

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS
Administration Center, 3083 NE 49th Place, Hillsboro, OR 97124

Board Meeting Agenda
January 25, 2022
5:15 PM

An in-person audience of up to 42 people is allowed at this meeting, not including the Board and Cabinet. Once capacity is reached, additional people are invited to watch the meeting via the link provided on the HSD homepage www.hsd.k12.or.us. Masks are required for all persons, regardless of vaccination status. The estimated times listed below for specific agenda items are subject to change.

1. **5:15 PM - Executive Session**
 - A. Call to Order Executive Session
Presenter: Mark Watson
Time: 5:15 PM
 - B. ORS 192.660(2)(e) - Real Property Transaction
Presenter: Adam Stewart
Time: 5:15 PM, 30 minutes
 - C. ORS 192.660(2)(d) - Labor Negotiator Consultation
Presenter: Kona Lew-Williams
Time: 5:45 PM, 15 minutes
 - D. Recess Executive Session
Presenter: Mark Watson
Time: 6:00 PM
2. **6:00 PM - Work Session**
 - A. Call to Order
Presenter: Mark Watson
Time: 6:00 PM
 - B. Budget Update 7
Presenter: Michelle Morrison
Time: 6:00 PM, 30 minutes
 - C. COVID-19 Update 8
Presenters: Cabinet
Time: 6:30 PM, 15 minutes
 - D. Recess Board Meeting
Presenter: Mark Watson
Time: 6:45 PM
3. **7:00 PM - Regular Session**
 - A. Call to Order and Flag Salute
Presenter: Mark Watson
Time: 7:00 PM, 5 minutes
 - B. Land Acknowledgement 9
Presenter: Mark Watson
Time: 7:05 PM, 5 minutes
 - C. Proclamations
Presenter: Mark Watson
Time: 7:10 PM, 10 minutes
 1. School Board Recognition Month 10
Presenter: Mike Scott
 2. Black History Month 11

Presenter: Nancy Thomas	
3. School Bus Driver Appreciation Day	12
Presenter: Erika Lopez	
4. School Counselors Week	13
Presenter: Yadira Martinez	
D. Approval of Agenda	
Presenter: Mark Watson	
Time: 7:20 PM, 5 minutes	
SAMPLE MOTION: I move that the Board of Directors approve the Agenda as printed.	
E. Audience Time	
Presenter: Mark Watson	
Time: 7:25 PM, 10 minutes	
F. Consent Agenda	
<i>Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.</i>	
Presenter: Mark Watson	
Time: 7:35 PM, 5 minutes	
SAMPLE MOTION: I move that the Board of Directors approve the Consent Agenda as printed.	
1. Approve Minutes of December 7, 2021 Board Meeting	14
2. Approve Minutes of January 11, 2022 Board Meeting	21
3. Approve Routine Personnel Matters	23
4. Approve Policies	27
a. A/B - Board Governance and Operations	
1) AC: Nondiscrimination	29
Presenter: Kona Lew-Williams	
2) AC-AR: Discrimination Complaint Procedure	31
Presenter: Kona Lew-Williams	
3) BBAA: Individual Board Member's Authority and Responsibilities	34
Presenter: Mike Scott	
4) BD/BDA: Board Meetings	36
Presenter: Mike Scott	
5) BDDH: Public Comment at Board Meetings	39
Presenter: Mike Scott	
b. C - General School Administration	
1) CM: Compliance and Reporting on Standards	43
Presenter: Travis Reiman	
c. D - Fiscal Management	
1) DJC: Bidding Requirements	44
Presenters: Casey Waletich / Michelle Morrison	
2) DLC-AR: Staff Expense Reimbursement	46
Presenter: Michelle Morrison	
d. G - Personnel	
1) GBA: Equal Employment Opportunity	51
Presenter: Kona Lew-Williams	
2) GBEA: Workplace Harassment	53
Presenter: Kona Lew-Williams	
3) GBNA/JHFF: Suspected Sexual Conduct with Students and Reporting Requirements	56
Presenter: Kona Lew-Williams	

4) GBNAB/JHFE: Suspected Abuse of a Child Reporting Requirements Presenter: Kona Lew-Williams	59
5) GBNAB/JHFE-AR(1): Reporting of Suspected Abuse of a Child Presenter: Kona Lew-Williams	62
e. I - Instruction	
1) IA: Instructional Goals Presenter: Travis Reiman	66
2) IGBI: Bilingual Education Presenter: Travis Reiman	68
3) IGDJ: Interscholastic Activities Presenter: Casey Waletich	69
4) IJ: School Counseling Program Presenter: Travis Reiman	71
5) IB: Freedom of Expression Presenter: Beth Graser	73
6) IGBHA: Alternative Education Programs Presenter: Dayle Spitzer	76
7) IKFB: Graduation Exercises Presenter: Dayle Spitzer	77
f. J - Students	
1) JFCJ: Weapons in the Schools - Students Presenter: Casey Waletich	79
2) JHFE/GBNAB: Suspected Abuse of a Child Reporting Requirements Presenter: Dayle Spitzer	82
3) JHFE/GBNAB-AR(1): Reporting of Suspected Abuse of a Child Presenter: Dayle Spitzer	85
4) JHFF/GBNAA: Suspected Sexual Conduct with Students and Reporting Requirements Presenter: Dayle Spitzer	89
g. K/L - District-Community Relations	
1) KGBB: Firearms Prohibited Presenter: Casey Waletich	92
G. Reports and Discussion	
1. First Reading - High School Course Approval Presenter: Travis Reiman Time: 7:40 PM, 20 minutes	
a. Aircraft Systems and Performance	94
b. Civic and Community Service II	101
c. Film Students	107
d. Introduction to Fire and Emergency Services	116
2. 2022-2023 School Calendar - First Reading Presenter: Kona Lew-Williams Time: 8:00 PM, 10 minutes	121
3. Financial Report Presenter: Michelle Morrison Time: 8:10 PM, 5 minutes	125
H. Recess Board Meeting; Convene Meeting of the Local Contract Review Board Presenter: Mark Watson	

Time: 8:15 PM

1. Local Contract Review Board Hearing: Review Findings of Fact for Use of Design-Build Method for Replacement of the Domestic Water System and Plumbing Fixtures Below the Home Bleachers at Hare Field 130
Presenter: Adam Stewart
Time: 8:15 PM, 5 minutes
SAMPLE MOTION: *I move that the Board of Directors, acting in the capacity of the Local Contract Review Board, review and approve the Findings of Fact supporting the use of the Design-Build method for the domestic water pipe replacement project at Hare Field.*
2. Local Contractors Review Board: Review and Approve Findings of Fact for Special Procurements and Exception from Competitive Bidding, and Authorize a Specific Sole Source Procurement 137
Presenter: Jordan Beveridge / Michelle Morrison
Time: 8:20 PM, 5 minutes
SAMPLE MOTION: *I move that the Board of Directors, acting in the capacity of the Local Contract Review Board, approve the sole source procurement and Exemptions from Competitive Bidding, and authorize the purchase of Google Voice and G Suite for Education Enterprise Licenses from AmplifiedIT.*
3. Local Contract Review Board: Public Testimony
Presenter: Mark Watson
Time: 8:25 PM, 5 minutes
- I. Adjourn Meeting of the Local Contract Review Board; Reconvene Board Meeting
Presenter: Mark Watson
Time: 8:30 PM
- J. Action Items
1. Declare Surplus Equipment 139
Presenter: Michelle Morrison
Time: 8:30 PM, 5 minutes
SAMPLE MOTION: *I move that the Board of Directors declare the two instruments surplus and authorize donation to a refurbishing specialist or community organization.*
2. Approve Terms of Sale of 10.67 Acres to GLC-South Hillsboro, LLC 140
Presenter: Adam Stewart
Time: 8:35 PM, 5 minutes
SAMPLE MOTION: *I move that the Board of Directors approve the terms of the Purchase and Sale Agreement between GLC-South Hillsboro, LLC and the Hillsboro School District to sell 10.67 acres at a price of \$340,000 per acre for a total purchase price of \$3,627,800.*
3. Award Contract for Replacement of Single Pane Windows with Insulated Windows at Groner Elementary, West Union Elementary and North Plains Elementary Schools 141
Presenter: Adam Stewart
Time: 8:40 PM, 5 minutes
SAMPLE MOTION: *I move that the Board of Directors award the contract for single pane window replacement at Groner Elementary, West Union Elementary and North Plains Elementary Schools to Five Star Builders in the amount of \$2,199,725.20.*
4. Approve Purchase of School Buses 143
Presenter: Michelle Morrison

Time: 8:45 PM, 5 minutes

SAMPLE MOTION: I move that the Board of Directors approve the purchase of twelve (12) vehicles for a total estimated cost of \$1,808,268.

- K. Policies - First Reading 144
Policies that are scheduled for first reading are included in the Board meeting packet. Staff members will not formally present the first reading of policies, unless the Board requests information that is not already included in the Board meeting packet. If no public comments or questions are received regarding these policies during the review period, they may be placed on the consent agenda for approval during the next regular meeting.
Presenter: Mike Scott
Time: 8:50 PM, 5 minutes
1. A/B - Board Governance and Operations
a. ACB: Every Student Belongs 145
Presenter: Francesca Sinapi
b. ACB-AR: Bias incident Complaint Procedure 148
Presenter: Francesca Sinapi
 2. I - Instruction
a. IKF: Graduation Requirements 151
Presenter: Dayle Spitzer
b. IL: Assessment Program 160
Presenter: Jordan Beveridge
 3. J - Students
a. JB: Equal Educational Opportunity 163
Presenter: Francesca Sinapi
b. JBB: Educational Equity 165
Presenter: Francesca Sinapi
c. JECB: Admission of Nonresident Students 167
Presenter: Dayle Spitzer
d. JFC: Student Conduct 169
Presenter: Dayle Spitzer
e. JFCF: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Student 172
Presenter: Dayle Spitzer
- L. HCU / HEA Reports
Presenter: Mark Watson
Time: 8:55 PM, 10 minutes
- M. Discussion Time
Time: 9:05 PM, 10 minutes
1. Student Representatives' Time
 2. Superintendent's Time
 3. Board of Directors' Time
- N. Adjourn Regular Session
Presenter: Mark Watson
Time: 9:15 PM
- O. Next Meetings of the Board of Directors
• February 8, 2022, Work Session
• February 22, 2022, Work / Regular Session

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

HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
BUDGET UPDATE

SITUATION

Each year, the District conducts periodic discussions with Budget Committee members about the current and future financial position of the District. This update is in preparation for building the 2022-23 District budget. The Committee members will review information regarding the current year budget, budget development, and details regarding specific resources. This update will be focused on the General Fund operating budget.

Date	Upcoming Activities
January 25, 2022	Budget update during Board Work Session (General Fund)
February 8, 2022	Budget update during Board Work Session (High School Success, Student Investment Account)
March 15, 2022	Budget update during Board Work Session (ESSER, ARP)
April 12, 2022	Budget update during Board Work Session (Bond)
April 26, 2022	Budget Committee Meeting: Committee members review proposed budget documents, receive Budget Message, and may approve the budget for Hearing.
May 5, 2022	Additional Budget Committee Meeting (if needed)
June 21, 2022	Budget Hearing: Board Adopts Budget, Makes Appropriations, Declares the Levy.
July 15, 2022	Levy Certified to Assessor, and Adopted Budgets distributed per Local Budget Law and district best practice.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
COVID-19 UPDATE

SITUATION

The Board of Directors will receive an update regarding the ongoing COVID-19 pandemic.

RECOMMENDATION

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

**HILLSBORO SCHOOL DISTRICT 1J
BOARD OF DIRECTORS 2021-2022
LAND ACKNOWLEDGEMENT**

As we gather here today, 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 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.

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.

The Hillsboro School District is committed to the recognition and education regarding tribal and local history and working with our local tribes in partnership.

PROCLAMATION

The Hillsboro School District Board of Directors establishes clear standards for student performance.

The Hillsboro School District Board of Directors ensure that student assessments are tied to established standards.

The Hillsboro School District Board of Directors are accountable to the community for operating schools that support student achievement.

The Hillsboro School District Board of Directors align school district resources to ensure that students meet standards.

The Hillsboro School District Board of Directors build collaborative relationships based on trust, teamwork, and shared accountability.

The Hillsboro School District Board of Directors are committed to continuous education and training on issues related to student achievement.

The Hillsboro School District does hereby declare its appreciation to the Board of Directors and proclaim the month of January 2022 to be:

SCHOOL BOARD RECOGNITION MONTH



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



Mike Scott, Superintendent

PROCLAMATION

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

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

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

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

The Board of Education of the Hillsboro School District do hereby proclaim the month of February 2022 to be:

BLACK HISTORY MONTH



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

Hillsboro School District Board of Directors

PROCLAMATION

The Hillsboro School District appreciates that without school bus drivers, many students would not have safe, reliable transportation to and from school.

The Hillsboro School District believes that it is important to salute and appreciate school bus drivers and recognize the invaluable contributions they make to education and safety.

The Hillsboro School District recognizes that each year bus drivers transport more than 13,000 students between home, school, and events safely.

The Hillsboro School District each year 190 school buses driven by dedicated drivers travel more than 1,600,000 miles.

The Hillsboro School District applauds bus drivers, along with trainers, support staff, dispatchers, mechanics and all staff in the transportation program who are committed every day to an outstanding safety record.

The Board of Education of the Hillsboro School District do hereby proclaim February 22, 2022 to be:

SCHOOL BUS DRIVER APPRECIATION DAY



We urge all community members to join us in recognizing the many contributions and achievements of school bus drivers to the Hillsboro School District community.

Hillsboro School District Board of Directors

PROCLAMATION

The Hillsboro School District appreciates that school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development.

The Hillsboro School District knows that school counselors help parents focus on ways to further the educational, personal and social growth of their children.

The Hillsboro School District values school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves.

The Hillsboro School District applauds that school counselors seek to identify and utilize community resources that can enhance and compliment comprehensive school counseling programs and help students become productive members of society.

The Hillsboro School District recognizes that comprehensive developmental school counseling programs are an integral part of the educational process that enables all students to achieve success in school.

The Board of Education of the Hillsboro School District do hereby extend our gratitude to the counselors of the Hillsboro School District and proclaim the week of February 7 thru 11, 2022 as:

SCHOOL COUNSELORS WEEK



We urge all citizens to join us in recognizing the dedication and hard work of school counselors in preparing today's students for tomorrow's world.

Hillsboro School District Board of Directors

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

December 7, 2021

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

1. EXECUTIVE SESSION

<u>Board Present:</u>	<u>Staff and Others Present:</u>
Mark Watson	Mike Scott, Superintendent
Nancy Thomas	Travis Reiman, Assistant Superintendent, Academic Services
See Eun Kim - virtual	Dayle Spitzer, Assistant Superintendent, School Performance
Erika Lopez - virtual	Kona Lew-Williams, Human Resources Officer
Yadira Martinez - virtual	Beth Graser, Communications Officer
Monique Ward	Casey Waletich, Operations Officer
	Jordan Beveridge, Information Technology Officer
	Francesca Sinapi, Equity, Access and Engagement Officer
	Michelle Morrison, Financial Officer
	Brian Haats, Director of Human Resources
	Rose Roman, Executive Assistant to the Board

A. Call to Order Executive Session

Board Chair Mark Watson called the meeting to order at 5:18 PM, and moved the Board into executive session under ORS 332.061(1)(b) - Matters Pertaining to or Examination of the Confidential Records of a Student

B. ORS 192.660(2)(b) - Consider Employee Discipline or Dismissal

Human Resources Officer Kona Lew-Williams introduced the topic, gave background information. Director of Human Resources Brian Haats gave specific information on the subject. Board members asked clarifying questions.

C. ORS 192.660(2)(d) - Labor Negotiator Consultation

Human Resources Officer Kona Lew-Williams gave an update on Licensed and Classified bargaining. Board members on the bargaining committees gave updates on the process. Board members asked clarifying questions.

D. Recess Executive Session

Board Chair Mark Watson moved the Board out of executive session and recessed the meeting at 5:49 PM.

2. WORK SESSION

<u>Board Present:</u>	<u>Staff Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
See Eun Kim - virtual	Dayle Spitzer, Assistant Superintendent, School Performance
Erika Lopez - virtual	Beth Graser, Communications Officer
Yadira Martinez - virtual	Kona Lew-Williams, Human Resources Officer
Monique Ward	Michelle Morrison, Financial Officer
	Casey Waletich, Operations Officer
<u>Student Representatives Present:</u>	Jordan Beveridge, Information Technology Officer
Michelle Chen - virtual	Francesca Sinapi, Equity, Access and Engagement Officer
Ceph Tronco	Adam Stewart, Capital Projects Officer
Kaylee Vazquez	Olga Acuña, Executive Director of Federal Programs
	Marianna Roman, Family Outreach Liaison
<u>Others Present:</u>	Rose Roman, Executive Assistant to the Board of Directors
Sarah Pope, Deputy Superintendent	Jill Golay, HCU President
Matt Buckingham, Committee Chair	Hugo Salmeron, Technology Support
	Jeff Jones, Manager – Business Services

- A. Call to Order
Board Chair Mark Watson called the meeting to order at 5:53 PM
- B. Preschool for All - Washington County Update
Superintendent Mike Scott introduced the topic. Executive Director of Federal Programs Olga Acuña introduced Preschool For All. NWRESA Deputy Superintendent Sarah Pope discussed the program timeline. Board members asked clarifying questions.
- C. JFCJ: Weapons in Schools - Students, KGBB: Firearms Prohibited Policies Discussion
Board Chair Mark Watson gave background information and introduced the topic. Casey Waletich provided additional information. Student Representatives and Board members share thoughts.
- D. Bond Oversight Committee Report
Capital Projects Officer Adam Stewart introduced the topic. Bond Oversight Committee Chair Matt Buckingham provided additional insight on Bond projects.
- E. National School Boards Association Conference Planning
Board Chair Mark Watson introduced the topic. Vice Chair Nancy Thomas, Director See Eun Kim, Director Erika Lopez and Board Chair Mark Watson expressed interest in attending the NSBA conference.
- F. Recess Board Meeting
Board Chair Mark Watson recessed at 7:00 PM.

3. **REGULAR SESSION**

<u>Board Present:</u>	<u>Staff Present:</u>
Mark Watson	Mike Scott, Superintendent
Nancy Thomas	Travis Reiman, Assistant Superintendent, Academic Services
See Eun Kim - virtual	Dayle Spitzer, Assistant Superintendent, School Performance
Erika Lopez - virtual	Beth Graser, Communications Officer
Yadira Martinez - virtual	Kona Lew-Williams, Human Resources Officer
Monique Ward	Michelle Morrison, Financial Officer
	Casey Waletich, Operations Officer
<u>Student Representatives Present:</u>	Jordan Beveridge, Information Technology Officer
Michelle Chen - virtual	Francesca Sinapi, Equity, Access and Engagement Officer
Ceph Tronco	Adam Stewart, Capital Projects Officer
Kaylee Vazquez	Olga Acuña, Executive Director of Federal Programs
	Jeff Jones, Manager – Business Services
<u>Others Present:</u>	Rose Roman, Executive Assistant to the Board
Larry Grant, Auditor - virtual	Hugo Salmeron, Technology Support
	John Garcia, Technology Support
	Ciara Hartzell, Technology Support
	Marianna Roman, Family Outreach Liaison

A. Call to Order and Flag Salute

Board Chair Mark Watson reconvened the meeting at 7:12 PM and led the Pledge of Allegiance.

B. Land Acknowledgement

Board Chair Mark Watson read a Land Acknowledgement.

C. Approval of Agenda

Director Monique Ward MOVED, SECONDED by Director Nancy Thomas, to approve the agenda as printed.

The MOTION CARRIED (6-0). No further discussion took place.

D. Audience Time

Two audience members requested to address the Board. Oregon State Representative Janeen Sollman and Hilary Uhlig of Moms Demand Action for Gun Sense in America spoke in support of firearms policies.

E. Consent Agenda

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

Director Nancy Thomas MOVED, SECONDED by Director Erika Lopez, to approve the Consent Agenda as printed. Director Monique Ward requested to pull the policies from the Consent Agenda. Director Mark Watson MOVED, SECONDED by Director Nancy

Thomas to remove the policies from the Consent Agenda and amend the agenda to include the policies in the Action Item section in the agenda.

