 = 0.0
Claudia Mendoza-114	CTE Secretary	80%	8/26/2020	93.75%	<i>0.9375-0.8=+.1375</i>
Tricia Ann Gilman-112	Temp Security	100%	CPO Verified	100%	.9375 - .9375 = 0.0
Fred Kuest-114	Public Safety Systems Specialist	100%	8/27/2020	100%	1.0 -1.0 = 0.0
Rachel Omalley	Temporary Ed Assistant	100%	CPO Verified	100%	.625 - .625 = 0.0
Ashley Pence	Temporary Ed Assistant	100%	CPO Verified	100%	.625 - .625 = 0.0
Sabrina Searls	Temporary Ed Assistant	100%	CPO Verified	100%	.625 - .625 = 0.0
Project Liaisons	Ted Zehr/Grant Corliss	100%		100%	Hourly, no change

	Total
REVENUES:	
Revenue from local sources:	
1500 Earning on investments	4,090,200
1960 Recovery of prior year	5,211
Total revenue from local sources	4,095,412
Revenue from state sources:	
3200 Restricted grants in aid	8,000,000
Total revenue from state sources	8,000,000
Revenue from other sources:	
5110 Bond Proceeds	167,306,843
5400 Resources - beginning fund balance	223,694,361
Total revenue from other sources	391,001,205
TOTAL REVENUES	\$ 403,096,616

	Salaries Object 100	Associated Payroll Costs Object 200	Purchased Services Object 300	Supplies & Materials Object 400	Capital Outlay Object 500	Other Object 600	Total
EXPENDITURES:							
Support services							
2660 Technology	\$ 39,120	\$ 13,467	\$ -	\$ -	\$ -	\$ -	\$ 52,588
Total support services	39,120	13,467	-	-	-	-	52,588
Facilities acquisition & construction							
4150 Building acquisition, construction, & improvement services	832,336	451,318	15,499,585	4,089,383	163,544,659	2,772,759	187,190,041
4180 Other Capital Purchases	-	-	187,027	2,870,756	7,104,363	-	10,162,146
Total facilities acquisition & construction	832,336	451,318	15,686,613	6,960,139	170,649,022	2,772,759	197,352,187
TOTAL EXPENDITURES	\$ 871,456	\$ 464,786	\$ 15,686,613	\$ 6,960,139	\$ 170,649,022	\$ 2,772,759	\$ 197,404,775

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
2021-2022 SCHOOL CALENDAR — FIRST READING

SITUATION

Board policy IC: School Year / School Calendar requires that the calendar for the upcoming school year be approved no later than the April Board meeting. This year, a calendar has been drafted for the 2021-2022 school year, with a proposed start date after the Labor Day holiday. The proposed calendar includes key dates and vacation periods to assist families and staff as they plan for the upcoming year.

Key differences from the 2020-21 calendar:

- The school year will begin with a “soft start” on September 7-8 that includes two days for staff to connect and support families and students. The first day of in-person learning for K-12 will begin on September 9. The 2020-21 school year had “soft start” days and we will bring those forward into the 2021-22 calendar.
- With the family and student connection time in September, the October staff development/work day and non-contract day (October 8-9) from 2020-21 have been changed. October 8, 2021 will be the Licensed Non-Contract day. The staff development and work day for elementary and staff development for secondary has been moved to Monday, November 22, 2021.
- For the 2021-22 calendar, Veterans Day, a federal holiday, is observed on Thursday, November 11, 2021. Friday, November 12, 2021, is a no school day for grades K-12.
- The conference dates in November have been scheduled in order to have the least impact on contiguous instruction. K-12 family conference connections are scheduled for November 23-24, 2021 to provide a consistent schedule for families.
- The last day of the school year for students will be on Thursday, June 16, 2022; one day earlier than last year.

Key features of the 2021-22 proposed calendar include the following:

- Potential inclement weather make-up days are reserved
- The calendar complies with the seat-time requirements outlined by the Oregon Department of Education
- Instructional days are balanced as best as possible for each semester

Information regarding the observance of Labor Day is provided below:

2016-17: September 5, 2016
2017-18: September 4, 2017
2018-19: September 3, 2018
2019-20: September 2, 2019
2020-21: September 7, 2020
2021-22: September 6, 2021

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed 2021-2022 calendar, provide feedback, and ask any questions they may have.