The MOTION CARRIED (6-0).

Director Nancy Thomas withdrew her original motion. Direct Nancy Thomas MOVED, SECONDED by Director Monique Ward, to approve the amended Consent Agenda.

The MOTION CARRIED (6-0). No further discussion took place.

Consent Agenda items were as follows:

1. Approve Minutes of November 16, 2021 Board Meeting
2. Approve Routine Personnel Matters
3. Accept Gifts and Donations

F. Action Items

1. Acknowledge Gifts and Donations

Director Nancy Thomas MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors acknowledge the donation of \$5,000 from Oregon Robotic Tournament & Outreach to Liberty High School for robotics team.

The MOTION CARRIED (6-0). No further discussion took place.

2. Eastwood Elementary Lot Line Adjust Resolution

Adam Stewart introduced the topic.

Director Monique Ward MOVED, SECONDED by Director See Eun Kim, that the Board of Directors approve Resolution No. 2021-12-7 to retitle the Eastwood Elementary School in the current School District entity's name and consolidate the three existing parcels into a single tax lot as required by the City of Hillsboro.

The MOTION CARRIED (6-0). No further discussion took place.

3. Accept Comprehensive Annual Financial Report for 2020-2021

Michelle Morrison presented the Comprehensive Annual Financial Report.

Director Erika Lopez MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors accept the Comprehensive Annual Financial Report for 2020-2021.

The MOTION CARRIED (6-0). Director Nancy Thomas thanked the Business Officer. Chair Mark Watson highlighted the work of the Business Office.

4. Award Contract for Secure Entry Vestibules

Capital Projects Officer Adam Stewart presented the contract.

Director Nancy Thomas MOVED, SECONDED by Director Monique Ward, that the Board of Directors award the contract for construction of Secure Entry Vestibules at Free Orchards Elementary School, Imlay Elementary School, Lincoln Street Elementary School, Orenco Elementary School, Patterson

Elementary School, Rosedale Elementary School, Witch Hazel Elementary School and the District Administration Center to InLine Construction in the amount of \$589,174.

The MOTION CARRIED (6-0). No further discussion took place.

5. Employee Dismissal

Kona Lew-Williams reminded the Board of the information they received in Executive Session.

Director Yadira Martinez MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors adopt the Superintendent's recommendation to dismiss Christine Oglesby on the grounds of insubordination and neglect of duty, effective December 7, 2021.

The MOTION CARRIED (6-0). No further discussion took place.

6. Adopt Budget Planning Calendar

Michelle Morrison highlighted the upcoming Budget meetings.

Director Nancy Thomas MOVED, SECONDED by Director Erika Lopez, that the Board of Directors adopt the planning calendar for the 2022-23 budget.

The MOTION CARRIED (6-0). No further discussion took place.

7. 2021-2022 Calendar Discussion

Superintendent Mike Scott gave background information. Human Resources Officer Kona Lew-Williams highlighted the proposed change in the 2021-22 Calendar.

Director Erika Lopez MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors adopt the revised 2021-2022 calendar.

Board members asked clarifying questions. Director Erika Lopez commended partnership between unions and administration, and the student social emotional learning and flexibility. Directors Nancy Thomas and Mark Watson also expressed support.

The MOTION CARRIED (6-0). Director Erika Lopez commended the partnership between HSD Administration and the unions for the best interest of staff and students. Director Nancy Thomas thanked staff for their work.

8. Approve Policies

Director Monique Ward shared her opinion on a "30 day review" process. Director Mark Watson discussed the policy approval process and read from policy BFC. Director Erika Lopez further qualified the process. Superintendent Mike Scott gave background information, and historical data.

Director Monique Ward MOVED, SECONDED by Director Erika Lopez, that the Board table the policies in order to give a 30-day review.

The MOTION CARRIED (5-1). Director Mark Watson voted no.

G. Reports and Discussions

1. Financial Report (see written report)
Financial Officer Michelle Morrison presented the Financial Report. Board members commended the Business Department and asked clarifying questions.
2. Bond Audit Report
Financial Officer Michelle Morrison presented the Bond Audit Report. Board members commended the Bond Work.

H. Information - Administrative Regulation Update

1. JECBA-AR: Admission of Exchange Students Procedures
Dayle Spitzer discussed the Exchange Student Procedures Policy.

I. Policies – First Read

Superintendent Mike Scott presented the policy updates

1. A/B - Board Governance and Operations
 - a. BBAA: Individual Board Member's Authority and Responsibilities
 - b. BD/BDA: Board Meetings
 - c. BDDH: Public Comment at Board Meetings
 - d. BDDH-AR: Public Comment at Board Meetings
2. D - Fiscal Management
 - a. DLC-AR: Staff Expense Reimbursement
3. G - Personnel
 - a. GBNA-AR: Hazing, Harassment, Intimidation, Bullying, Menacing or Cyberbullying Reporting Procedures - Staff
 - b. GBNAA/JHFF: Suspected Sexual Conduct with Students and Reporting Requirements
 - c. GBNAA/JHFF-AR: Suspected Sexual Conduct Report Procedures and Form
 - d. GBNAB/JHFE: Suspected Abuse of a Child Reporting Requirements
 - e. GBNAB/JHFE-AR(1): Reporting of Suspected Abuse of a Child
 - f. GBNAB/JHFE-AR(2): Abuse of a Child Investigations Conducted on District Premises
4. I - Instruction
 - a. IB: Freedom of Expression
 - b. IGBHA: Alternative Education Programs
 - c. IKFB: Graduation Exercises
5. J - Students
 - a. JFCJ: Weapons in the Schools - Students
 - b. JHFF/GBNAA: Suspected Sexual Conduct with Students and Reporting Requirements
 - c. JHFF/GBNAA-AR: Suspected Sexual Conduct Report Procedures and Form
 - d. JHFE/GBNAB-AR(1): Reporting of Suspected Abuse of a Child
Presenter: Dayle Spitzer
 - e. JHFE/GBNAB-AR(2): Abuse of a Child Investigations Conducted on District Premises
 - f. JHFE/GBNAB: Suspected Abuse of a Child Reporting Requirements
6. K/L - District-Community Relations

a. KGBB: Firearms Prohibited

J. HCU / HEA Reports

HEA President Jill Golay thanked Board members for meeting with her, highlighted bargaining, sub shortages, listening sessions.

HCU President Melody Hansen highlight classified resignations and retirements, down 10%, workload issues, read a statement from a classified staff member.

K. Discussion Time

1) Student Representatives' Time

Student Representatives Ceph Tronco, Kaylee Vazquez, and Michelle Chen shared student concerns.

2) Superintendent's Time

Superintendent Mike Scott highlighted student listening sessions, school visits, expressed appreciation for the adjustments made to the calendar, and thanked Board members for their time.

3) Board of Directors' Time

Director Erika Lopez thanked everyone for their work, highlighted student voices, and expressed thanks for the administration and union partnership. Director Yadira Martinez thanked everyone for the presentation and participation. Director See Eun Kim wished everyone a great holiday break. Director Monique Ward thanked the audience, staff, inquired about the CCAC meetings and wished everyone happy holidays. Director Nancy Thomas thanked everyone for coming out, thanked the unions and urged parents to have conversations with their children to reengage. Director Mark Watson gave a shout out to the Tech Department, highlighted fall and upcoming high school plays, and informed the Board that he will put his name in for House District 30.

L. Adjourn Meeting

Chair Mark Watson adjourned the meeting at 8:38 PM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

January 11, 2022

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

1. WORK SESSION

<u>Board Present:</u>	<u>Staff Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair - virtual	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen – virtual	Dayle Spitzer, Assistant Superintendent, School Performance
See Eun Kim – virtual	Beth Graser, Communications Officer
Erika Lopez	Kona Lew-Williams, Human Resources Officer
Yadira Martinez – virtual	Michelle Morrison, Financial Officer
Monique Ward – virtual	Jordan Beveridge, Information Technology Officer
	Casey Waletich, Operations Officer
<u>Student Representatives Present:</u>	Francesca Sinapi, Equity, Access and Engagement Officer
Kaylee Vazquez – virtual	Lisa Erickson, Public Safety Officer
Ceph Tronco – virtual	Audrea Neville, Executive Director of Schools
Michelle Chen – virtual	Frank Caropelo, Executive Director of Schools
	Olga Acuña, Executive Director of Federal Programs
<u>Others Present:</u>	Rose Roman, Executive Assistant to the Board of Directors
Mike Rouches – Commander HPD	Sebastian Antonio Hernandez Viera, Language Liaison
	Idania Romo, Language Liaison

- A. Call to Order
Chair Mark Watson called the Board meeting into session at 6:17 PM.
- B. COVID-19 Update
Assistant Superintendent Travis Reiman gave a COVID-19 update. Information Technology Officer Jordan Beveridge gave a technology update. Board members asked clarifying questions.
- C. School Resource Officer Intergovernmental Agreement Update
Operations Officer Casey Waletich gave an update on the SRO program, including Intergovernmental Agreement (IGA) objectives, and a Fall 2021 data summary of SRO activities. Commander Mike Rouches gave an update from the Hillsboro Police Department (HPD). Public Safety Officer Lisa Erickson discussed the data collected from SRO activities. Equity, Access and Engagement Officer Francesca Sinapi discussed the professional development calendar for SROs.
- D. Equity Update
Equity, Access and Engagement Officer Francesca Sinapi gave an equity update, including updates on phase 2, equity framework updates, CRI and Instructional practices, and elevating the voices of all through action. Assistant Superintendent Dayle Spitzer spoke to the eight competencies for culturally responsive teaching, and instructional improvement. Executive Director of Schools Frank Caropelo spoke to

the practices at the high school level, and Executive Director of Schools Audrea Neville discussed student engagement and practices at the elementary and middle school levels.

E. Land Acknowledgement Discussion

Chair Mark Watson led the discussion on edits made to the Land Acknowledgement. The Board agreed to move forward with the revised version.

F. Graduation Support Progress Update

Assistant Superintendent Dayle Spitzer discussed graduation rates, the systems in place for on-time graduation of students, and the supports in place for student success.

G. Information - Administrative Regulation Update

Superintendent Mike Scott presented the Administrative Regulations for review by the Board.

H. Discussion Time

1) Student Representatives' Time

Kaylee Vazquez thanked the presenters, and advocated for the Dual Language program. Michelle Chen highlighted the work of the district navigating COVID, the equity work being done, and the graduation supports in place. Ceph Tronco thanked this evening's presenters.

2) Superintendent's Time

Superintendent Mike Scott thanked the presenters, acknowledged the heavy lift to keep schools open, discussed the Licensed Staff listening sessions over the past months, the start of Classified Staff listening Sessions, and thanked Classified staff for their work. He highlighted the Pathways Center and the work done by Assistant Superintendent Dayle Spitzer. Finally, he thanked the Board for their work during Board Appreciation Month.

3) Board of Directors' Time

Director Erika Lopez expressed her thanks. Director See Eun Kim celebrated the Pathways Center, CTE, and recognize the strain on teachers. Director Lisa Allen wished everyone a Happy New Year, expressed hope of COVID improving, mentioned hearing the word mild used to describe COVID, and reminded that vaccination has helped. Director Yadira Martinez thanked staff, recognized that keeping kids in school is a harder lift every single day. Director Monique Ward thanked classified and licensed staff, and appreciated the presentations. Director Nancy Thomas thanked staff, agreed with Director Allen not to minimize what is happening with COVID. Director Mark Watson expressed thanks to his colleagues, teachers, classified staff, and appreciated the dedication to our students.

I. Adjourn Meeting

The meeting was adjourned at 8:12 PM.

HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Karen Moisant

Assignment: 1.0 FTE ELD & Spanish Teacher
Location: Brown Middle School
Effective Date: June 17, 2022

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

Cinthia Adair

Assignment: 0.8 FTE Speech Language Pathologist
Location: Poynter Middle School
Effective Date: December 10, 2021

Zaynab Elmi

Assignment: 1.0 FTE Student Success Coach
Location: Rosedale & Brookwood Elementary School
Effective Date: January 5, 2022

Holly Ingram

Assignment: 1.0 FTE Elementary & Secondary Resource Specialist
Location: McKinney & Minter Bridge Elementary School, Hillsboro
Online Academy
Effective Date: June 17, 2022

Esther Kwak

Assignment: 1.0 FTE Music & Band Teacher
Location: Orenco Elementary School
Effective Date: December 6, 2021

Kara Lineberry

Assignment: 1.0 FTE Resource Specialist
Location: Farmington View Elementary School
Effective Date: June 17, 2022

Edgardo Lomeli

Assignment: 1.0 FTE Math Teacher
Location: Evergreen Middle School
Effective Date: November 29, 2021

Christine Oglesby

Assignment: 1.0 FTE Behavior Specialist
Location: Reedville Elementary School
Effective Date: December 7, 2021

Anna Orton

Assignment: 1.0 FTE English Language Specialist
Location: Evergreen Middle School
Effective Date: June 17, 2022

Melanie Ransom

Assignment: 1.0 FTE EL Specialist
Location: Lincoln Street Elementary School
Effective Date: January 7, 2022

Nichole Volz

Assignment: 0.1 FTE Learning Specialist
Location: West Union Elementary School
Effective Date: December 31, 2021

Whitney Wagner

Assignment: 0.8 FTE School Counselor, STEAM Coordinator
Location: Groner K-8
Effective Date: January 14, 2022

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

Junia Caley

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Student Success Coach – Free Orchards Elementary School, Jackson Elementary School, West Union Elementary School

Jenna Dugger

Education: BA – California State University, Northridge, CA
Experience: 3 years
Assignment: 1.0 FTE 1st Grade Teacher – Orenco Elementary School

Brenda Kleinfelder

Education: MA – University of Oregon, Eugene, OR
Experience: 11 years
Assignment: 1.0 FTE TOSA - OSP – Student Services

Mindy McNeely

Education: MA – Warner Pacific University, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE Math Teacher – Liberty High School

Brianna Meek

Education: MA – University of Michigan, Ann Arbor, MI
Experience: None
Assignment: 1.0 FTE Math Teacher – Poynter Middle School

Andrea Meeuwsen

Education: MA – Pacific University, Forest Grove, OR
Experience: 17 years
Assignment: 1.0 FTE Secondary Resource Specialist – Hillsboro High School

Sara Newton

Education: BA – Colorado State University, Aurora, CO
Experience: None
Assignment: 1.0 FTE Counselor – Brown Middle School

Kaitlan Pranger

Education: BA – University of Northern Iowa, Cedar Falls, IA
Experience: 1 year
Assignment: 1.0 FTE 6th Grade Teacher / Hillsboro Online Academy

Rachel Prevost

Education: MA – University of South Carolina, Charleston, SC
Experience: 4 years
Assignment: 0.8 FTE SLP – Student Services / Hillsboro Online Academy

Melanie Ransom

Education: MA – Oregon State University, Corvallis, OR
Experience: 2 years
Assignment: 1.0 FTE EL Specialist – Lincoln Street Elementary School

Isuru Salpitikorala

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE 1st Grade Teacher – Orenco Elementary School

Kimberly Switzer

Education: BA – Indiana University, Bloomington, IN
Experience: 2 years

Assignment: 1.0 FTE EL Specialist – Hillsboro High School

Maribel Welch

Education: BA – East Bay University, Hayward, CA

Experience: 1 year

Assignment: 1.0 FTE English Learner Specialist – Lincoln Street
Elementary School

HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
APPROVE POLICIES

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 have presented them to the Board for First Reading on November 16, 2021:

- Policies in Section A: Board Governance and Operations
 - AC: Nondiscrimination
 - AC-AR: Discrimination Complaint Procedure
 - BBAA: Individual Board Member's Authority and Responsibilities
 - BD/BDA: Board Meetings
 - BDDH: Public Comment at Board Meetings
- Policies in Section C: General School Administration
 - CM: Compliance and Reporting on Standards
- Policies in Section D: Fiscal Management
 - DJC: Bidding Requirements
 - DLC-AR: Staff Expense Reimbursement
- Policies in Section G: Personnel
 - GBA: Equal Employment Opportunity
 - GBEA: Workplace Harassment
 - GBNA/JHFF: Suspected Sexual Conduct with Students and Reporting Requirements
 - GBNA/JHFE: Suspected Abuse of a Child Reporting Requirements
 - GBNA/JHFE-AR(1): Reporting of Suspected Abuse of a Child
- Policies in Section I: Instruction
 - IA: Instructional Goals
 - IB: Freedom of Expression

- IGBHA: Alternative Education Programs
- IGBI: Bilingual Education
- IGDJ: Interscholastic Activities
- IJ: School Counseling Program
- IKFB: Graduation Exercises

- Policies in Section J - Students
 - JFCJ: Weapons in the Schools – Students
 - JHFE/GBNAB: Suspected Abuse of a Child Reporting Requirements
 - JHFE/GBNAB-AR(1): Reporting of Suspected Abuse of a Child
 - JHFF/GBNAA: Suspected Sexual Conduct with Students and Reporting Requirements

- Policies in Section K/L – District-Community Relations
 - KGBB: Firearms Prohibited

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the policies.



Code: AC
Adopted: 6/26/18
Revised/Readopted: 1/22/19; 11/17/20
Orig. Code(s): AC

Nondiscrimination

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

1. An individual's perceived or actual race¹, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, or veterans' status; or
2. The perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, or veterans' status of any other persons with whom the individual associates.

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

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

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

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted, or participated in

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 659A.006	ORS 659A.409
ORS 192.630	ORS 659A.009	OAR 581-002-0001 – 002-0005
ORS 326.051(1)(e)	ORS 659A.029	OAR 581-021-0045
ORS 408.230	ORS 659A.030	OAR 581-021-0046
ORS 659.805	ORS 659A.040	OAR 581-021-0047
ORS 659.815	ORS 659A.103 - 659A.145	OAR 581-022-2310
ORS 659.850 - 659.860	ORS 659A.230 - 659A.233	OAR 581-022-2370
ORS 659.865	ORS 659A.236	OAR 839-003
ORS 659A.001	ORS 659A.309	
ORS 659A.003	ORS 659A.321	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R. Part 1626 (2019).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

House Bill 2935 (2021).

House Bill 3041 (2021).

Corrected 10/21/21



Code: AC-AR
Adopted: 4/24/18
Revised/Readopted: 1/22/19; 11/17/20
Orig. Code(s): AC-AR

Discrimination Complaint Procedure

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

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

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

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

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

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

Step 3: If the complainant wishes to appeal the step 2 decision, they may submit a written appeal to the superintendent or designee within five district business days after receipt of the step 2 response to the complaint. The superintendent or designee shall review the merits of the complaint and the initial decision, and may meet with all parties involved. The superintendent or designee shall respond in writing to the complainant within 15 district business days.

Step 4: If the complainant is not satisfied with the decision reached by the superintendent or designee, a written appeal may be filed with the Board within five district business days after receipt of the response to step 3. The Board may decide to hear or deny the request for appeal at a Board

meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within 10 district business days of this meeting.

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

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

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

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

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

The complainant, if a person who resides in the district, a parent or guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, ~~they~~ may appeal¹ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – **581-002-0023**.

Charter Schools of which the District Board is a Sponsor

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

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

**Hillsboro School District
DISCRIMINATION COMPLAINT FORM**

Name of Complainant: _____

Date: _____

School or Activity: _____

☐ Student ☐ Parent ☐ Employee ☐ Person that resides in the District

Type of discrimination:

☐ Race	☒ Gender Identity	☐ Pregnancy
☐ Color	☐ National or Ethnic Origin	☐ Marital Status
☐ Age	☐ Mental or Physical Disability	☐ Familial Status
☐ Religion	☐ Veteran's Status	☐ Discriminatory use of a Native American mascot
☐ Sex		☐ Other _____
☐ Sexual Orientation		

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

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

Suggested solution/resolution/outcome: _____

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

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

Corrected 10/21/21



Code: BBAA
Adopted: 2/17/09
Revised/Readopted: 1/22/19; 9/22/20
Orig. Code(s): BBAA

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of ~~their~~^{his/her} position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the District's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

~~A Board member has the right to express personal opinions.~~ When expressing ~~such~~^{personal} opinions in public, the Board member ~~should~~^{must} clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the Superintendent, gained through attendance at District events ~~or activities~~, and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the Superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional time or expense to the District must be submitted to the Board for consideration.

2. Requests for Legal Opinions

~~Requests~~^{A request} for ~~a~~^a legal ~~[advice or] opinions~~^{opinion} by a Board member ~~[that will incur a cost for the District]~~ must be approved by a majority vote of the Board ~~before~~ the request is made to legal counsel. ~~If the legal opinion sought involves the Superintendent's employment or performance, the request should be made to the Board chair.~~ [The Board chair is authorized to obtain legal advice or opinions if [advantageous] to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval.] Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students, or members of the public, the Board members will direct the staff, students, members of the public to the complaint policy [Board policy KL – Public Complaints]. Such ~~such~~ information ~~will~~ ~~is to~~ be conveyed to the Superintendent ~~for action~~.

4. Board Member's Relationship to Administration

Individual Board members will be informed about the District's educational program, may visit schools or other facilities to gain information, and may request information from the Superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the District or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)
[ORS 332.055](#)

[ORS 332.057](#)
[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Corrected 10/21/21



Code: BD/BDA
Adopted: 5/27/08
Revised/Readopted: 1/22/19
Orig. Code(s): BD

Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special, or emergency meeting. “Meeting” means the convening of a quorum of the Board as the ~~district’s~~ **District’s** governing body to make a decision or to deliberate toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the governing body, i.e. a work session. The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special, and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. [For information how to give or submit public comment [it is outlined in Board policy BDDH - Public Comment at Board Meetings¹] [and/or] [posted on the district’s website].]

All Board meetings, including Board retreats and work sessions, will be held within ~~the~~ District boundaries, ~~except as allowed by law~~². The Board may attend training sessions outside the District boundaries but cannot deliberate or discuss District business.³ No meeting will be held at any place where discrimination on the basis of ~~disability~~, an individual’s race, ~~creed~~, color, religion, sex, sexual orientation⁴, ~~gender identity~~, parental status, national origin, marital status, disability, or age is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including those with disabilities, of the time and place for all Board meetings and of the principal subjects

[¹ When telephone or other electronic means of communication is used during a meeting open to the public, the Board shall make at least one place available to the public where, or at least one electronic means by which, the public can listen during the meeting. At all meetings of the Board open to the public, the public will be provided an opportunity, to the extent reasonably possible, to access and attend the meeting by telephone, video or other electronic or virtual means. If in-person oral testimony (or public comment) is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit oral testimony during the meeting[, at the designated portion of the agenda,] by telephone, video or other electronic or other means. If in-person written testimony is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit written testimony including by email or other electronic means, so that the Board is able to consider the submitted testimony in a timely manner.]

² ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

~~³ ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction as long as no deliberations toward a decision are involved.~~

~~⁴ As defined in ORS 174.100.~~

to be considered. The Board may consider additional subjects at a meeting, even if they were not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall **make a good faith effort to provide an interpreter for hearing-impaired persons.** ~~Other~~ **Such other** appropriate auxiliary aids and services will be provided upon request and **with** appropriate advance notice. ~~Communications with all qualified individuals with disabilities shall be as effective as communications with others.~~

[If requested to do so at least three business days before a meeting held in public, the Board will make a reasonable effort to provide interpretation services. {⁵}]

All meetings held in public shall comply with the Oregon Indoor Clean Air Act ~~and the smoking provisions contained in the Public Meetings Law.~~

1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the **annual** organizational meeting and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold **the annual** ~~an~~ organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may also be scheduled if less than a quorum is present at a meeting or additional business still needs to be conducted at the ending time of a meeting. At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing District business. This includes electronic communication. Electronic communications among Board members shall be limited to messages not involving deliberation, debate, decision-making, or gathering of information on which to deliberate.

Electronic communications may contain:

- a. Agenda item suggestions;
- b. Reminders regarding meeting times, dates, and places;
- c. Board meeting agendas or information concerning agenda items;

{⁵ Districts are encouraged to evaluate interpretation needs and resources prior to adding this language. A district may decide that translating the agenda, minutes or other documents, or public comment is sufficient. }

- d. One-way information from Board members or the Superintendent to each Board member (e.g., an article on student achievement or to share a report on District progress on goals) ~~so long as that information is also being made available to the public~~;
- e. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on District business are governed by public meetings law. ~~Public Records and Meetings Law.~~

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by public meetings law. ~~the Public Meetings Law.~~

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with ~~the~~ state law on public meetings, including notice and minutes.

5. Executive Sessions

Executive sessions may be held during regular, special, or emergency meetings for a reason permitted by law. (See Board policy BDC - Executive Sessions)

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 174.104](#)

[ORS Chapter 192](#)

[ORS Chapter 193](#)

[ORS 255.335](#)

[ORS 332.040 - 332.061](#)

[ORS 433.835 - 433.875](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

OR. ATTY. GEN. Public Records and Meetings Manual.

Oregon House Bill 2560 (2021).

Oregon House Bill 3041 (2021).

Corrected 10/21/21



Code: BDDH
Adopted: 12/17
Revised/Readopted: 1/22/19; 10/27/20
Orig. Code(s): BDDH

Public Comment at Board Meetings

{HB 2560 (2021) goes into effect on January 1, 2022, and requires that districts provide the same opportunity for public comment to those attending virtually as is provided to those attending in person. We recommend that districts review current public comment practices and adopt policy language that meets the law and the desired district practice.}

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district community members to attend Board meetings to become acquainted with the programs and operations of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

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

~~It is the intent of the Board to ensure that communications with individuals with disabilities are as effective as communications with others.~~ Individuals with hearing, vision, or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings. ~~Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids and services.~~

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

~~Request for an Item on the Agenda~~

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

Procedures for **Oral** Public Comment ~~at Meetings~~

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

The Board ~~establishes the following~~~~will establish~~ procedures for public comment ~~at Board meetings held in open session.~~~~in open meetings.~~ ~~The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the best interests of the individual, the district and the patrons.~~ The information will be ~~easily~~ accessible and available to all patrons ~~accessing or~~ attending ~~such a~~ public Board meeting.

1. ~~Discussion or presentation concerning a published agenda item~~ Public comment is limited to its designated place on the agenda, ~~unless otherwise authorized by the Board chair~~ and while time allows.
2. A ~~visitor~~ person speaking during ~~the meeting~~ public comment may introduce ~~or speak on~~ a topic not on the published agenda. ~~The Board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study.~~
3. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will complete and submit the Intent to Speak card to the Board secretary, submit their name electronically or as directed prior to the Board meeting.¹ A request to give public comment in-person or electronically does not guarantee time will be available. ~~In accordance with Board policy, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed Intent to Speak card before the Board chair convenes the session, in order to allow the chair to provide adequate time for each agenda item.~~
4. ~~Any individual~~ A person speaking ~~to the Board~~ during ~~a meeting~~ the public comment portion of the meeting ~~shall~~ should state their name and, if speaking for an organization, the name ~~and identity~~ of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of up to three minutes, at the Board's discretion. ~~Statements by members of the public shall be brief and concise. An individual shall be limited to up to three minutes, at the Board's discretion.~~ In the event that a district staff member is utilized to provide translation, the speaker may receive up to six minutes, at the Board's discretion. Priority to speak will be given to students, parents (or guardians) of students, and community members, at the Board's discretion. ~~Written material may be submitted to the Board secretary to give to the Board.~~ [The Board chair has discretion to waive time limits or extend the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner.] If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board secretary, as directed, to give to the Board.
6. ~~Questions asked by the public may be referred to the superintendent for follow-up, if appropriate.~~ Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date.

¹ When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.

7. Comments aimed at State and Federally protected classes shall be prohibited. Anger, rudeness, ridicule, obscene or profane language, impatience, lack of respect for others and personal attacks are not acceptable behavior. Demonstrations in support or opposition to a speaker or idea are not permitted.

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

[The Board will not hear public comment at Board work sessions.]

[Topics raised during the public comment portion may be considered for inclusion as agenda items at future Board meetings.]

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email to the Executive Assistant to the Board of Director's Rose Roman at romanr@hsd.k12.or.us. Materials or comments submitted at least [72 hours] in advance of a Board meeting will be provided to the Board before the Board meeting, but will not be read at the Board meeting]. Written materials or comments submitted may not warrant action by the Board.

Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment ~~Speakers~~ may offer objective criticism of district operations and programs, but in public sessions, the Board will not hear comments regarding any individual district staff member or group of employees. The Board chair will direct the visitor to the procedures in Board policy KL – Public Complaints for ~~Board~~ consideration of a legitimate complaint involving a staff member, and will connect the visitor with an administrator, as appropriate. A hearing conducted before the Board regarding personnel may take place in an executive session.

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

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

Petitions

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

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

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 - 192.690](#)
[ORS 332.057](#)

[ORS 332.107](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

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

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

Oregon House Bill 2560 (2021).

Corrected 10/21/21



Code: CM
Adopted: 10/30/07
Revised/Readopted: 1/22/19
Orig. Code: CM

Compliance and Reporting on Standards

The Superintendent will prepare an annual report that represents the District's compliance with the standards adopted by the State Board of Education for the preceding school year and submit that report to the Board.

The District's annual report ~~for the preceding school year~~ will be presented orally ~~to the Board~~ at a public Board meeting by November ~~February~~ 1 of each school year, and will allow public comment on such report. This report will be posted on the District's web page ~~by February 1 of each school year. The Board will acknowledge receipt of the report prior to its submission to the Oregon Department of Education (ODE).~~

The District will report on its compliance with state standards to Oregon Department of Education (ODE) by November ~~February~~ 15 ~~each year~~ on a form provided by ODE.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 329.105](#)

[OAR 581-022-2260](#)
[OAR 581-022-2305](#)

Corrected 10/21/21



Code: DJC
Adopted: 1/27/15
Revised/Readopted: 2/26/19
Orig. Code: DJC

Bidding Requirements

The Board is the Local Contract Review Board (LCRB) for the District. All public contracts shall be invited in accordance with applicable competitive procurement provisions of the Oregon Revised Statutes (ORS) and adopted public contracting rules.

The Board, acting as its own LCRB, adopts the *Oregon Attorney General's Model Public Contract Rules, Oregon Administrative Rule (OAR)* Chapter 137, Divisions 046 through 049, in effect at the time this policy is adopted.

The District shall procure the construction manager/general contractor services in accordance with model rules the Attorney General adopts under ORS 279A.065(3).

Additionally, the Board may include as part of its rules portions of the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246-249, in effect at the time this policy is adopted.

~~The~~ ~~Where necessary, the~~ Board ~~may make~~ ~~has made~~ the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the District and made available on request.

The District shall review its rules each time the Attorney General adopts a modification of the model rules, as required by ORS 279A.065(6)(b) to determine whether any modifications need to be made to District rules to ensure compliance with statutory changes. New rules shall be adopted by the Board as necessary. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required.

The Board, acting as the LCRB, may enact a resolution that authorizes the district to designate a public improvement as a community benefit contract per the requirements included in ORS 279C.300 to 279C.470.

~~The Board recognizes that a public contracting agency that has not established its own rules of procedure as permitted under ORS 279A.065(5) is subject to the model rules adopted by the Attorney General, including all modification to the model rules that the Attorney General may adopt.~~

Procurements ~~for services~~ estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

END OF POLICY

Legal Reference(s):

ORS Chapters [279](#), [279A](#), [279B](#) and [OAR Chapter 125](#), Divisions 246-249
[279C](#)

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

Corrected 10/21/21



Code: **DLC-AR**
Adopted: 9/01/15
Revised/Readopted: 2/26/19
Orig. Code: DLC-AR

Staff Expense Reimbursement

Expense reimbursement for staff traveling on approved District business will be governed by the following procedures and will be in line with budgetary allocations. Travel expenses include travel fares, meals and lodging, and expenses incident to travel. Only travel expenses as are ordinary and necessary in the conduct of approved travel for District business purposes and directly attributable to it will be reimbursed. As used in this regulation an “ordinary” expense means one that is common and accepted in the profession; a “necessary” expense means one that is essential and appropriate in order to conduct District business. Reimbursement procedures established by the District will also apply to Board members traveling on Board-approved District business, as applicable.

In-District and Out-of-District Travel

Use of private vehicles for in-district and out-of-district business travel will be reimbursed, after approval by the immediate supervisor, per the reimbursement standards set by the District.

Out-of-State Travel

Out-of-state travel requires prior Superintendent or designee approval.

Insurance Coverage

1. Insurance costs are included as part of the mileage reimbursement for employees authorized to use a private vehicle to conduct District business. It is the responsibility of the owner or driver of the vehicle to be certain that the vehicle is adequately covered by insurance.
2. The responsibility of the District for damages resulting from vehicle accidents is not the same as set forth in the District’s general liability insurance policy. The employee’s insurance coverage provides primary coverage when the employee is driving their own vehicle on approved District business.

Meals and Meetings

1. Reimbursement will be made for ordinary and necessary meal expenses incurred in the course of approved travel for District business. Meals include amounts spent for food, beverage, taxes, and related gratuities. Alcoholic beverages will not be reimbursed by the District. See Expense Reimbursement Request and Accounting Procedures below.

2. Expenses in excess of the District's established limit are ordinarily the responsibility of the employee and may be reimbursed only with approval from the Superintendent or designee. Receipts for all meal expenses must be secured and attached to the claim.

Reservations, Commercial Carrier, and Lodging

1. Travel must be conducted in the most expeditious and cost-effective manner, as determined by the District.
2. Each employee is responsible for making their own reservations by obtaining a purchase order number from the business office and furnishing that number to the local travel agency or commercial carrier.
3. Individuals traveling on approved District business by a carrier offering travel credits (i.e., frequent flyer mileage, etc.) are required to account for credits received and may use the credits for future approved District travel purposes only.

Vehicle Rentals

1. Rental vehicles may be used only when use will effect a savings or otherwise be more advantageous to the District or when the use of other transportation is not feasible.
2. Rental of a compact vehicle is recommended when suitable for approved District business because of the lower initial rate and the guaranteed rate. Certain rental agencies guarantee the compact rate in all owned stations and in most licensee stations, which means that if a reservation for a compact vehicle is accepted and one is not available, a standard-sized vehicle will be substituted at the compact rate.
3. Rental vehicles will be used only for official travel or in lieu of taxi for necessary travel. Any additional costs incurred for other usage will be the personal responsibility of the traveler.
4. Employees will be informed if the District carries the rental car endorsement as part of its insurance coverage. In the event the District does not carry the rental car endorsement the employee will be authorized to purchase insurance coverage from the rental agency.

Canceled Trips

1. If an employee cannot leave at the scheduled time, it is their responsibility to call the travel agency or carrier and arrange to have the tickets canceled or exchanged.
2. Commercial carrier reservation cancellations must be made at least 24 hours before departure time, whenever possible.
3. Lodging reservations must be canceled by the employee as soon as possible to avoid a cancellation charge.
4. If a trip is canceled after an advance and/or tickets have been issued, the advance and tickets must be returned to the business office immediately.

Personal Travel Combined with District Business Travel

1. If an individual traveling on approved District business engages in both business and personal activities, travel expenses incurred will be reimbursed only for expenses that are ordinary and necessary in the conduct of District business. Expenses incurred as a part of personal business are the sole responsibility of the traveler.
2. When personal travel is combined with approved District business travel and the individual is traveling by less than the most expeditious and cost-effective manner, any additional costs must be paid by the traveler.
3. Time away from work caused by traveling by less than the most expeditious means available for personal purposes must be charged to vacation or other appropriate leave.
4. Vacation or other personal leave may be taken in conjunction with approved District travel subject to the following:
 - a. Time delays related to approved District business are charged as working time even if no work is performed;
 - b. If the employee travels by less than the most cost-effective manner, as determined by the District, for approved District business or for personal travel combined with travel for District business purposes, the employee must pay the additional cost (e.g., increased fare, meals, lodging expenses, etc.) incurred as a result of the personal travel;
 - c. All subsistence and local transportation (e.g., taxi, vehicle fare, etc.) while on vacation status or other appropriate leave must be paid by the employee;
 - d. The traveler will not be required to pay any of the basic transportation costs incurred as a part of the approved District business, even though the traveler spends a substantial part of the total time away from home on vacation or other personal leave, provided the employee was traveling on approved District business;
 - e. A traveler who decides on their own to conduct District business without prior approval, while on vacation or other personal leave, cannot then use this as a justification to have the District pay basic transportation cost from the District to the location visited, or submit a request for other expense reimbursement.

Expense Reimbursement Request and Accounting Procedures

1. Reimbursement requests detailing actual expenditures must be submitted on the District's travel expense form and approved by the building administrator in writing. Receipts and supporting documentation must accompany all expense reimbursement requests. This includes, but is not limited to, receipts for transportation, lodging, meals, registration, conference, and workshop fees. All requests must be submitted to the District office within 30 working days of the conclusion of the trip.
2. Reimbursement for expenditures will be made within 30 working days after the approved travel expense report is received by the business office.
3. Expenses which consist primarily of the cost of furnishing meals for others will be reimbursed upon submission of a travel expense report which includes:
 - a. Names of guests;

- b. Organizations involved;
 - c. Full explanation of the District business purpose of the meeting.
4. In the event a vehicle was rented, a copy of the rental agreement must be attached to the travel expense report. The rental charge should be paid from the amount advanced, as applicable. Purchase of gas and oil which have been deducted from the rental charge by the rental agency must be included.
 5. Any claim for mileage reimbursement must be submitted to the District office within 30 working days of the conclusion of the travel.
 6. Mileage for approved District business travel in a private vehicle will be reimbursed Internal Revenue Service (IRS) rate in effect July 1 for the July through June fiscal year. This rate will be revised annually. Reimbursement that exceeds the IRS rate will be included as income to the employee in accordance with IRS regulations.
 7. Meal expenses for approved District business travel purposes may be reportable as income to the employee in accordance with IRS regulations. Generally, meal expenses incurred for approved District business purposes in which District business is conducted with at least one or more other persons or that is incurred on approved District business for a trip that is overnight, or long enough that the individual needs to stop for sleep or rest to properly perform his/her duties, as defined by the IRS, will not be reportable as income to the employee.
 8. In the event the total of the amount charged to, and/or received from, the District by the employee as advances, reimbursement, or otherwise, exceeds the ordinary and necessary business expenses, the excess must be reported as income in accordance with IRS requirements.

Reimbursable Expense Limitations

1. Meal expenses may be reimbursed subject to the ~~following limitations~~ *current U.S. General Service Administration regional guidelines at the time the expense was incurred.*

Allowance:	Breakfast	\$ 10
	Lunch	\$ 15
	Dinner	\$25
2. Gratuities must not exceed 20 percent and must be included as a part of the receipt. Gratuities in excess of 20 percent are the responsibility of the employee and will not be reimbursed by the District.
3. Other expenses such as toll charges, parking fees, valet services, cleaning, pressing, and laundry may be reimbursed if length of trip or circumstances demand.
4. Mileage reimbursement for actual miles traveled on District business, may be approved subject to the following limitations:
 - a. In-district mileage reimbursement will not be granted to an employee, other than a District-approved tutor, for traveling from the employee's residence to the place where work begins for the day or for returning home from the last place worked during the day;

- b. Reimbursement will be made only for those miles actually traveled in the course of completing approved District business. When chauffeured, mileage for two round trips and short-term parking will be reimbursed if not greater than the cost of one round trip plus economy parking;
 - c. Group travel may be requested on one travel request form for a group traveling together as long as advance and reimbursement is payable to one person who has complete responsibility for reporting expenses;
 - d. In the event a private vehicle is approved for use from home, to or from an airport or railroad station, mileage for one round trip and economy parking will be reimbursed. Parking receipts are required;
 - e. Individuals requesting reimbursement for use of a private vehicle on approved District business must meet insurance requirements. See Insurance Coverage above.
5. Lodging will be reimbursed at reasonable commercial rates.
6. Local taxi, shuttle, bus fares, vehicle rentals, and third-party transportation, e.g., Lyft, Uber, may be reimbursed, subject to the District's requirement that travel selected is by the most expeditious, cost-effective manner, as determined by the District.