2021-2022 Calendar

DRAFT TO BOARD

((Adopted Date))



First Day/End of Quarter/Semester



Early Release



No School




Family/Student Connection

TOTAL STUDENT DAYS:

Semester 1 = 84 All students

Semester 2 = 90 All students

HSD exceeds ODE seat requirements. Click [HERE](#) for more information.

	JULY 2021							17 – NO SCHOOL Licensed Non-Contract Day Martin Luther King Jr. Day 27 – End of 1st Semester 28 – NO SCHOOL Teacher Grade Prep 31 – NO SCHOOL Licensed Prep Day	JANUARY 2022 18						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
					1	2	3								1
	4	5	6	7	8	9	10		2	3	4	5	6	7	8
	11	12	13	14	15	16	17		9	10	11	12	13	14	15
	18	19	20	21	22	23	24		16	17	18	19	20	21	22
	25	26	27	28	29	30	31		23	24	25	26	27	28	29
									30	31					
25-27 – New Teacher In-Service 30-31 – In-Service	AUGUST 2021							21 – NO SCHOOL Holiday – Presidents' Day	FEBRUARY 2022 19						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
	1	2	3	4	5	6	7				1	2	3	4	5
	8	9	10	11	12	13	14		6	7	8	9	10	11	12
	15	16	17	18	19	20	21		13	14	15	16	17	18	19
	22	23	24	25	26	27	28		20	21	22	23	24	25	26
	29	30	31						27	28					
1 – Staff Development 2 – In-Service 3 – Licensed Non-Contract Day 6 – NO SCHOOL Holiday – Labor Day 7-8 – Connection and Support with Families and Students (K-12) 9 – First Day of School for K-12	SEPTEMBER 2021 18							21-25 – NO SCHOOL Licensed Non-Contract Days (Spring Break)	MARCH 2022 18						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
				1	2	3	4				1	2	3	4	5
	5	6	7	8	9	10	11		6	7	8	9	10	11	12
	12	13	14	15	16	17	18		13	14	15	16	17	18	19
	19	20	21	22	23	24	25		20	21	22	23	24	25	26
	26	27	28	29	30				27	28	29	30	31		
8 – NO SCHOOL Licensed Non-Contract Day	OCTOBER 2021 20							7 – End of 3rd Quarter 8 – NO SCHOOL Elementary – Work Day Secondary – Grade Prep	APRIL 2022 20						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
						1	2							1	2
	3	4	5	6	7	8	9		3	4	5	6	7	8	9
	10	11	12	13	14	15	16		10	11	12	13	14	15	16
	17	18	19	20	21	22	23		17	18	19	20	21	22	23
	24	25	26	27	28	29	30		24	25	26	27	28	29	30
31															
10 – End of 1st Quarter 11 – NO SCHOOL Holiday – Veterans Day 12 – NO SCHOOL Elementary – Work Day Secondary – Grade Prep 22 – NO SCHOOL Elementary-Staff Development and Family Conference Prep Secondary-Staff Development 23-24 – NO SCHOOL Family Conference Connections K-12 25 – NO SCHOOL Holiday – Thanksgiving Day 26 – NO SCHOOL Licensed Non-Contract Day	NOVEMBER 2021 15							30 – NO SCHOOL Holiday – Memorial Day	MAY 2022 21						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
		1	2	3	4	5	6		1	2	3	4	5	6	7
	7	8	9	10	11	12	13		8	9	10	11	12	13	14
	14	15	16	17	18	19	20		15	16	17	18	19	20	21
	21	22	23	24	25	26	27		22	23	24	25	26	27	28
	28	29	30						29	30	31				
20-31 – NO SCHOOL Licensed Non-Contract Days (Winter Break)	DECEMBER 2021 13							16 – EARLY RELEASE Last Day of School for K-11 Students 17 – Last Day for Teachers 20-21 – Possible inclement weather make-up days. If the District closes school due to inclement weather during the 2020-21 school year these days could be added to the school calendar as make up days. Graduation dates would not be affected.	JUNE 2022 12						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
				1	2	3	4					1	2	3	4
	5	6	7	8	9	10	11		5	6	7	8	9	10	11
	12	13	14	15	16	17	18		12	13	14	15	16	17	18
	19	20	21	22	23	24	25		19	20	21	22	23	24	25
	26	27	28	29	30	31			26	27	28	29	30		

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2021
FIRST READING – POLICIES IN SECTION J: STUDENTS

SITUATION

The Hillsboro School District has contracted with Oregon School Boards Association (OSBA) to receive a quarterly policy update.