Code: **GBA**
Adopted: 11/14/17
Revised/Readopted: 4/28/20; 9/22/20
Orig. Code(s): GBA

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the District regardless of race¹, color, religion, sex, sexual orientation, gender identity², national origin, marital status, pregnancy, childbirth or a related medical condition², age, veteran's status³, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability⁴ if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The Superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act and the Americans with Disabilities Act Amendments Act(ADA), and Section 504 of the Rehabilitation Act. The Superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments. The Title IX coordinator will investigate complaints communicated to the District alleging noncompliance with Title IX. The name, address, and telephone number of the Title IX coordinator will be provided to all students and employees.

The Superintendent will develop other specific recruiting, interviewing, and evaluation procedures as are necessary to implement this policy.

END OF POLICY

Legal Reference(s):

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

³ The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

⁴ This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

[ORS 174.100](#)
[ORS 243.317 – 243.323](#)
[ORS 326.051](#)
[ORS 332.505](#)
[ORS 342.934](#)
[ORS 408.225](#)
[ORS 408.230](#)
[ORS 408.235](#)
[ORS 652.210 - 652.220](#)
[ORS 659.850](#)
[ORS 659A.003](#)
[ORS 659A.006](#)

[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.082](#)
[ORS 659A.109](#)
[ORS 659A.112](#)
[ORS 659A.147](#)
[ORS 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)

[ORS 659A.409](#)
[ORS 659A.820](#)
[OAR 581-021-0045](#)
[OAR 581-022-2405](#)
[OAR 839-003-0000](#)
[OAR 839-006-0435](#)
[OAR 839-006-0440](#)
[OAR 839-006-0450](#)
[OAR 839-006-0455](#)
[OAR 839-006-0460](#)
[OAR 839-006-0465](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

The Vietnam Era Veterans’ Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).

Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).

House Bill 2935 (2021)

House Bill 3041 (2021)

Corrected 10/21/21



Code: GBEA
Adopted: 12/08/20
Orig. Code: GBEA

Workplace Harassment

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

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

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

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

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

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

¹ “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

The district may not require or coerce a district employee to enter into a nondisclosure² or nondisparagement³ agreement.

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

² A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

³ A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

[ORS 243.317 - 243.323](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[ORS 659A.082](#)
[ORS 659A.112](#)
[ORS 659A.820](#)
[ORS 659A.875](#)

[ORS 659A.885](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
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).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
House Bill 3041 (2021)

Corrected 10/21/21



Code: GBNAA/JHFF
Adopted: 12/08/20
Orig. Code: JHFF

~~Reporting Requirements for~~ Suspected Sexual Conduct with Students ~~and Reporting~~ Requirements *

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.

⁴“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile ~~or offensive~~ educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

¹ “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.

² “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.

³ “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.

⁴ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the ^{5}designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Officer who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When ~~the~~ designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation ~~as appropriate, for investigation~~. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

~~The district will post in each school building the names and contact information of the employees designated for the school building to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.~~

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

⁵ {ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual conduct for a school building in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging **approved by the district** to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).
House Bill 2136 (2021).
Senate Bill 51 (2021).

Corrected 10/21/21



Code: **GBNAB/JHFE**
Adopted: 10/12
Revised/Readopted: 11/13/18; 2/23/21; 3/16/21
Orig. Code: JHFE

Reporting of Suspected Abuse of a Child Reporting Requirements**

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 person² 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 419B.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, contractors³, agents⁴, volunteers⁵, or students **is prohibited and** 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

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

² **"Person" could include adult, student or other child.**

³ "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.

⁴ "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.

⁵ "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.

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.

The district will designate a 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 names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child 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 this duty to report suspected 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/GBNAB-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 information and 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.

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 **approved by the district** 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](#)

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).
Senate Bill 51 (2021).

Corrected 10/21/21



Code: GBNAB/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 abuse¹, ~~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 its designee~~ 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 person**² 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 419B.010 ~~contact. The District employee should also immediately inform a supervisor, building administrator, or Superintendent.~~

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~~ ~~such~~ report shall contain the names and addresses of the child ~~and~~, the ~~child's~~ 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~~ ~~which~~ the person making the report believes might be helpful in establishing the possible cause of the suspected abuse³, 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

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

² "Person" could include adult, student or other child.

designee that received the report ~~employee's supervisor~~ and the executive director of the office for school performance, if appropriate.

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 administrator~~ determine that there is reasonable cause to support the report, the District shall place the school employee on paid administrative leave³ ~~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~~ and take necessary actions to ensure the student's safety. ~~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 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 be violated and no action is required by the District against the employee.

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.]

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

1. Oregon law recognizes these ~~and other~~ types of abuse:
 - a. Physical;
 - b. Neglect;
 - c. Mental injury;
 - d. Threat of harm;
 - e. Sexual abuse and sexual exploitation.

³ The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

2. “Child” means an unmarried person who is under 18 years of age or is under 21 years of age and residing in or receiving care or services at a child-caring agency.
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.

~~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 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

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/GBNAB-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 ~~officials~~~~officers~~ wishing to remove a student from the premises shall present themselves at the office and contact the school administrator or designee. The law enforcement official~~officer~~ shall sign the student out in accordance with District procedures and after having provided adequate identification~~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 or anyone else other than DHS or law enforcement agency, and any school employee necessary to enable the investigation.
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.

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.

Corrected 10/21/21



Code: **IA**
Adopted: 6/24/14
Revised/Readopted: 2/25/20
Orig. Code(s): IA

Instructional Goals

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

[ORS 336.067](#)
[OAR 581-022-2030](#)

[OAR 581-022-2315](#)

House Bill 2056 (2021).

Corrected 10/21/21



Code: **IGBI**
Adopted: 12/12/17
Revised/Readopted: 2/25/20
Orig. Code: IGBI

Bilingual Education**

Students whose primary language is ~~a language~~ other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction **and other educational activities.**

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

END OF POLICY

Legal Reference(s):

[ORS 336.079](#)

[OAR 581-021-0046](#)

[OAR 581-022-2310](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (2018).

Corrected 10/21/21



Code: **IGDJ**
Adopted: **2/25/20**

Interscholastic Activities

The Board recognizes the integral role interscholastic activities play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, student participants, and others associated with the district's high school activities programs and events¹ shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship. Each will be held accountable for their actions.

The district shall allow homeschooled and qualified private school students that reside in the district, students eligible to attend school and enrolled in a district- or ESD-provided General Education Development (GED) program that reside in the district, and students attending a public charter school that reside in the district to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements. The principal is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers must be approved through the District's volunteer background check to assist with district activities.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or OSAA rules and regulations. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the OSAA as required.

An employee determined to have violated rules and regulations of the OSAA may be subject to discipline, up to and including, dismissal. A student in violation of the OSAA rules and regulations will be subject to

¹ This applies to only OSAA-sanctioned activities and events.

discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of the OSAA rules and regulations shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

Employees, volunteers, or students in violation of OSAA rules and/or regulations may be required to remunerate the district in the event of fines assessed by OSAA as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 332.075\(1\)\(e\)](#)
[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)
[OAR 581-021-0045 - 0049](#)
[OAR 581-026-0005](#)

[OAR 581-026-0700](#)
[OAR 581-026-0705](#)
[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683; Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106.
OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

Corrected 10/21/21



Code: **IJ**
Adopted: 2/24/09
Revised/Readopted: 2/25/20; 4/27/21
Orig. Code: IJ

School Counseling Program

The District's coordinated comprehensive school counseling program supports the academic, career, social-emotional, and community involvement development of all students. Each school will have a comprehensive counseling program for students in grades K through 12, which will be based on the Oregon Department of Education's, *Oregon's Framework for Comprehensive School Counseling Programs*.

The district's comprehensive school counseling program may include a child development specialist program for grades K-8 students and families who reside in the attendance areas of district schools.

Counselors and child development specialists demonstrate respect for each individual's dignity and worth and encourage each student to develop individual responsibility and decision-making skills.

The district will adopt program goals, which will assist students to:

1. Understand and utilize the educational opportunities and alternatives available to them;
2. Meet academic standards;
3. Establish tentative career and educational goals;
4. Create and maintain an education plan and education portfolio;
5. Demonstrate the ability to utilize personal qualities, education and training, in the world of work;
6. Develop decision-making skills;
7. Obtain information about self;
8. Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
9. Develop skills in interpersonal relations, including the use of effective and receptive communication;
10. Utilize school and community resources;
11. Demonstrate and discuss personal contributions to the larger community; and

12. Know where and how to utilize personal skills in making contributions to the community.

Within the framework of the counseling and guidance goals, specific student and curricular objectives will be developed. As well as being a members of the annual school improvement planning process, counselors and child development specialists will review school data and contribute to the plan. Yearly counselors will meet with their building administrator to review their comprehensive school guidance plan and discuss how their role as the school counselor aligns with the school improvement plan.

Materials used in the counseling program will be free of content that may discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, **gender identity**, age, disability, or marital status, or that which permits or requires different treatment of students on such basis unless such differences cover the same occupation and interest areas and the use of such different material is shown to be essential to the elimination of discrimination and/or is aligned to the HSD policy on Educational Equity.

Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel and families. Consistent with individual rights and the counselor's obligations as a professional, the counseling relationship and resulting information is, in most instances, protected as privileged communications by Oregon law. When appropriate, counselors will be responsible for explaining the ramifications of confidentiality to students.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)

~~[ORS 174.100](#)~~

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 329.603](#)

[ORS 332.107](#)

[ORS 336.187](#)

[OAR 581-021-0013](#)

[OAR 581-021-0046](#)

[OAR 581-022-2030](#)

[OAR 581-022-2055](#)

[OAR 581-022-2060](#)

[OAR 581-022-2250](#)

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).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2019).

~~[House Bill 3041 \(2021\).](#)~~

Corrected 10/21/21



Code: **IB**
Adopted: 11/29/11
Revised/Readopted: 5/28/19
Orig. Code: IB

Freedom of Expression

Students have a general right to freedom of expression within the school system. The District requires, ~~however~~, that students exercise their rights fairly, responsibly, and in a manner not disruptive to other individuals or to the educational process.

Freedom of Student Inquiry and Expression

1. Generally, students and student organizations are free to examine and discuss questions of interest to them and to express opinions publicly and privately within the school system, provided such examination and expression is fair and responsible and is not disruptive to other individuals or to the educational process. Students may support ~~or oppose~~ causes by orderly means which do not disrupt other individuals or the operation of the school.
2. In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.

Freedom of Association

Students are free to organize associations to promote their common interests. Student organizations should be open to all students. Membership criteria may not exclude students on the basis of race, color, religion, sex, sexual orientation, gender identity, parental status, national origin, marital status, ~~familial status~~, linguistic background, culture, socioeconomic status, capability, geographic location, disability, or age.

Each student organization must have a faculty advisor to counsel and, when necessary, supervise students in the organization. All student organizations must submit to the school a statement of purpose, criteria for membership, rules and procedures, and a current list of officers. School administrators may establish reasonable rules and regulations governing the activity of student organizations.

Publications ~~K-8, Displays and Productions~~

On occasion, materials such as leaflets, newsletters, cartoons, and other items ~~including displays and productions~~ are prepared, produced and/or distributed by students as part of the educational process and free expression in an academic community. ~~Materials~~ ~~Such materials~~ may be reviewed by the administrator or ~~and~~ may be restricted or prohibited pursuant to legitimate educational concerns. Such concerns include:

1. The material is or may be defamatory;
2. The material is inappropriate based on the age, grade level, and/or maturity of the ~~reading~~ audience;

3. The material is poorly written, inadequately researched, biased, or prejudiced;
4. Whether there is an opportunity for a named individual or named individuals to make a response;
5. Whether specific individuals may be identified even though the material does not use or give names;
6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, e.g., if the material uses, advocates, or condones the use of profane language, or advocates or condones the commission of unlawful acts; and
7. Students, parents, and members of the public might reasonably perceive the materials to bear the sanction or approval of the District.

High School Student Journalists

Generally, high school student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. "School-sponsored media" means materials that are prepared, substantially written, published, or broadcast by student journalists; that are distributed or generally made available, either free of charge or for a fee, to members of the student body; and that are prepared under the direction of a student-media adviser. School-sponsored media does not include media intended for distribution or transmission solely in the classrooms in which they are produced.

School-sponsored media prepared by student journalists are subject to reasonable time, place, and manner restrictions, pursuant to state and federal law. School-sponsored media cannot contain material that:

1. Is libelous or slanderous;
2. Is obscene, pervasively indecent, or vulgar;
3. Is factually inaccurate or does not meet journalistic standards established for school-sponsored media;
4. Constitutes an unwarranted invasion of privacy;
5. Violates federal or state law or regulation; or
6. So incites students as to create a clear and present danger of:
 - a. The commission of unlawful acts on or off school premises;
 - b. The violation of District or school policies; or
 - c. The material and substantial disruption of the orderly operation of the school. A school official will base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

Modifications or removal of items may be appealed in writing to the Superintendent's designee. The Superintendent's designee shall schedule a meeting within three school days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials, and the Superintendent's designee. At the

Superintendent's designee's discretion, the District's legal counsel may also attend the meeting. The Superintendent's designee shall make a decision within three school days of the meeting.

If the complainant is not satisfied with the decision of the Superintendent's designee, the complainant may appeal to the Board under established District procedures.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 332.072](#)
[ORS 332.107](#)

[ORS 336.477](#)
[ORS 339.880](#)
[ORS 339.885](#)

[ORS 659.850](#)
[OAR 581-021-0050](#)
[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2018).
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).
U.S. CONST. amend. I; U.S. CONST. amend. XIV.
OR. CONST., art. I, § 8.
House Bill 3041 (2021).

Corrected 10/21/21



Code: **IGBHA**
Adopted: 12/16/08
Revised/Readopted: 2/25/20
Orig. Code: IGBHA

Alternative Education Programs**

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the District whose needs and interests are best served by participation in an alternative education program.

A list of alternative education programs will be approved by the Board annually. Annual evaluation of alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-2505. The Superintendent will develop administrative regulations as necessary to evaluate the District's alternative education programs.

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. A private alternative education program shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in state law and rules, and federal law, as applicable.

Students, after consultation with a parent or guardian, may be placed in an alternative education program if the District determines that the placement serves the student's educational needs and interests and helps the student achieve District and state academic content standards. Such placement must have the approval of the student's resident district and, as appropriate, the attending district. The District will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

District educators, parents or guardians, and community members may request establishment of alternative education programs within the District pursuant to Board policy IGBHB – Establishment of Alternative Education Programs** and its accompanying administrative regulation, and may utilize the curriculum process outlined in administrative regulation IF-AR – Curriculum Guide.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)
[ORS 332.072](#)
[ORS 336.014](#)
[ORS 336.175](#)
[ORS 336.615 - 336.665](#)
[ORS 339.030](#)

[ORS 339.250](#)

[OAR 581-021-0045](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)

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

Corrected 10/21/21



Code: **IKFB**
Adopted: 2/28/12
Revised/Readopted: 2/25/20; 2/23/21
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 **Native American or other** items of cultural significance, in accordance with consistently-enforced rules established by the principal or designee¹.

END OF POLICY

Legal Reference(s):

¹ The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

[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).

Corrected 10/21/21



Code: JFCJ
Adopted: 7/14
Revised/Readopted: 1/22/19
Orig. Code: JFCJ

Weapons in the Schools – Students

Students shall not bring, possess, conceal, or use a weapon on ~~or at any District~~ property under the jurisdiction of the District, any ~~or at~~ activities under the jurisdiction of the District or any interscholastic activities administered by a voluntary organization.

In accordance with Oregon law, no person shall possess or discharge a firearm, as defined by Oregon law, in a school building, on school grounds, or on any site or premises that at the time is being used exclusively for a student program or activity that is sponsored or sanctioned by the District.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone,” as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.

The Superintendent or designee may authorize other persons to possess weapons for courses, programs, and activities approved by the District and conducted on District property, including, but not limited to, hunter safety courses, weapons-related vocational courses, or weapons-related sports. The District will post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the District as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under Oregon Revised Statute (ORS) 166.370.

For ~~purposes~~ ~~the purpose~~ of this policy, and as defined by state and federal law, a “weapon” includes ~~the following~~:

1. “Dangerous weapons” means any weapon, device, instrument, material, or substance, which under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing death or serious physical injury.
2. “Deadly weapons” means any instrument, article, or substance specifically designed for and presently capable of causing death or serious physical injury.
3. “Firearms” means any weapon (including starter gun or an airsoft gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive, frame, or receiver of any such weapon, any firearm ~~muffler or~~ silencer, or any destructive device.
4. “Destructive devices” ~~means~~ includes, but is not limited to, any explosive, incendiary, or poison gas component, or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A

destructive device does not include any device ~~which~~^{that} is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety, or similar device.

Weapons may also include, but are not limited to, knives, metal knuckles, straight razors, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten, or harass students, staff members, parents, and community members^{patrons}.

Replicas of weapons, fireworks, and pocket knives are also prohibited by Board policy. Exceptions to the District's replica prohibition may be granted only with prior principal approval for certain curriculum or school-related activities.

Prohibited weapons, replicas of weapons, fireworks, and pocket knives are subject to seizure or forfeiture.

Reporting Violations

In accordance with Oregon law, any District employee^{employees} who has^{have} reasonable cause to believe a student or other person, while in a school, is or within the previous 120 days has^{has unlawfully} been in possession of a firearm or destructive device, as defined by this policy~~within the previous 120 days~~, shall immediately report such violation^{violations} to an administrator or designee, or law enforcement. [Any District employee who has reasonable cause to believe that a person, while in a school, is or has been in possession of a firearm or destructive device more than 120 days previously, may report to law enforcement.] Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received, and at any other time there is reasonable cause to believe ~~that~~-violations for firearms or destructive devices have occurred or that a student has been expelled for bringing, possessing, concealing, or using a dangerous or deadly weapon, firearm or destructive device.

A person making a report as described above who has reasonable grounds for making the report is immune from liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the report. The identity of a person participating in a good faith report as described above may not be disclosed except when allowed by law.

Parents or guardians shall be notified of all conduct by their student that violates this policy.

Employees shall promptly report all other conduct prohibited by this policy to an administrator.

Discipline

Students ~~determined~~^{found} to have brought, possessed, concealed, or used a firearm, as defined in policy, in violation of this policy or state law shall be expelled from school for a period of not less than one year. All other violations of the policy will result in discipline up to and may include^{including} expulsion and/or referral to law enforcement, as appropriate. The Superintendent may, on a case-by-case basis, modify this expulsion requirement. The Superintendent may propose alternative programs of instruction or instruction combined with counseling that are age-appropriate and accessible to the student, and shall provide such information in writing to the student and the parent in accordance with law¹. ~~The District may also request~~

¹ At least once every six months or at any time the information changes because of the availability of new programs.

~~suspension of a student's driving privileges or the right to apply for driving privileges with the Oregon Department of Transportation, as provided by law.~~ Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

~~Students who qualify for s~~Special education ~~students~~ shall be disciplined in accordance with federal law and Board policy JGDA - Discipline of Students with Disabilities and accompanying administrative regulations.

Exceptions

~~Weapons under the control of law enforcement personnel are permitted. The Superintendent or designee may authorize other persons to possess weapons for courses, programs, and activities approved by the District and conducted on District property, including, but not limited to, hunter safety courses, weapons-related vocational courses, or weapons-related sports.~~

Notices

~~The District may post a notice at any site or premise off of District grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the District as the sponsor and the activity as a school function, and state that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under Oregon Revised Statute (ORS) 166.370.~~

“Gun-Free School Zone” signs may be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

The Superintendent will annually report the name of each school and the number of students from each listed schools expelled for bringing, possessing, concealing or using a firearm to the Oregon Department of Education.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 166.210 - 166.370](#)
[ORS 166.382](#)
[ORS 332.107](#)
[ORS 339.115](#)

[ORS 339.240](#)
[ORS 339.250](#)
[ORS 339.315](#)

[OAR 581-021-0050 - 0075](#)

[OAR 581-053-0010\(5\)](#)
[OAR 581-053-0230\(9\)\(k\)](#)
[OAR 581-053-0330\(1\)\(r\)](#)
[OAR 581-053-0430\(17\)](#)
[OAR 581-053-0531\(16\)](#)

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).
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2018).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101, 7111-7121 (2018).
Oregon Senate Bill 554 (2021).

Corrected 10/21/21



Code: **JHFE/GBNAB**
Adopted: 10/12
Revised/Readopted: 11/13/18; 2/23/21; 3/16/21
Orig. Code: JHFE

Reporting of Suspected Abuse of a Child Reporting Requirements**

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 person² 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 419B.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, contractors³, agents⁴, volunteers⁵, or students **is prohibited and** 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

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

² **"Person" could include adult, student or other child.**

³ "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.

⁴ "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.

⁵ "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.

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.

The district will designate a 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 names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child 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 this duty to report suspected 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/GBNAB-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 information and 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.

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 **approved by the district** 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](#)

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).
Senate Bill 51 (2021).

Corrected 10/21/21



Code: JHFE/~~GBNAB~~-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 abuse¹, ~~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 its designee~~ 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 person**² 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 419B.010 ~~contact. The District employee should also immediately inform a supervisor, building administrator, or Superintendent.~~

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~~ ~~such~~ report shall contain the names and addresses of the child ~~and~~, the ~~child's~~ 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~~ ~~which~~ the person making the report believes might be helpful in establishing the possible cause of the suspected abuse³, 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

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

² "Person" could include adult, student or other child.

[designee that received the report] [employee's supervisor and the executive director of the office for school performance, if appropriate].

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 leave³ 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 and take necessary actions to ensure the student's safety. 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 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 be violated and no action is required by the District against the employee.

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

1. Oregon law recognizes these and other types of abuse:
 - a. Physical;
 - b. Neglect;
 - c. Mental injury;
 - d. Threat of harm;
 - e. Sexual abuse and sexual exploitation.

³ The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

2. “Child” means an unmarried person who is under 18 years of age or is under 21 years of age and residing in or receiving care or services at a child-caring agency.
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.

~~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 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

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/GBNAB-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 ~~officials~~~~officers~~ wishing to remove a student from the premises shall present themselves at the office and contact the school administrator or designee. The law enforcement official~~officer~~ shall sign the student out in accordance with District procedures and after having provided adequate identification~~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 or anyone else other than DHS or law enforcement agency, and any school employee necessary to enable the investigation.
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.

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.

Corrected 10/21/21



Code: JHFF/GBNAA
Adopted: 12/08/20
Orig. Code: JHFF

~~Reporting Requirements for~~ Suspected Sexual Conduct with Students ~~and Reporting~~ Requirements *

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.

⁴“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile ~~or offensive~~ educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

¹ “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.

² “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.

³ “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.

⁴ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the ^{5}designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Officer who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When ~~the~~ designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation ~~as appropriate, for investigation~~. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

~~The district will post in each school building the names and contact information of the employees designated for the school building to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.~~

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

⁵ {ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual conduct for a school building in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging **approved by the district** to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).
House Bill 2136 (2021).
Senate Bill 51 (2021).

Corrected 10/21/21



Code: KGBB
Adopted:

R

Firearms Prohibited

{Oregon law has allowed members of the public possessing a concealed carry license to carry firearms on district property in accordance with ORS 166.370(3)(g). Senate Bill (SB) 554 (2021) allows districts to prohibit even those with concealed carry licenses from carrying firearms by adopting a policy and posting notice at entry points.}

OSBA considers this policy to be conditionally required because if the district wants to prohibit concealed carry licensees from carrying firearms on district property, the district must adopt a policy. If the district does not want to limit concealed carry licensees, the district does not need to adopt this policy.}

No person on grounds of the schools controlled by the Board (including in school buildings), will possess any firearm¹, except when said firearm is possessed by a person who is not otherwise prohibited from possessing the firearm, and is unloaded and locked in a motor vehicle. The exception provided in Oregon Revised Statute (ORS) 166.370(3)(g) for concealed carry licensees (see ORS 166.291 and 166.292) does not apply to the possession of firearms on grounds of the schools controlled by the Board.² Firearms under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities when in compliance with law and board policy.

Any person violating or threatening to violate the above rules, as determined by the district, may be issued a trespass citation, ejected from the premises and referred to law enforcement officials³.

[The district will post clearly visible sign(s) at all normal points of entry to the school grounds subject to this policy indicating that the affirmative defense described in ORS 166.370(3)(g) does not apply. The district will post on the district's web pages designated for school board operations, identifying designated school grounds that are subject to this policy.]

END OF POLICY

Legal Reference(s):

¹ "Firearm" has the meaning given that term in ORS 166.210, except that it does not include a firearm that has been rendered permanently inoperable.

² See Senate Bill 554 (2021).

³ ORS 339.315 requires any district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in violation of Oregon law in the previous 120 days report such information to an administrator or law enforcement. A district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in the previous 120 days in violation of Oregon law, may report such information to law enforcement.

[ORS 161.015](#)
[ORS 164.245](#)
[ORS 164.255](#)

[ORS 166.210 - 166.370](#)
[ORS 297.405](#)
[ORS 332.107](#)

[ORS 332.172](#)
[ORS 339.315](#)

Gun-Free Schools Act, 20 U.S.C. § 7961 (2018).
Senate Bill 554 (2021).

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HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
FIRST READ HIGH SCHOOL COURSE PROPOSAL:
AIRCRAFT SYSTEMS AND PERFORMANCE

SITUATION

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

A new course proposal, "Aircraft Systems and Performance" has been submitted by Sheri Fisher from Liberty High School. This course, as part of our Aerospace program, is one of our "destination" Career and College Pathways and is available to students at all high schools across our district. The proposal was presented to the CCAC at its regular meeting on January 10, 2022. The Board will be asked to accept the course proposal for first reading during the January 25 Board meeting and approve the course during the February 22, 2022 Board meeting.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the proposed new high school program, Aircraft Systems and Performance.

New Course Proposal/Course Modification Proposal ATTACHMENT

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

1. Description of proposed course;
See [Aircraft Systems & Performance Course Proposal Framework](#)
2. Rationale for proposed course - Describe the desired outcome for student learning and summarize best-practice research that supports this change. Include pertinent local or nation data to support the rationale;
This course is a natural continuation for students to take after Applied Aerodynamics and lays a foundation for the Private Pilot Ground School course which comes next.
3. Academic Content Standards - List all content standards addressed by the content of the proposed course;
See [Aircraft Systems & Performance Course Proposal Framework](#)
4. Impact on the content program - Explain the potential impact on other curricular areas, staffing, and budget;
No additional impact for staffing/budget
5. Projected additional costs - Include startup and ongoing costs (e.g., equipment, supplies, anticipated travel, or field trip expense, etc.);
No additional costs
6. Equitable Access and Outcomes - Explain how this course promotes access for all students, including those who our system has traditionally underserved, and promotes the closing of the achievement gap. What supports would you provide to ensure that students are successful and what will you measure to determine success?
The O-ACE program provides a bridge between high school, college, and a career. Currently, women and people of color make up a very small segment of this industry; only about 7% of all pilots and under 3% of all aircraft mechanics are women. According to the U.S. Department of Labor Statistics, 92% of airline pilots and 81% of aircraft mechanics in the United States are white. Offering entry into these fields to a diverse student population is a huge step towards addressing the current inequality in the aviation industry. The O-ACE program prioritizes admission for our marginalized and underrepresented student populations.

O-ACE Course Proposal Framework

NEW Course Proposal: Aircraft Systems & Performance (0.5 Credit)

Course Description

Description: In this course, class participants take an in-depth look at the systems that make manned and unmanned aircraft work. Beginning with aircraft propulsion, students learn about the different types of engines that produce thrust to propel an aircraft or UAS. They will go on to explore other key aircraft systems, including fuel, electrical, landing gear, and environmental systems. In order to fly an aircraft safely, students must also learn about the flight instruments associated with each system and how to identify and troubleshoot common problems. This course also covers airplane flight manuals, the pilot's operating handbook, and required aircraft documents. Students will complete a project of designing their own airplane and will explore the benefits of mentorship and work-based learning experiences.

Course Objectives

1. Recognize a variety of powerplants used in manned and unmanned aircraft, including piston and turbine combustion engines, and electric motors, including how aircraft powerplants are classified and the fundamentals of how different types of powerplants operate.
2. Discuss the variety of fuel sources used in aircraft, including JetA, avgas, diesel, and electricity.
3. Describe how aircraft fuel systems are designed to accommodate fuel types, the types of instrumentation used to monitor aircraft fuel systems, and how to identify and troubleshoot fuel system issues.
4. Provide an overview of aircraft electricity, including how it is generated and stored as well as heating, hydraulics, landing gear, environmental control systems, and anti/de-ice systems.
5. Explain how pitot-static systems are designed, how they function, the types of instrumentation they supply, and how to troubleshoot common problems.
6. Explain how vacuum systems function, the types of instruments they drive, and how to troubleshoot common problems.

7. Identify the cardinal directions, principles of magnetism, errors associated with magnetic compasses in aircraft, and how to determine a flight course using a magnetic compass.
8. Outline the required documents and manuals pertaining to aircraft ownership, airworthiness, maintenance, and operations with inoperative equipment.
9. Design an aircraft including its systems and components for a specific purpose or function.
10. Explore the value of mentorships and work-based learning experiences

Units
Propulsion (Pistons, Jets, Powering UAS)
Airframe Systems (Primary Airframe Systems, High Altitude and Weather Systems)
Avionics and Flight Instruments (Pitot Static System, Gyros & Compasses, Electronic Instruments)
Required Documentation (Aircraft Documents, Maintenance Documents, Pilot Responsibilities)
Design an Aircraft & Career Development

PCC Course Equivalencies

NONE

Academic Content Standards

The proposed course and activities involve exercise of the following essential skills state standards (grades 9 – 12): https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/es_definitions_grad-requirements.pdf

Read and comprehend a variety of text*

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

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

Write clearly and accurately

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

Listen actively and speak clearly and coherently

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

- Use language appropriate to particular audiences and contexts.

Think critically and analytically

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

Use technology to learn, live, and work

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

Demonstrate personal management and teamwork skills

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

Demonstrate civic and community engagement

- Apply knowledge of local, state, and U.S. history and government to explain current social and political issues.

- Perform the civic and community responsibilities essential to democracy.

Demonstrate global literacy

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

HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
FIRST READ HIGH SCHOOL COURSE PROPOSAL:
CIVIC AND COMMUNITY SERVICE II

SITUATION

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

A new course proposal, "Civic and Community Service II" has been submitted by Erika DeBois and Trig Rogers from Century High School and Lisa Pearson from Glencoe High School. The plan includes the expansion of this already existing course from a 0.5 credit Capstone course to a 1.0 credit. The proposal was presented to the CCAC at its regular meeting on December 6, 2021. The Board will be asked to accept the course proposal for first reading during the January 25 Board meeting and approve the course during the February 22, 2022 Board meeting.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the proposed new high school program, Civic and Community Service II.

New Course Proposal/Course Modification Proposal

School: **Glencoe High School/Century High School**

Academic Program Area(s): **Social Science**

Grade Level(s): **12th Grade**

Sponsors of Change/Contact Person: **Lisa Pearson, Erica DeBois, and Trig Rogers**

Title of Proposed Course: **Civics and Community Service II**

Is the proposed course required: **Elective - moving from 0.5 credit to a 1.0 credit.**

Is the proposed course part of a focused program of study? If so, which one? **Civics and Community Service Pathway**

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

1. Description of proposed course;
2. Rationale for proposed course - Describe the desired outcome for student learning and summarize best-practice research that supports this change. Include an pertinent local or nation data to support the rationale;
3. Academic Content Standards - List all content standards addressed by the content of the proposed course;
4. Impact on the content program - Explain the potential impact on other curricular areas, staffing, and budget;
5. Projected additional costs - Include startup and ongoing costs (e.g., equipment, supplies, anticipated travel, or field trip expense, etc.);
6. Equitable Access and Outcomes - Explain how this course promotes access for all students, including those who our system has traditionally underserved and promotes the closing of the achievement gap. What supports would you provide to ensure that students are successful and what will you measure to determine success?

Attach a one-page draft course outline and list possible materials which would be proposed for use in this course.

Site Council Chairperson:

Roseanna Roman (Approved virtually)
Signature

11/02/21
Date

School Principal:

Claudia Ruf (Approved virtually)
Signature

11/02/21
Date

Attached Information:

Description of proposed course:

This description is a copy of what has been found in the Hillsboro Course Catalog for the 2021-2022 school year. This proposal would seek to expand this description.

"CCS II is the culmination of the Human Resources pathway. It will continue CCS I's goal of college and career readiness and will focus on community activism. Students will design and implement their senior project during this class. Senior projects could include: a campaign to get a new sidewalk installed near school, organizing a public forum on a voter initiative, or organizing a community service event. In addition, each student will complete an internship related to his or her career interest as well as attend one community meetings that will be completed outside of class. To be eligible for the Human Resources pathway cord, students must earn a B or higher in their CCS I, CCS II and either You and the Law, AP Economics, AP Government, AP Psychology, or Psychology/Sociology classes, as well as meet the state benchmarks in math, reading, speaking, science and writing."

Rationale for proposed course:

If Civics II was extended to be a year long course, there are changes that we feel like would be helpful for students and further help their college and career readiness. The items are outlined below:

Extended Application Opportunities:

All seniors are required to participate in an extended application opportunity to meet the state requirement for graduation. This may include completing an individual project under the guidance of the teacher or industry professional, service learning project, work experience, and/or extended learning opportunities (ELO) from the Chamber of Commerce. The extension of the course from 0.5 to 1.0 will allow more time for students to be guided and supported through the planning, execution, and reflection of each of those components. Extending the course to a year will provide the Chamber more time to coordinate quality, personalized ELOs for students. This will help ensure students get the most out of their placement to fully utilize the opportunity.

Senior Paper:

With the additional senior project time, students would be able to complete a rigorous senior research paper. More time would be invested into determining quality sources and teachers can provide more support for the writing process. Students would be able to use this opportunity to elevate their writing from the secondary level to the collegiate level. The course extension would allow more collaborative peer review of each step of the writing process. This would inherently include various levels of differentiation.

Soft Skills Extension:

In conversations with our community partners, it is evident those newly entering the workforce are lacking strong soft skills. We have been encouraged to help students develop universal professionalism skills and give them ample opportunities to practice them. This includes: collaboration, effective communication, resilience, digital fluency, punctuality, appearance, attitude, and reliability. These professionalism standards may be borrowed from the New World of Work standards. The additional course time will allow students to elevate these skills from the secondary level to the professional level. Students presenting their best professional face to the community will preserve the strong relationships the district and chamber have built with our community partners.

Community Engagement:

Civics provides a path for students to have meaningful hands-on learning opportunities in the communities. Starting in their junior year, students begin establishing their own school-supported connections with local organizations to help coordinate services for those in need. This work could entail volunteering at a food pantry, coordinating a community garden, or running a clothing drive. The extension of the second year of Civics will allow students to foster stronger bonds to community service and increase the impact that students can have.

The main goal of a pathway program is to help engage students with the framework of a career. Allowing students more seat time in Civics II will help ensure that teachers and students can match them and provide guidance for students to land in a career that feels right for them. The additional time in the course will help provide more skill development, space for personal and career exploration, connections to the local community, and overall create a more meaningful learning experience for students.

Academic Content Standards:

This class would pull from the New World of Work standards and the current Common Core State Standards:

- HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.
- HS.72 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical).
- HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.
- HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.

- HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.
- HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.

Class ensures the continuation of soft professional skills by having students meet the "Secondary Level Traits" column on the New World of Work Standards for adaptability, collaboration, mindset, communication, digital fluency, empathy, resilience, self awareness, and commitment to diversity. See link below for further explanation of the standards:

- <https://www.newworldofwork.org/wp-content/uploads/2016/10/21st-Century-Skills-Competencies-Attributes-Traits-Final-2017.pdf>

Impact on the content program:

This will require buildings to fund an additional 0.5 FTE to current CCS II sections. Glencoe is projected to have one Civics II course for the 2022-2023 school year. Century is projected to have two Civics II courses for the 2022-2023 school year.

Projected additional costs:

Other than the additional FTE to cover the course expansion by a 0.5 credit, no other additional costs are anticipated.

Equitable Access and Outcomes - Explain how this course promotes access for all students, including those who our system has traditionally underserved and promotes the closing of the achievement gap. What supports would you provide to ensure that students are successful and what will you measure to determine success?

In an effort to promote equitable outcomes for students, a longer Civics II class will help connect students with supportive staff for a longer period of time. The longer course allows for teachers to build in more differentiation for research papers, senior projects, and internships. Students of a variety of backgrounds and lived experiences will be able to spend more time with their senior teaching posturing themselves for post-high school success. As senior teachers, we often find ourselves being the sounding board for college decisions, scholarship advice, and processing what college majors students want to select. Several of the students in our programs are first time college students or high school graduates. This continued mentorship through a full year, helps senior teachers to provide students guidance throughout this new process.

In addition to mentorship, more time spent in the Civics program allows students to invest more in our community. A key component of Civics is to connect students to the community and show them how to make a difference within our community. Allowing the course to be a full year gives more students a chance to build and strengthen those existing relationships within our communities. This will help students not only build their own portfolios, but help strengthen the future of CCP courses. Students will have more opportunities to meet with students from the middle and elementary school level to advertise programs. For example, this year at Glencoe, we

have a fifth counselor who is working to connect Civics students to middle school students at Evergreen. We are anticipated to prepare and visit the middle school to advertise the program. These senior students will not only provide excitement around CCP programs for students, but be able to be a good role model for students at different levels.

Our current Civics classes at Glencoe and Century reflect the diverse student base at each school. Each course of Civics is racially, linguistically, and ability diverse. Current demographics below:

Glencoe High School

- CCS 1: 47% Hispanic, 53% White, 0% Asian, 0% 2 or more races, 6% AVID, 9% SPED, 12% ELL
- CCS 2: 40% Hispanic, 56% White, 4%Asian, 0% 2 or more races, 4% AVID, 15% SPED, 14% ELL

Century High School

- CCS 1: 48% Hispanic, 23% White, 15% Asian, 10% 2 or more races,26% AVID, 13% SPED, 7%ELL
- CCS 2: 26% Hispanic, 57% White, 6% Asian, 7% 2% 2 or more races, 2% Black/African American, 33% AVID, 15% SPED, 2% ELL

HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
FIRST READ HIGH SCHOOL COURSE PROPOSAL:
FILM STUDIES

SITUATION

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

A new program proposal, "Film Studies" has been submitted by Lori Daliposon from Glencoe High School. The plan includes the proposal of two new courses: "Film 1" and "Film 2." The proposal was presented to the CCAC at its regular meeting on January 10, 2022. The Board will be asked to accept the course proposal for first reading during the January 25 Board meeting and approve the course during the February 22, 2022 Board meeting.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the proposed new high school program, Film Studies.