Policy language must meet the following criteria:

- Legally mandated or legally wise
- Harmonize with District's existing collective bargaining agreements
- Reflect current District practice

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

- Policies in Section J: Students
 - JHFE: Reporting of Suspect Abuse of a Child (Delete Version 1, Adopt Version 2)

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the policy in section J of the District's policy manual.



Code: JHFE
Adopted: 10/12
Revised/Readopted: 11/13/18
Orig. Code: JHFE

Reporting of Suspected Abuse of a Child

Any District employee who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse or neglect, as defined in state law, or that any adult or student with whom the employee is in contact has abused a child, will immediately notify the Oregon Department of Human Services (DHS) or the local law enforcement agency. The District employee shall also immediately inform their supervisor, the building principal, or the Superintendent.

Abuse of a child by District employees or by students will not be tolerated. All District employees are subject to this policy and the accompanying administrative regulation. If a District employee is a suspected abuser, reporting requirements remain the same. The District will designate the assistant superintendent of human resources to receive reports of abuse of a child by District employees and specify the procedures to be followed upon receipt of an abuse report. In the event the designated person is the suspected abuser, the Superintendent shall receive the report of abuse. The District will post in each school building the name and contact information of the person designated to receive child abuse reports, as well as the procedures the Superintendent/designee will follow upon receipt of a report. When the Superintendent/designee takes action on the report, the person who initiated the report must be notified.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

Upon request, the District shall provide records of investigations of suspected abuse of a child by a District employee or former District employee to law enforcement, DHS, or the Teacher Standards and Practices Commission.

Any District employee participating in good faith in the making of a report, pursuant to this policy and Oregon law, and who has reasonable grounds for the making thereof, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of any such report. Further, the initiation of a report in good faith about suspected abuse of a child 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 abuse of a child by a District employee or a student in good faith, the student will not be disciplined by the Board or any District employee. Intentionally making a false report of abuse of a child is a Class A violation.

The District shall establish written procedures to provide annual training:

1. For District staff in the prevention and identification of the abuse of a child, and on the obligations of District employees under Oregon Revised Statute (ORS) 419B.005, as directed by Board policy, to report suspected abuse of a child;
2. For parents and legal guardians of students attending District schools on the prevention and identification of abuse of a child, and the obligation of District employees to report suspected abuse of a child, separate from District staff training; and
3. For students attending District-operated schools designed to prevent abuse of a child.

The Superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)
[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)
[Senate Bill 155 \(2019\)](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).



Code: JHFE
Adopted:

Reporting of Suspected Abuse of a Child (Version 2)

Any District employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any adult or student** with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors², agents³, volunteers⁴, or students will not be tolerated. All District employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

Any District employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

³ "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The District will designate a ^[5]licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the Superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Officer who shall also report to the Board chair.

The District will post the name and contact information of the designees for each school building designated to receive reports of suspected abuse and the procedures the designee will follow upon receipt of a report, the contact information for local law enforcement and the local DHS office or its designee and a statement that the duty to report suspect abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support the report, a District employee suspected of abuse 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 abuse 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 notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The District shall provide training each school year to District employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees.

⁵[Senate Bill 155 (2019) requires the district to designate a licensed administrator and an alternate licensed administrator in the event the licensed administrator is the alleged abuser for each school building to receive these reports.]

The District shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The District shall make available each school year training that is designed to prevent abuse to students attending District-operated schools.

The District shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. 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 or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

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 District shall make available to students, district employees, contractors, agents, and volunteers a policy of 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 as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)
[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)
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Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).