Film 1 and 2 Course - Proposed New Course for the 2022-2023 and 2023 - 2024 School Years to be Offered at Glencoe High School

1. Description of proposed courses and Course Outlines

FILM 1 COURSE DESCRIPTION - Starting in the 2022 - 2023 School Year

Subject - Course Title	Arts and Communication - Film 1
Course Description	This course develops fundamental skills for filmmaking, appreciation of film as an art form, and use of technology for the creation of film. Students will watch and analyze films for impact and technique and will work to emulate those techniques using film equipment and editing software. By the end of the course, students will have the skills necessary for creating films and will have an understanding of film as a powerful and important art form.
Course Content	Course content is largely driven by the Oregon Skills Set for the Arts, AV Tech & Communications Cluster: Film & Video Production Focus Area found online at https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/Arts,%20AV%20Technology%20and%20Communications.xls <u>Course Content:</u> Students will: - Explore multiple types of films and recognize techniques and historic, societal, and artistic significance of films - Use camera, lighting, and sound equipment to recreate styles of film, learning fundamentals of film technology - Take on a variety of industry roles during class in order to complete small film projects - Edit sound and film using digital technology and editing software and will explore different editing styles found in the films they view, analyze, and emulate. The course is divided into a series of projects. Most projects are completed in small production teams, with team members trying out different film team roles (director, cinematographer, lighting or sound technician, actor, props, etc.). This class will be enriching and memorable for students, as they develop new skills and creative works. Potential projects are as follows: Unit 1: Silent Film - Study and Creation - History and examples - Fundamentals of camera use - Titles in film - Silent film acting - Basic lighting - Basic editing - Scoring a film Unit 2: German Expressionism and Its Influence Around the World - Study and Creation

	- History and examples - Production design as an art form - Basics of Capturing Sound - Dramatic and creative lighting - Creative editing - Sound effects and music Unit 2: Film Noir and Hollywood Studio Films - Study and Creation - History and examples - More advanced lighting techniques - Minimalist production design - Camera angles and techniques - Film Noir Acting Unit 4: French and Italian Cinema and Its Influence Around the World - Study and Creation - History and Examples - Directing techniques and styles, including composition - Birth of film theory and advancement of technology and technique - Realism in acting Unit 5: Bollywood and Hollywood Musicals - Study and Creation - History and Examples - Use of color in film - Camera movement and cinematography for spectacle - Hollywood vs Bollywood style and stories - Use of music/dance and editing for music and dance Unit 6: Documentaries and Films for Social Change - Study and Creation - History and examples - Film style and cinematography of documentaries - Use of titles, historical images, and research in developing film - Editing for documentaries Unit 7: Modern Film Choice Project - Study and Creation - Genre/Film Type selected by student teams, including great modern dramas, great modern comedies, monster/horror, science fiction, great film directors in eastern Asia (Bong Joon-Ho, Miyazaki, Wong Kar-Wai), modern film in Latin America, female directors, black directors, or any other meaningful area of study the group selects. - Use skills to recognize the unique characteristics of these films, teach that to the class, and recreate an example typical of films from the area of study. - Combines skills of analysis, editing, cinematography, lighting, sound, acting, direction, and design
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FILM 2 COURSE DESCRIPTION - Starting in the 2023 - 2024 School Year

Subject - Course Title	Arts and Communication - Film 2
Course Description	This course builds on the skills learned in Film 1 as students create original films using industry standards for pre-production development, filming, and post-production editing. Students will develop story ideas, outlines, story pitches, loglines, character profiles, beat sheets, and screenplays. They will work in teams to complete the pre-production process, including location scouting, moodboards, shot sheets, storyboards, call-sheets, overheads, production design, and script breakdowns with the help of industry software and other tools. They will be a part of the production team for film shooting, alternating roles on set to experience every aspect of filmmaking. Then, they will complete post-production editing and marketing. Films will be shown in a year-end film festival and may be submitted for film competitions.
Course Content	Course content is largely driven by the Oregon Skills Set for the Arts, AV Tech & Communications Cluster: Film & Video Production Focus Area found online at https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/Arts,%20AV%20Technology%20and%20Communications.xlsx <u>Course Content:</u> Students will: - Learn and develop pre-production materials and screenplays according to industry standards, using industry software and templates, and will see examples from professionals in the industry - Actively participate in filming original works, taking on multiple roles throughout the process, including acting, directing, lighting, sound, props, art department, and cinematographer - Complete post production work, editing and adding music and effects The course is divided into a series of projects. Some projects are individual, some in small groups, and some in larger production teams. Collaboration is a key element for success in the course, as it is in the film industry. This class will be enriching and memorable for students, as they develop new skills and creative works. Final projects will be celebrated during a film festival at the end of the school year. This course may be used as a capstone course for the Theatre and Film College and Career Pathway. Unit 1: Developing a Screen-Play - Script ideas and fundamental structure of screenplays - Script pitches and loglines - Beat sheets and character profiles Unit 2: Screenplay Writing - Look at great screenplay examples - Learn software to use for screenplay writing - Complete scripts, with feedback, collaboration, and peer insights - Share work and select screenplays for production

	Unit 3: Pre-Production Planning - Storyboards - Mood boards and design - Location scouting - Shot sheets - Overhead/setups for filming - Script breakdown Unit 4 - Prepare for Filming - Props, costume, and set work - Team assignments - Production schedule - Shot order and gear list for each day of shooting - Props and costumes list for each day of shooting - Call-Sheets Unit 4: Filming - Actors, director, and technicians on location and prepared for filming - Correct lenses and camera techniques used - Lighting and sound properly managed - Clear organization and direction throughout Unit 5: Post-Production - Film editing using industry software - Music titles, and effects added Unit 6: Marketing, Publicity, and Distribution - Learn about film festivals and effective marketing strategies - Develop a marketing plan and publicity materials - Create a trailer for the film Unit 7: Self and Team Evaluations - Watch student films - Self-Analyze and analyze the work of others, celebrating successful aspects and recognizing areas for improvement.
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2. Rationale for proposed courses

These film courses will be offered as a part of the reimagined Glencoe Theatre and Film Department, previously Glencoe Theatre. The benefits of adding film to the program is as follows:

1. Film creation is a strong and growing career pathway, and most actors and technicians in theatre will also work in film. The Pacific Northwest has a thriving, developing film industry. Nationwide, the American film and television industry supports 2.5 million jobs, pays out \$188 billion in total wages, and comprises more than 93,000 businesses—according to an analysis of the most recent economic figures released by the Motion Picture Association.
2. Film and film production is an exceptional outlet for telling stories, informing, developing ideas, and lifting student voices
3. Combinations of live performance and film are a growing industry, making film necessary to theatre and theatre beneficial to film.
4. Film and film techniques, as an art form, are incredibly valuable in understanding changes in society, diverse voices, composition, color, light, sound, and aspects and structure of story.

3. Academic Content Standards

Oregon Skills Standards/Sets are the basis for the course designs that follow, and the course designs already developed and detailed above uniquely meet those standards and prepare students for work in the film industry. Below are the standards addressed by Film 1 and Film 2.

From the CTE Matrix - The Following Skills will be Included in these courses

Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster

Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career ClusterTM.

Apply knowledge of equipment, software and technology skills related to film and video production.

Exhibit ability to edit film and video productions.

Demonstrate technical production support for film and video presentations.

Exhibit the knowledge and skills required to design a production for film or video presentation.

Know the history and evolution of film and video, and their role within society.

Understand and use the elements and principles of film and video.

From National Arts Standards, the following academic standards will be included in these courses.

Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in

media arts creation processes

Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone

Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks

Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking, and risk taking, in addressing identified challenges and constraints within and through media arts productions.

Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks.

Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.

Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.

Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.

Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.

Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts

Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences

Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.

Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.

Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

4. Impact on the content program

This program will expand offerings for performing arts and specifically expand the Theatre College and

Career Pathway to the Theatre and Film College and Career Pathway. The theatre pathway teacher, Lori Daliposon, currently teaches AP Calculus (AB and BC), Communications, Theatre 1, 2, 3, and 4, and Technical Theatre 1 and 2. One or two sections of film would require a staffing change for, first, Communications and then for Calculus.

5. Projected additional costs

Efforts already underway to make film courses possible:

1. Cameras, lighting, sound, and editing equipment/technology has already been acquired with Measure 98 funds.
2. Lori Daliposon, teacher for the courses, took film courses last summer, will next summer, and will continue learning about the film industry - its processes, roles, and standards. She is also studying film history now and will throughout the school year, watching iconic and important films and studying the artists and their techniques.
3. Physical spaces are being considered for filming, storing equipment, and completing film editing.
4. During the 2020-2021 school year, productions were almost entirely limited to radio and film. As a result, Glencoe theatre students and Lori Daliposon acquired new editing and film-making skills, kick-starting and inspiring this program change. Those skills are also being used throughout the current school year to produce promotional videos and other student projects within the theatre department.

Additional Items Needed:

Some additional camera, film editing equipment, and other equipment is needed (especially for the Film 2 course), such as dollies and jibs. While the software required is already purchased by HSD (Adobe suite) or available for free online (Audacity and Divinci Resolve), several more computers with a hard drive will be needed for editing. Dollies for DSLR cameras cost \$50 - \$100 each. Jibs for DSLR cameras cost \$250 - \$300 each. The exact cost for computers and peripherals will be determined with Technology Services but are approximately \$1000 each.

Total additional cost for program start-up is approximately \$4000.

6. Equitable Access and Outcomes

One of the most exciting aspects of this program expansion is that it will give new opportunities for students to find their voices and to express new ideas. Film will reach a wider group of students, including more students from marginalized communities or less affluent students, many of whom may be uncomfortable or unfamiliar with theatre. Opportunities for students to create, to express, and to learn valuable life skills are particularly critical to our marginalized communities, and film classes represent that kind of opportunity.

Giving students access to film equipment and the knowledge to use it overcomes the substantial financial burden film production represents for students. Also, transportation and the time to take courses at the Northwest Film Center or PCC is only available to some students, while Glencoe's film courses will be available to all.

The team structure of these film courses gives students multiple ways to engage, excel, and participate. As students develop skills and interests, they first learn general skills and then are able to specialize in the areas they most enjoy or in which they show the greatest abilities. In this way, students are able to experience continuing success and grow in the areas that interest them most.

Film courses and equitable access to film equipment will improve equity for our students, create opportunities for success for all students, and will expand the voices that are heard and highlighted at Glencoe.

Thank you for considering this exciting opportunity for Glencoe and for the Hillsboro School District.

HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
FIRST READ HIGH SCHOOL COURSE PROPOSAL:
INTRODUCTION TO FIRE AND EMERGENCY SERVICES

SITUATION

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

A new course proposal, "Introduction to Fire and Emergency Services" has been submitted by Rhea Duncan from Liberty High School. This course, as part of our Aerospace program, is one of our "destination" Career and College Pathways and is available to students at all high schools across our district. The proposal was presented to the CCAC at its regular meeting on December 6, 2021. The Board will be asked to accept the course proposal for first reading during the January 25 Board meeting and approve the course during the February 22, 2022 Board meeting

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the proposed new high school program, Introduction to Fire and Emergency Services.

New Course Proposal/Course Modification Proposal

School: Liberty High School

Academic Program Area(s): Fire Science

Grade Level(s): 10/11

Sponsors of Change/Contact Person: Rhea Duncan

Title of Proposed Course: Introduction to Fire and Emergency Services

Is the proposed course required : type of credit?__ or elective ☐: AA or **EL** Credit: .5 **1.0**

Is the proposed course part of a focused program of study? If so, which one? Fire Science CTE
Attach course framework.

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

Description of proposed course;

Rationale for proposed course - Describe the desired outcome for student learning and summarize best-practice research that supports this change. Include an pertinent local or nation data to support the rationale;

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

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

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

Equitable Access and Outcomes - Explain how this course promotes access for all students, including those who our system has traditionally underserved and promotes the closing of the achievement gap. What supports would you provide to ensure that students are successful and what will you measure to determine success?

Attach a one- page draft course outline and list possible materials which would be proposed for use in this course.

Site Council Chairperson:

Signature

Date

School Principal:

Signature

Date

Course Description

Introduction to Emergency Services explores career opportunities and requirements for emergency service responders. Related topics will include nomenclature, history, basic chemistry and physics of emergency situations, life safety initiatives, laws and loss analysis. Students become acquainted with the history, traditions, terminology, organization, and operation of the fire and emergency services industry. Typical job and operation descriptions will provide insight into the inner workings of the fire service. Also included is an introduction to fire protection systems, specific fire protection functions, organization and function of public and private emergency services. This course is the prerequisite to Fire Science 1.

Week 1-2: Fire and Emergency Services as a Career

Week 3-4: Roles of Fire and Emergency Services Personnel

Week 5-6: Early Traditions and History

Week 7: Roles of Public and Private Support Organizations

Week 8-9: Fire Prevention, Life Safety Education, and Fire Investigation

Week 10: Scientific Terminology

Week 11-12: Building Construction

Week 13: Fire Detection, Alarm, & Suppression Systems

Week 14-15: Fire & Emergency Services Apparatus, Equipment, and Facilities

Week 16-17: Fire Department Organization and Management

Course Outcomes

- Involves the study of the complete fire protection system, including fire department resources, private resources and systems, chemistry and physics of fire, safety, fire department management, emergency management, the legal environment, and prevention.
- Function and communicate effectively, and fulfill appropriate role(s) within major and minor emergency response system incidents using the National Incident Management System guidelines.
- Stress the effective use and importance of safe actions to reduce injury and duty deaths among firefighters.
- Demonstrate correct application of training and management skills to better equip individuals entering the fire service.
- To understand the importance which prevention assists with in life safety?

Rationale for proposed course - Describe the desired outcome for student learning and summarize best-practice research that supports this change. Include any pertinent local or nation data to support the rationale;

The desired outcome for this class is to provide students with a realistic overview of the breadth and depth of a variety of careers within the fire service and provide a strong foundation of knowledge, terminology, and inner workings of the fire service. For those students who want to continue into the Fire Science 1 & 2 classes, it will provide the academic and linguistic foundation and will allow them to build on that previous knowledge and transition into more practical applications and functions of a career in the fire service with the culmination being the senior year Fire Science 2 class at the Hillsboro Fire Training Center and Station 6.

Employment of firefighters is projected to grow 8 percent from 2020 to 2030. About 27,000 openings for firefighters are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. Providing students the opportunity to gain this type of experience and education by the time they graduate puts them at a huge advantage to be more employable and better prepared to enter the workforce.

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

-Understand and apply laws, ordinances, regulations and organized rules that define guidelines that govern emergency services

-Understand common objectives of emergency services.

-Understand and apply laws, ordinances, regulations and organized rules that define guidelines that govern emergency services

-Know operational and repair requirements to properly use and maintain emergency equipment

-Practice public relations to elicit community support for services

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

The most significant impact will be for the students who are interested in learning about the fire service as a possible career. Offering the entry level class will give students a general understanding of multiple occupations within the industry and whether or not they want to continue on this pathway and/or career. If they decide it is not for them, they will be able to choose something else instead of being stuck in a year long class, which is the

only option currently. It will also provide exposure to students earlier in their high school career and allow them more time to adapt to the rigors and expectations of the upper level courses. As far as staffing, there will be no impacts. Adding this class will be a natural transition into our current schedule and will not require any additional FTE. In regards to budget, we will need to purchase textbooks and basic materials, some additional PPE for hands-on activities, and field trip funding. I do not anticipate a significant amount to be budgeted since there are already classes in place that will share some of the same materials and equipment needed.

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

An initial purchase of textbooks will be required to get the class up and running. Other equipment and supply needs will include some PPE, field trip expenses, and basic classroom materials.

Equitable Access and Outcomes - Explain how this course promotes access for all students, including those who our system has traditionally underserved and promotes the closing of the achievement gap. What supports would you provide to ensure that students are successful and what will you measure to determine success?

This course promotes access to all students who are sophomore or juniors in the Hillsboro School District. There are no prerequisites due to it being an entry level class and it is offered to the students at all four high schools as part of the Fire Science CTE pathway program. One of the goals of this class and the Fire Science CTE program is to gain enrollment from students who have traditionally been underrepresented in the industry. We work very closely with Hillsboro Fire and Rescue to give our students industry relevant instruction and experiences as well as introducing the students to professional firefighters or fire service personnel from a variety of backgrounds, cultures, and races. The supports that will be in place are the same supports that currently exist in our current classes which include but are not limited to practical experiences, extended time for work, variety in demonstrating skill acquisition or competency, and wrap-around support with other staff as needed.

HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
2022-2023 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 2022-2023 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 2021-2022 calendar:

- An adjustment for New Licensed Staff In-service will move to Monday through Wednesday, August 22, 23, 24, 2022 rather than Wednesday through Friday to start the week with professional development time.
- The start of the year will be one day for Family Connections on Tuesday, September 6, 2022, which affords us the opportunity to continue the practice of building connections with students and families.
- School will start for grades 1-6, 7, and 9 on Wednesday, September 7, 2022, followed by kindergarten, grades 8, and 10-12 on Thursday, September 8, 2022.
- For the 2022-23, calendar, Veterans Day, a federal holiday, is observed on Friday, November 11, 2022. The conference dates in November have been scheduled in order to have the least impact on contiguous instruction.
- Our Staff Development/Family Conferences will be held November 21, 22 and 23, 2022.
- New Year's Day will be observed federally on Monday, January 2, 2023, our winter break will be: Wednesday, December 21, 2022 to Tuesday, Jan. 3, 2023.
- Spring break will occur March 27-31, 2023.
- The last day for students will be Thursday, June 15, 2023.
- The last day for licensed staff per contract will be Friday, June 16, 2023.
- We will observe Juneteenth as a licensed non-contract day, Monday, June 19, 2023.
- A link to the Oregon Department of Education Standards for Public Elementary and Secondary Schools, including minimum required instructional time, has been added to the 2022-23 calendar.

Key features of the 2022-23 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:

2012-13: September 3, 2012
2013-14: September 2, 2013
2014-15: September 1, 2014
2015-16: September 7, 2015
2016-17: September 5, 2016
2017-18: September 4, 2017
2018-19: September 3, 2018
2019-20: September 2, 2019
2020-21: September 7, 2020
2021-22: September 6, 2021
2022-23: September 5, 2022

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed 2022-2023 calendar, provide feedback, and ask any questions they may have.

2022-2023 Calendar
DRAFT **Date Adopted**
174 Student Contact Days
186 + 5 Holidays = 191
Licensed Contract Days

 First Day/End of Quarter/Semester **Early Release**
 No School **Family Connections & Transitions**

TOTAL STUDENT DAYS:

Semester 1 = 89 All students
Semester 2 = 85 All students

HSD exceeds ODE seat requirements. Click [HERE](#) for more information.

	JULY 2022							2-3 – NO SCHOOL Licensed Non-Contract Days 16 – NO SCHOOL Licensed Non-Contract Day Martin Luther King Jr. Day	JANUARY 2023 19						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
						1	2		1	2	3	4	5	6	7
	3	4	5	6	7	8	9		8	9	10	11	12	13	14
	10	11	12	13	14	15	16		15	16	17	18	19	20	21
	17	18	19	20	21	22	23		22	23	24	25	26	27	28
	24	25	26	27	28	29	30		29	30	31				
22-24 – New Licensed Staff In-Service 25-26 – Licensed Non-Contract 29-30 – In-Service 31 – Staff Development	AUGUST 2022							2 – End of 1st Semester 3 – NO SCHOOL Teacher Grade Prep Day 6 – NO SCHOOL Licensed Prep Day 20 – NO SCHOOL Holiday – Presidents' Day	FEBRUARY 2023 17						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
		1	2	3	4	5	6					1	2	3	4
	7	8	9	10	11	12	13		5	6	7	8	9	10	11
	14	15	16	17	18	19	20		12	13	14	15	16	17	18
1 – In-Service 2 – Licensed Non-Contract Day 5 – NO SCHOOL Holiday – Labor Day 6 – Family Connections & Transitions (K-12) 7 – First Day of School for grades 1-6, 7 and 9 8 – All Students - (First day for K, 8, 10-12)	SEPTEMBER 2022 19							27-31 – NO SCHOOL Licensed Non-Contract Days (Spring Break)	MARCH 2023 18						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
					1	2	3					1	2	3	4
	4	5	6	7	8	9	10		5	6	7	8	9	10	11
	11	12	13	14	15	16	17		12	13	14	15	16	17	18
7 – NO SCHOOL Licensed Non-Contract Day	OCTOBER 2022 20							6 – End of 3rd Quarter 7 – NO SCHOOL Elementary – Work Day Secondary – Grade Prep Day	APRIL 2023 19						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
							1								1
	2	3	4	5	6	7	8		2	3	4	5	6	7	8
	9	10	11	12	13	14	15		9	10	11	12	13	14	15
9 – End of 1st Quarter 10 – NO SCHOOL Elementary - Work Day Secondary - Grade Prep 11 – NO SCHOOL Holiday – Veterans Day 21 – NO SCHOOL Elementary-Staff Development and Family Conference Prep Secondary-Staff Development 22-23 – NO SCHOOL Family Conference Connections K-12 24 – NO SCHOOL Holiday – Thanksgiving Day 25 – NO SCHOOL Licensed Non-Contract Day	NOVEMBER 2022 15							29 – NO SCHOOL Holiday – Memorial Day	MAY 2023 22						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
			1	2	3	4	5			1	2	3	4	5	6
	6	7	8	9	10	11	12		7	8	9	10	11	12	13
	13	14	15	16	17	18	19		14	15	16	17	18	19	20
21-30 – NO SCHOOL Licensed Non-Contract Days (Winter Break)	DECEMBER 2022 14							15 – EARLY RELEASE Last Day of School for K-11 16 – Last Day for Licensed Staff 19 – Licensed Non-Contract Day - Juneteenth 20-21 – Possible inclement weather make-up days. If the District closes school due to inclement weather during the 2022-2023 school year these days could be added to the school calendar as make up days. Graduation dates would not be affected.	JUNE 2023 11						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
					1	2	3						1	2	3
	4	5	6	7	8	9	10		4	5	6	7	8	9	10
	11	12	13	14	15	16	17		11	12	13	14	15	16	17

Calendario 2022-2023

Borrador **Date

174 Días Escolares

186 + 5 Festivos = 191

Días Laborales de los

Maestros

 Primer Día/Último Día/Fin del Cuarto/Semestre para Estudiantes

 No Hay Clases Salida Temprano

 Conexión con las Familias/Estudiantes

TOTAL DE DIAS ESCOLARES:

Sem. 1 = 89 Todos los estudiantes

Sem. 2 = 85 Todos los estudiantes

HSD excede los requisitos de cupo de ODE. Pulse [HERE](#) para más información

	JULIO 2022							2-3: NO HAY CLASES Día sin contrato personal licenciado 16 – NO HAY CLASES Día sin contrato personal licenciado Día de Martin Luther King Jr.	ENERO 2023 19						
	D	L	M	M	J	V	S		D	L	M	M	J	V	S
						1	2		1	2	3	4	5	6	7
	3	4	5	6	7	8	9		8	9	10	11	12	13	14
	10	11	12	13	14	15	16		15	16	17	18	19	20	21
	17	18	19	20	21	22	23		22	23	24	25	26	27	28
	24	25	26	27	28	29	30		29	30	31				
22-24: Nuevos Maestros en Servicio 25-26: Día sin Contrato Personal Licenciado 29-30: En Servicio 31: Desarrollo del Personal	AGOSTO 2022							2: Fin del 1er semestre 3: NO HAY CLASES Maestros preparan calificaciones 6: NO HAY CLASES Día de preparación de los maestros 20 – NO HAY CLASES Festivo: Día de los Presidentes	FEBRERO 2023 17						
	D	L	M	M	J	V	S		D	L	M	M	J	V	S
		1	2	3	4	5	6					1	2	3	4
	7	8	9	10	11	12	13		5	6	7	8	9	10	11
	14	15	16	17	18	19	20		12	13	14	15	16	17	18
	21	22	23	24	25	26	27		19	20	21	22	23	24	25
	28	29	30	31					26	27	28				
1: En Servicio 2: Día sin Contrato Personal Licenciado 5: NO HAY CLASES Festivo: Día del Trabajo 6: Conexiones Familiares y Transiciones (K-12) 7: Primer día de Clases para los grados 1-6, 7 y 9 8: Todos los Estudiantes (Primer día para K, 8, 10-12)	SEPTIEMBRE 2022 19							27-31: NO HAY CLASES Día sin contrato personal licenciado (vacaciones de Primavera)	MARZO 2023 18						
	D	L	M	M	J	V	S		D	L	M	M	J	V	S
					1	2	3					1	2	3	4
	4	5	6	7	8	9	10		5	6	7	8	9	10	11
	11	12	13	14	15	16	17		12	13	14	15	16	17	18
	18	19	20	21	22	23	24		19	20	21	22	23	24	25
	25	26	27	28	29	30			26	27	28	29	30	31	
7: NO HAY CLASES Día sin Contrato Personal Licenciado	OCTUBRE 2022 20							6: Fin del 3er cuarto 7: NO HAY CLASES Primarias: Día de Trabajo Secundarias: Preparación de Calificaciones	ABRIL 2023 19						
	D	L	M	M	J	V	S		D	L	M	M	J	V	S
							1								1
	2	3	4	5	6	7	8		2	3	4	5	6	7	8
	9	10	11	12	13	14	15		9	10	11	12	13	14	15
	16	17	18	19	20	21	22		16	17	18	19	20	21	22
	23	24	25	26	27	28	29		23	24	25	26	27	28	29
9: Final del 1er cuarto 10: NO HAY CLASES Primarias: Día de Trabajo Secundarias: Preparación de Calificaciones 11: NO HAY CLASES Festivo: Día de los Veteranos 21: NO HAY CLASES Primarias-Desarrollo del personal y preparación de calificaciones Secundarias-Desarrollo del personal 22-23: NO HAY CLASES Conferencias y Conexiones Familiares k-12 24: NO HAY CLASES Festivo: Día de Acción de Gracias 25: NO HAY CLASES Día sin Contrato Personal Licenciado	NOVIEMBRE 2022 15							29: NO HAY CLASES Festivo: Día del Recordatorio	MAYO 2023 22						
	D	L	M	M	J	V	S		D	L	M	M	J	V	S
			1	2	3	4	5			1	2	3	4	5	6
	6	7	8	9	10	11	12		7	8	9	10	11	12	13
	13	14	15	16	17	18	19		14	15	16	17	18	19	20
	20	21	22	23	24	25	26		21	22	23	24	25	26	27
	27	28	29	30					28	29	30	31			
21-30: NO HAY CLASES Día sin Contrato Personal Licenciado (Vacaciones de Primavera)	DICIEMBRE 2022 14							15: SALIDA TEMPRANA Último día de clases para K-11 16: Último día para Personal Licenciado 19: Día sin contrato para los maestros 20-21: En caso que el Distrito necesite cerrar las escuelas debido a las inclemencias del tiempo durante el año escolar 2022-23, estos dos días serán agregados al calendario escolar para ponerse al día. Las fechas para las graduaciones, no se verán afectadas.	JUNIO 2023 11						
	D	L	M	M	J	V	S		D	L	M	M	J	V	S
					1	2	3						1	2	3
	4	5	6	7	8	9	10		4	5	6	7	8	9	10
	11	12	13	14	15	16	17		11	12	13	14	15	16	17
	18	19	20	21	22	23	24		18	19	20	21	22	23	24
	25	26	27	28	29	30	31		25	26	27	28	29	30	

HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
FINANCIAL REPORT

Business Office – General Update

In alignment with the [Center for Educational Leadership Principal Support Framework](#), specifically, Action Area 3: A Strategic Partnership Between the Central Office and Principals, the Business Office develops systemic solutions that ensure instructional leadership is the primary job of principals.

Example 55: Participation in Staff Listening Sessions

“Central office services are designed to anticipate and proactively meet the needs of each school.” The Business Office is represented at each of the staff listening sessions as part of the Superintendent’s cabinet. The Financial Officer serves as both an information resource and part of a collaborative solutions team to receive first-hand feedback from teachers and support staff. This process ensures responsiveness to current needs to the amount allowable with available funds.

Finance Team – Accounts Payable, Banking, and Student Body Accounting

Jennifer Zavatsky, Finance Manager, and her team continue to provide extra support to Office/Department Managers and their Administrators. In addition, the Administrative Support Staff that manage the Student Body Accounts have been meeting regularly to discuss best practices and work as a Professional Learning Community. Jennifer has shared the school-level financial reports for 2020-21 and is working with this group to identify the next iteration of software for administering these funds because the current platform will no longer be supported after June 30, 2022.

Finance Team – Financial Reporting, Contracts and Grants

Jeff Jones, Manager of Business Services, has completed the annual financial reporting requirements to the Department of Education for the 2020-21 fiscal year. Along with monitoring the current year school and department budgets, Jeff will begin to draft the 2022-23 Proposed Budget. The proposed document is in the second and final transition to include all of the components of the Meritorious Budget program. This version will include details and information to increase transparency and improve communication regarding the Districts financial position and plan.

The Business Office is expanding to include a Fiscal Planning Specialist with a focus on contracts and agreements. The position will be funded with a combination of the indirect rate charged to major grants and savings in contract management. This position will centralize services for schools and departments (efficiency and improved services) and standardize contract language for agreements

Payroll Team and Employee Benefits

Kim Grannis, Payroll Supervisor, and the payroll team have processed the final 2021 calendar year and submitted the required annual reports. Kim works with Lynette

Coffman, Employee Benefits Supervisor to prepare the Internal Revenue Services forms for staff (W2s and 1095) by the end of the month.

Leah McCarthy, Risk Manager, is currently a member of the Contract Review Team and is responsible for ensuring that the District is protected with adequate liability and litigation language. She will be assisting with the training for the Fiscal Planning Specialist.

General Functions

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 November 2021.

The District received nine workers' compensation claims in November. As of November 30, 2021, there were 39 open claims; 25 were for medical costs only, and 14 included time loss. There was one employee on a modified work plan during November.

Workers' Compensation Reports			
	2019-20	2020-21	2021-22
July	3	0	1
August	2	3	6
September	15	6	16
October	15	5	7
November	10	2	9
December	18	2	
January	14	0	
February	17	0	
March	3	2	
April	0	4	
May	1	7	
June	0	3	
Yearly Total:	99	34	39

Student Incident Report. There is a one-month delay in reporting student incidents to the Board, in order to allow adequate time to ensure that these reports are complete and accurate. There were 84 student incidents reported in November.

Student Incident Reports						
	2020-21 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport	2021-22 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport
July	0	N/A	0	1	N/A	0
August	0	N/A	0	4	N/A	0
September	0	N/A	0	74	0.2	2
October	0	N/A	0	63	N/A	0
November	0	N/A	0	84	0.3	4
December	1	N/A	0			
January	1	N/A	0			
February	2	N/A	0			
March	12	N/A	0			
April	29	1.4	1			
May	24	0.8	0			
June	9	1.4	2			
Yearly Total:	78		3	226		6

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 five vehicle accidents in November.

HILLSBORO SCHOOL DISTRICT HILLSBORO SCHOOL DISTRICT 1J

2021-22

MONTHLY FINANCIAL REPORT - as of December 31, 2021

	July	August	September	1st Quarter	October	November	December	2nd Quarter	Fiscal YTD	Budget		Fiscal YTD	
Revenues	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	2021-22	2021-22	% of Budget	2020-21	% of Budget
Taxes	\$0.00	\$0.00	\$113,991.67	\$113,991.67	\$105,623.50	\$65,486,713.14	\$15,636,608.73	\$81,228,945.37	\$81,342,937.04	\$85,131,045.00	95.55%	\$76,223,726.54	92.38%
Interest	\$12,526.42	\$12,218.92	\$13,628.40	\$38,373.74	\$9,934.89	\$12,515.65	\$35,642.02	\$58,092.56	\$96,466.30	\$500,343.00	19.28%	\$160,025.00	13.34%
Local Sources	\$10,048.48	\$29,191.00	\$37,944.88	\$77,184.36	\$18,386.34	\$57,370.90	\$55,057.96	\$130,815.20	\$207,999.56	\$3,111,507.00	6.68%	\$263,018.46	9.51%
Total Local	\$22,574.90	\$41,409.92	\$165,564.95	\$229,549.77	\$133,944.73	\$65,556,599.69	\$15,727,308.71	\$81,417,853.13	\$81,647,402.90	\$88,742,895.00	92.00%	\$76,646,770.00	88.64%
County/ESD	\$0.00	\$0.00	\$2.39	\$2.39	\$1,325,703.50	\$299,401.00	\$331,697.06	\$1,956,801.56	\$1,956,803.95	\$3,775,652.00	51.83%	\$2,232,205.55	58.90%
State Sources	\$29,370,220.36	\$11,748,791.18	\$11,748,791.18	\$52,867,802.72	\$11,748,791.18	\$11,520,238.53	\$11,293,674.18	\$34,562,703.89	\$87,430,506.61	\$148,923,304.00	58.71%	\$81,571,981.01	56.98%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$44,025.66	0.00%
Beginning Balance*	\$9,948,252.00	\$0.00	\$0.00	\$9,948,252.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,948,252.00	\$9,494,012.00	104.78%	\$9,409,091.00	100.00%
Total Revenue	\$39,341,047.26	\$11,790,201.10	\$11,914,358.52	\$63,045,606.88	\$13,208,439.41	\$77,376,239.22	\$27,352,679.95	\$117,937,358.58	\$180,982,965.46	\$250,935,863.00	72.12%	\$169,904,073.22	69.96%
Expenditures													
Instruction													
Salaries	\$72,130.56	\$89,892.68	\$7,185,708.10	\$7,347,731.34	\$7,162,391.78	\$7,346,609.34	\$7,305,979.10	\$21,814,980.22	\$29,162,711.56	\$82,611,861.05	35.30%	\$27,317,175.22	34.38%
Benefits	\$25,554.68	\$39,265.48	\$3,763,224.07	\$3,828,044.23	\$3,837,992.80	\$3,859,604.31	\$3,838,321.02	\$11,535,918.13	\$15,363,962.36	\$43,980,029.26	34.93%	\$15,310,649.71	33.62%
Purchased Service	\$372,495.83	\$253,293.23	\$599,616.95	\$1,225,406.01	\$854,629.85	\$590,359.94	\$612,651.85	\$2,057,641.64	\$3,283,047.65	\$14,722,372.52	22.30%	\$1,904,140.53	13.25%
Supplies/Materials	\$485,483.30	\$137,473.38	\$464,058.45	\$1,087,015.13	\$288,540.91	\$245,412.44	\$156,057.26	\$690,010.61	\$1,777,025.74	\$4,697,968.00	37.83%	\$995,229.33	21.08%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$84,112.00	\$10,900.00	\$10,728.72	\$105,740.72	\$70,174.81	\$2,516.00	\$8,273.00	\$80,963.81	\$186,704.53	\$1,020,362.19	18.30%	\$152,438.94	15.62%
Total Instruction	\$1,039,776.37	\$530,824.77	\$12,023,336.29	\$13,593,937.43	\$12,213,730.15	\$12,044,502.03	\$11,921,282.23	\$36,179,514.41	\$49,773,451.84	\$147,032,593.02	33.85%	\$45,679,633.73	31.49%
Support Services													128
Salaries	\$1,914,240.90	\$2,057,302.93	\$3,660,811.89	\$7,632,355.72	\$3,625,296.92	\$3,616,896.10	\$3,494,702.74	\$10,736,895.76	\$18,369,251.48	\$52,364,058.48	35.08%	\$15,565,211.66	32.95%
Benefits	\$1,075,135.28	\$1,161,006.26	\$2,125,917.21	\$4,362,058.75	\$2,089,594.26	\$2,041,415.59	\$2,055,024.14	\$6,186,033.99	\$10,548,092.74	\$27,877,023.92	37.84%	\$10,194,933.06	37.65%
Purchased Service	\$989,501.08	\$1,201,417.64	\$885,019.55	\$3,075,938.27	\$757,572.41	\$1,335,593.65	\$1,246,682.55	\$3,339,848.61	\$6,415,786.88	\$9,331,870.33	68.75%	\$5,173,178.96	60.54%
Supplies/Materials	\$497,483.86	\$608,834.46	\$606,173.00	\$1,712,491.32	\$905,554.69	\$708,739.79	\$193,477.85	\$1,807,772.33	\$3,520,263.65	\$2,977,837.18	118.22%	\$2,874,929.55	102.43%
Capital Purchases	\$0.00	\$0.00	\$34,716.33	\$34,716.33	\$5,767.80	\$16,135.49	\$0.00	\$21,903.29	\$56,619.62	\$0.00	0.00%	\$46,176.64	0.00%
Other	\$1,596,760.49	\$113,372.11	\$17,324.54	\$1,727,457.14	\$43,627.01	\$29,561.57	\$4,632.20	\$77,820.78	\$1,805,277.92	\$646,763.12	279.13%	\$1,489,683.73	256.80%
Total Support	\$6,073,121.61	\$5,141,933.40	\$7,329,962.52	\$18,545,017.53	\$7,427,413.09	\$7,748,342.19	\$6,994,519.48	\$22,170,274.76	\$40,715,292.29	\$93,197,553.03	43.69%	\$35,344,113.60	40.98%
Community Services													
Salaries	\$17,052.17	\$32,368.72	\$29,072.91	\$78,493.80	\$26,055.63	\$32,977.26	\$30,357.10	\$89,389.99	\$167,883.79	\$375,481.49	44.71%	\$148,296.35	47.31%
Benefits	\$8,709.92	\$13,787.18	\$17,966.09	\$40,463.19	\$17,250.18	\$20,573.84	\$17,823.02	\$55,647.04	\$96,110.23	\$199,894.87	48.08%	\$83,803.28	46.63%
Purchased Service	\$169.00	\$1,300.00	\$1,429.28	\$2,898.28	\$7,309.63	\$3,594.19	\$37.47	\$10,941.29	\$13,839.57	\$66,915.07	20.68%	\$745.00	1.31%
Supplies/Materials	\$372.64	\$491.97	\$15.20	\$879.81	\$0.00	\$398.51	\$585.42	\$983.93	\$1,863.74	\$21,352.87	8.73%	\$0.00	0.00%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,637.65	0.00%	\$0.00	0.00%
Total Community Services	\$26,303.73	\$47,947.87	\$48,483.48	\$122,735.08	\$50,615.44	\$57,543.80	\$48,803.01	\$156,962.25	\$279,697.33	\$668,281.95	41.85%	\$232,844.63	40.68%
Debt Service Payment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	-\$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%	-\$45.81	0.00%
Contingency/Ending Balance	\$10,037,435.00	\$0.00	\$0.00	\$10,037,435.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,037,435.00	\$10,037,435.00	100.00%	\$10,994,012.00	100.00%
Total Expenditures	\$17,176,636.71	\$5,720,706.04	\$19,401,782.29	\$42,299,125.04	\$19,691,758.68	\$19,850,388.02	\$18,964,604.72	\$58,506,751.42	\$100,805,876.46	\$250,935,863.00	40.17%	\$92,247,884.30	37.98%

Does not include "Future Years Expenses" earmarked in CAFR

Interest Earnings	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
General Fund	\$38,373.74	\$58,092.56			\$96,466.30
Debt Service Fund	\$8,823.09	\$18,219.78			\$27,042.87
Capital Projects Fund	\$17,258.92	-\$4,846.99			\$12,411.93
Total Earnings	\$64,455.75	\$71,465.35			\$135,921.10

HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
ACCEPT GIFTS AND DONATIONS
(as of December 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.

There are no donations to report for December that are valued at \$5,000 or more.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT
January 25, 2022
LOCAL CONTRACT REVIEW BOARD HEARING:
REVIEW FINDINGS OF FACT FOR USE OF DESIGN-BUILD METHOD FOR
REPLACEMENT OF THE DOMESTIC WATER SYSTEM AND PLUMBING
FIXTURES BELOW THE HOME BLEACHERS AT HARE FIELD

SITUATION

Pre-design work on the Hare Field Domestic Water Pipe Replacement project is underway. At this time, the management team working on the project has evaluated a method to replace the domestic water system in the locker rooms and team rooms and other rooms below the home bleachers at Hare Field utilizing the Design-Build method.

Historically, public construction projects are competitively bid and awarded to the responsible low bidder. During recent project coordination meetings, the Design-Build contracting method has been discussed. This process involves the selection of a Design-Build firm during the design phase to involve a contractor's expertise to purchase/coordinate the completion of the design process and hire contractors required to complete the construction phase of the project. The Design-Build method has been successfully implemented by the following public agencies:

- Beaverton School District
- Salem-Keizer School District
- Hillsboro School District
- Marcola School District
- Multnomah County
- Oregon Health Sciences University
- Port of Portland
- Portland Development Commission
- The Oregon State Department of Administrative Services

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

Oregon law and duly adopted resolution of the Hillsboro School District permits the Hillsboro School District Board of Directors, acting as the Local Contract Review Board, to consider and approve specific findings that lead to the

exemption of certain contracts/projects from traditional competitive public bidding. Selection of the Design-Build firm for this project will utilize a Request for Proposal. The Request for Proposal will identify specific criteria to be utilized for the selection.

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

Notice of public hearing was advertised in the Daily Journal of Commerce on January 10, 2022.

FINDINGS OF FACT

1. Project Description

The Hillsboro School District is currently in the design phase for the replacement of the domestic water pipe system below the home bleachers at Hare Field. The Project will require tight schedule adherence to resolve issues that could impact timely completion. The time required to complete the design, obtain bids from qualified subcontractors, and order the equipment/materials required will compress the time available for construction. The management team, which includes district staff and project management, believe the design / bidding and construction should be the responsibility of the Design-Build firm.

Scope of work considerations for use of Design-Build method will include replacement of existing pipe and architectural finishes to protect the new pipe under the home bleachers at Hare Field.

2. Responsibilities of the Design-Build Firm

a) Design Phase

The Design-Build firm will provide the design and construction documents for certain portions of the design required to obtain permits and competitive bids, development of construction schedules, bid packaging, cost estimating, and the review of design documents from the standpoint of value, long lead procurements, design feasibility, constructability and establishing a negotiated cost or bid for the work prior to the start of the construction phase.

b) Bid Process

The Design-Build firm will coordinate the competitive bid process and material procurement process for all work with full oversight and participation by Hillsboro School District. The Design-Build firm will provide a written recommendation to Hillsboro School District for each subcontract. Upon approval from Hillsboro District, the Design-Build firm will execute a contract with the approved subcontractors.

c) Construction Phase

The Design-Build firm will be responsible for the construction of the Project, including scheduling of materials procurement, delivery and all the work completed by their employees and by subcontractors. The Design-Build firm is responsible to complete the project on schedule, within budget and at, or above, the quality defined in the specifications prepared by the District and the Mechanical Engineer.

3. Potential Benefits of Design-Build Process

a) Reduced Design Effort and Cost for Owner

Instead of retaining an architect or engineer to prepare 100% complete plans and specifications, the District prepares performance-type specifications for some portions of the project establishing the scope of the project including information that adequately describes the District's needs.

b) Innovative Solutions to Construction Challenges

Construction documents suitable for competitive bidding under Design-Bid-Build need to address all construction issues in detail. This method and results may not always be the most advantageous to the District. Using the Design-Build process, in the course of completing the construction documents, the Design-Build firm may arrive at a better solution. This flexibility also means the District must define its expectations clearly and monitor the design development closely to ensure that it meets the project requirements.

c) Improve Project Delivery Schedule

The initial design phase may be reduced because the District does not prepare construction documents required for Design-Bid-Build projects. Using the Design-Build process, the Design-Build firm may be able to complete the design more quickly. Subject to permitting procedures, a Design-Build firm may be able to begin construction before final plans for entire project are complete. For example the demolition of the existing pipe and or fixtures can be completed before the construction permits are issued.

d) Define Cost Early in the Process

The price of a fully designed project is not known until the owner opens bids. At that time, the District may discover that it cannot afford to build the project as designed. The rapid cost escalation of some construction materials has made cost forecasting even more difficult. Cost-reduction changes delay construction and increase design costs. Price escalation during the delay makes the budget a moving target. With Design-Build, the District knows what the construction will cost when it awards the contract provided there are no material changes to the project or unforeseen conditions.

- e) Allows the District to consider factors other than price in selecting the Design-Build Firm.

The ORS allows districts to award projects based upon "best value and other criteria" such as technical design, construction expertise and life cycle costs.

4. Rationale to Utilize Design-Build Method

- a) Competition

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

- b) Multiple Construction Packages

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

- c) Procurement of Long Lead Items

The Design-Build method will allow the early procurement of long lead material/equipment. Examples may include copper pipe and plumbing fixtures that need to be replaced. Early procurement should result in cost savings.

- d) Schedule Complexity

The Project will face tight construction schedule to achieve timely occupancy. By phasing the completion of construction documents, bid, award and construction, the schedule efficiency required can be achieved. The Design-Build process allows the phasing that will be required.

- e) Change Order Cost Control

Change orders cost should be controlled in two ways:

- (1) By utilizing a Design-Build firm to provide cost analysis, construction feasibility reviews and long lead procurement, the final number of change orders should be reduced. Reduction of change orders should result in cost savings.
- (2) By proposing a fixed fee for overhead and profit, the Design-Build firm's fixed fee is added to the actual cost of the change. It is expected this will be less than the standard fee added to change

orders on projects awarded to a bondable, low bidder. Reduction of overhead and profit on change order should result in cost savings.

f) Acceleration

Utilizing the Design-Build approach will reduce the risk of acceleration expense to complete the Project on time. Reduction or elimination of the cost to accelerate construction to complete the Projects on time should result in cost savings.

g) Improved Cost Management

The financial track record of Design-Build projects is impressive. The Gresham Barlow School District and Beaverton School District have used the Design-Build method to complete many construction projects with significant success considering timeliness of the project completions, cost savings and adherence to budget limitations.

h) Subcontractor Bidding and Selection

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

i) Market Conditions

Many general contractors and subcontractors are being impacted by the quantity of bids scheduled in the next 7 months. Currently the cost of materials and labor is adjusting to the market conditions. Ordering materials and equipment may take longer now as the manufacturers and distributors are not keeping large amounts of inventory in stock. The Design-Build firm will order the materials and equipment in a timely manner from manufacturers and distributors that can deliver the material and equipment on-time and avoid delays caused by late shipments.

j) Awareness and involvement by local Contractors and Suppliers

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

k) Qualified Management

The project management team working on this project is well equipped to manage the complexities of a Design-Build construction process, with

experienced and qualified district staff and external project managers with successful Design-Build experience.

5. Operational, Budget and Financial Data:

The projects will result in efficient mechanical and electrical systems thus minimizing operational costs. Generally the method of construction will have little effect on the operational budget. However, the Design-Build process may further reduce operational cost through the use of life cycle analysis to assist in the selection of systems, finishes and equipment.

6. Public Benefits:

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

7. Value Engineering:

Because the Design-Build firm is responsible for portions of the design, the Design-Build firm will identify and implement design solutions and possible cost savings. This process allows the project team to evaluate quality materials, equipment and life cycle costs, thereby helping to reduce operating costs.

8. Specialized Expertise Required:

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

9. Public Safety:

The Design-Build firms will prepare a construction safety plan for the project. The construction safety plan will help ensure projects are built safely and will minimize risks to neighborhoods and projects.

10. Technical Complexity:

Completing a fast track construction project on an occupied site is complex. The process Hillsboro School District has elected to use will address the technical complexity and should save time and reduce the final cost.

11. Funding Sources:

These projects will be paid for as part of 2017 Capital Improvement Bond and other funds. The Design-Build process will better enable Hillsboro School District to manage resources available to complete projects.

The Design-Build process will provide Hillsboro School District the following advantages:

- Cost savings, as described above.
- Reduction of schedule risk typically associated with a complex construction Project.
- Opportunity to select a qualified Design-Build firm versus award project to any bondable low bidder.
- Accurate cost data for project decisions.
- Greatest assurance of on time project completion.
- Higher confidence in completing quality construction.

RECOMMENDATION

The Superintendent recommends that the Board of Directors, acting in the capacity of the Local Contract Review Board, review and approve the Findings of Fact supporting the use of the Design-Build method for the domestic water pipe replacement project at Hare Field.

I move that the Board of Directors, acting in the capacity of the Local Contract Review Board, review and approve the Findings of Fact supporting the use of the Design-Build method for the domestic water pipe replacement project at Hare Field.

HILLSBORO SCHOOL DISTRICT
January 25, 2022
LOCAL CONTRACTORS REVIEW BOARD:
REVIEW AND APPROVE FINDINGS OF FACT FOR SPECIAL PROCUREMENTS
AND EXCEPTION FROM COMPETITIVE BIDDING, AND AUTHORIZE A SPECIFIC
SOLE SOURCE PROCUREMENT

SITUATION

Historically, software and services contracts are competitively bid or purchased off an already established state or consortium contract.

ORS 279C.335 permits the Local Contract Review Board, which for Hillsboro School District is the Board of Directors, to award an exemption to following the competitive bidding process upon making certain findings.

Oregon law and the duly adopted resolution of the Hillsboro School District permits the Hillsboro School District Board of Directors, acting as the Local Contract Review Board, to consider and approve specific findings that allow Special Procurements and Exemptions from Competitive Bidding.

The Oregon Public Contracting Rules require the Hillsboro School District to hold a public hearing of the Local Contract Review Board to allow comments and make a final decision on the Hillsboro School District draft findings. Notice of this public hearing must be advertised in at least one trade newspaper of general statewide circulation. Notice of intent to purchase as a sole source was advertised in The Hillsboro Tribune on October 28, 2020.

FINDINGS OF FACT

Software and Service Description

This is a renewal of licensing for the selected software procured in 2020. The software is necessary to provide communication platforms within the District Google platform and use of district purchased chromebooks. Google Voice and G Suite for Education Enterprise Licenses are needed for the current school year. Google Voice provides a cloud based phone and texting service for school and district staff communication with students and families. Google Workspace for Education Enterprise Licenses provide a higher level of classroom features for students and teachers.

Only one reseller of Google services may be attached to the District G Suite system per Google corporate rules. Resellers also contribute additional support for managing the system. Although there are multiple resellers of *G Suite Enterprise Licenses*, the vendor *AmplifiedIT* is the only education-focused *Google Voice* reseller.

Rationale

Based upon the above analysis, selection of *AmplifiedIT* as the sole source vendor to provide *Google Voice* and *G Suite for Education Enterprise Licenses* qualifies for an exemption from competitive bidding under ORS 279C.345(2).

RECOMMENDATION

The Superintendent recommends that the Board of Directors, acting in the capacity of the Local Contract Review Board, conduct a public hearing to allow comments on the Hillsboro School District Special Procurements and Exemptions from Competitive Bidding and take action on the following motion:

I move that the Board of Directors, acting in the capacity of the Local Contract Review Board, approve the sole source procurement and Exemptions from Competitive Bidding, and authorize the purchase of Google Voice and G Suite for Education Enterprise Licenses from AmplifiedIT.

HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
DECLARE SURPLUS EQUIPMENT AND AUTHORIZE DISPOSAL

SITUATION

School Board Policy DN: Disposal of District Property requires the Board to declare District property as surplus and authorize its disposal when such property is no longer useful to the District, unsuitable for use, too costly to repair, or obsolete.

District Facilities & Support Services staff have identified a baby grand piano and an upright piano that is no longer useful to the District, but may be useful by another local educational organization or a musical instrument specialist. Staff recommends releasing these two musical instruments as surplus with the intent of donating to a refurbishing specialist or community organization.

- Baby Grand Piano
 - Originally intended for Hillsboro High School, but could not be used for instruction due to condition.
 - Has been stored in the district warehouse without temperature control for year and condition has declined further.
- Upright Piano
 - This item was relocated to district surplus warehouse in 2020, but had been in the Facilities warehouse for many years prior. It came from an elementary school with no history regarding utilization.

RECOMMENDATION

The Superintendent recommends the Board of Directors declare the two instruments surplus and authorize donation to a refurbishing specialist or community organization.

I move that the Board of Directors declare the two instruments surplus and authorize donation to a refurbishing specialist or community organization.

HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
APPROVE TERMS OF SALE OF 10.67 ACRES TO GLC-SOUTH HILLSBORO, LLC

SITUATION

On October 12, 2021, the Hillsboro School District received a Letter of Interest from GLC-South Hillsboro, LLC to repurchase approximately 10 acres within the Reeds Crossing Development. At that time, the Board authorized the District to proceed with the development of a Purchase and Sale Agreement to finalize this property sale.

On December 8, 2021, the District received a Purchase and Sale Agreement from GLC-South Hillsboro, LLC to repurchase 10.67 acres at a price of \$340,000 per acre, for a total purchase price of \$3,627,800. The Board discussed this Purchase and Sale Agreement in executive session prior to tonight's regular session.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the terms of the Purchase and Sale Agreement between GLC-South Hillsboro, LLC and the Hillsboro School District to sell 10.67 acres at a price of \$340,000 per acre for a total purchase price of \$3,627,800.

I move that the Board of Directors approve the terms of the Purchase and Sale Agreement between GLC-South Hillsboro, LLC and the Hillsboro School District to sell 10.67 acres at a price of \$340,000 per acre for a total purchase price of \$3,627,800.

HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
AWARD CONTRACT FOR REPLACEMENT OF SINGLE PANE WINDOWS WITH
INSULATED WINDOWS AT GRONER ELEMENTARY, WEST UNION ELEMENTARY
AND NORTH PLAINS ELEMENTARY SCHOOLS

SITUATION

One of the projects that has come to our attention following the passage of the 2017 Bond is the replacement of single pane windows at Groner Elementary, West Union Elementary and North Plains Elementary schools.

On December 9, 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 on site at all three schools on December 15, 2021. On January 12, 2022, the District received bids from four pre-qualified Contractors to perform this work, Brocamp & Yeager, Five Star Builders, Inline Construct and Par-Tech Construction. Construction Management staff recommends that the contract for Single Pane Window Replacement at Groner Elementary, West Union Elementary and North Plains Elementary Schools be awarded to Five Star Builders in the amount of amount of \$2,199,725.20.

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 Single Pane Window Replacement at Groner Elementary, West Union Elementary and North Plains Elementary Schools to Five Star Builders in the amount of \$2,199,725.20.

I move that the Board of Directors award the contract for single pane window replacement at Groner Elementary, West Union Elementary and North Plains Elementary Schools to Five Star Builders in the amount of \$2,199,725.20.



BID TABULATION FORM

Window Replacement Projects					
Groner ES, North Plains ES & West Union ES					
OPEN: January 12, 2022 @ 2:00pm					
BID PROVIDER	Signed	Addendum 1 -4 Ack.	Bid Bond	1st Tier Disclosure	BASIC QUOTE
Brockamp & Gaeger	yes	yes	yes		2,443,528 ⁰⁰
Five Star	yes	yes	yes	yes	2,199,725 ²⁰
In Line	yes	yes	yes	yes	2,313,180 ⁰⁰
Par Tech	yes	yes	yes	yes	2,420,565 ⁰⁰

[Signature]

OWNER Representative:

[Signature] 1/12/2022

WITNESS:

HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
APPROVE PURCHASE OF SCHOOL BUSES

SITUATION

Each month, as part of the State School Fund (SSF) formula, the Hillsboro School District receives funds designated for the replacement of its school buses. These funds are accounted for in a separate Transportation Equipment Fund (Fund 299) in the District budget, not in the General Fund. These funds are used to purchase new buses, both full sized and smaller special needs buses according to the “gross polluter” bus replacement schedule. It is the District’s intent to purchase (12) conventional buses in the 2022-23 year. Due to the extended period of time between the time the order is placed and delivery of the buses, management is seeking approval of the proposed purchase below.

The cost for these twelve (12) vehicles is anticipated to be approximately \$1,808,268. The District has applied for the [Diesel Emissions Reduction Act](#) (DERA) funding from the Environmental Protection Agency to offset a portion of the total purchase price.

Buses to be purchased will be three (3) Blue Bird Type C (sped) Vision conventional propane buses (\$145,975 each), two (2) Blue Bird Type C Vision conventional clean diesel buses (\$118,714 each) and seven (7) Blue Bird Type D Transit rear engine clean diesel (\$161,845 each). For the conventional Type C buses, the District published a Request for Proposal in the Daily Journal of Commerce and Hillsboro Tribune on January 24, 2018 and January 26, 2018 respectively. Following the proposal evaluation process of the three bus vendors, Western Bus Sales was selected and a letter of intent to award, pending Board approval, was issued. An extension of the bid was signed and renewed on December 27, 2021. The Transit type D buses are being purchased from an open purchase agreement with Western Bus Sales from Lane County School District 4J (Eugene) RFP-18-442 (extended to August 21, 2022).

Later this spring, a lender-specific resolution may be required to complete the financing transaction.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the purchase of twelve (12) vehicles for a total estimated cost of \$1,808,268.

I move that the Board of Directors approve the purchase of twelve (12) vehicles for a total estimated cost of \$1,808,268.

HILLSBORO SCHOOL DISTRICT 1J
January 25, 2022
FIRST READING – POLICIES

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 policies listed below, and are presenting them to the Board for first reading:

- Policies in Section A/B - Board Governance and Operations
 - ACB: Every Student Belongs
 - ACB-AR: Bias Incident Complaint Procedure
- Policies in Section I - Instruction
 - IKF: Graduation Requirements
 - IL: Assessment Program
- Policies in Section J - Students
 - JB: Equal Educational Opportunity
 - JBB: Education Equity
 - JECB: Admission of Nonresident Students
 - JFC: Student Conduct
 - JFCF: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policies of the District's policy manual.



Code: ACB
Adopted: 12/08/20

~~All Students Belong~~ Every Student Belongs

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

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

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

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

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

“Symbol of hate” means nooses^[1], symbols of neo-Nazi ideology or the battle flag of the Confederacy.

~~“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race/ethnicity, religion, national origin, language proficiency, socioeconomic status, mobility, immigration status, sexual orientation, perceived ability level, perceived/identified disability, and gender identity including the noose, Nazi swastika (also known in German as the Hakenkreuz), or confederate flag², or whose display:~~

¹ [The display of a noose on public property with the intent to intimidate may be a Class A Misdemeanor under Senate Bill 398 (2021).]

² ~~While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.~~

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

The district prohibits the use or display of any symbols of hate^{3} on school property⁴ ~~district grounds~~ or in an education ~~any district or school-sponsored program~~⁵; ~~service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly,~~ except where used in teaching curriculum that is aligned with state standards of education for public schools ~~to the Oregon State Standards.~~

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

The district prohibits retaliation against an individual^{6} because that ~~person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual~~ has in good faith reported information that the individual believes is evidence of a violation of a state or ~~for exercising any rights guaranteed under state and~~ federal law, rule or regulation.

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

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

END OF POLICY

Legal Reference(s):

³ {Prior to adopting the symbols of hate prohibition, or adding other symbols to the list, we recommend that the district document why the district feels that the presence of these symbols will cause a “material and substantial interference with schoolwork or discipline” or collide “with the rights of other students to be secure and be let alone.” These reasons may include previous incidents, current conditions in the schools and other factors.}

⁴ “School property” means any property under the control of the district.

⁵ “Education program” includes any program, service, school or activity sponsored by the district.

⁶ {ORS 659.852 prohibits retaliation only against students. Other statutes (and other complaint procedures) prohibit retaliation against staff and others for reporting or providing information regarding a complaint or investigation.}

[ORS 659.850](#)
[ORS 659.852](#)
[OAR 581-002-0005](#)

[OAR 581-022-2312](#)
[OAR 581-022-2370](#)

[House Bill 2697 \(2021\)](#)
[House Bill 3041 \(2021\)](#)

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

Cross Reference(s):

AC - Nondiscrimination
GBNA - Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff
GBN/JBA - Sexual Harassment
JBA/GBN - Sexual Harassment
JFCF - Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Student

Corrected 11/12/21



Code: ACB-AR
Adopted: 12/08/20

Bias Incident Complaint Procedure

The terms ~~term~~ “bias incident” and “symbols of hate” ~~are~~ is defined in policy. Persons impacted by a bias incident or display of a symbol of hate shall be defined broadly to include persons directly targeted by ~~individuals at whom an act, incident was directed~~ as well as ~~students in the larger school community of~~ students as a whole who are likely to be impacted by the ~~act~~ incident.¹

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

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

Educational components and redirection procedures, if any, will:

- Address ~~that address~~ the history and impact of bias and hate;
- Advance ~~Procedural components to ensure~~ the safety and, healing, ~~and agency~~ of those impacted by bias and hate;
- Promote accountability ~~Accountability~~ and transformation for people who cause harm; and
- Promote transformation ~~Transformation~~ of the conditions that perpetuated the harm ~~{2}~~.

The administrator or designee must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly³.

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

² {Additional guidance from ODE can be found [here](#).}

³ The nature of the behavior or act must determine the process used to respond; what rights and protections are available to the person(s) impacted by the behavior or act; and an individual’s right to appeal to the Oregon Department of Education or the U.S. Department of Education.

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

All persons impacted by the act will be provided with allowable information⁴ relating to the investigation and the outcome of the investigation, including: ~~At a minimum, the information provided must include:~~

- Notice that ~~That~~ an investigation has been initiated;
- Notice when an ~~When the~~ investigation has been completed;
- Findings ~~The findings~~ of the investigation and the final determination based on those findings; ~~and~~
- Actions taken ~~with the person or persons who committed the harassing behavior~~ to remedy a person's ~~the~~ behavior and prevent reoccurrence; ~~and when the actions relate directly to a person impacted by the event.~~

When applicable, the legal ~~If any of the above information cannot be shared, a citation of~~ any ~~to the~~ law prohibiting disclosure of any information described above, ~~release~~ and an explanation of how that law applies to the current situation, ~~will be provided.~~⁵

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

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

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

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

⁴ For additional information regarding required notices, see OAR 581-022-2312(4)(e)(E).

⁵ Refer to policies GBL – Personnel Records, JOA – Directory Information and JOB – Personally Identifiable Information and district legal counsel for guidance in these situations. Possible laws include, but are not limited to, Title 34 C.F.R. § 99.31 and ORS 342.850.

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

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

The complainant, if a person who resides in the district, or a parent or guardian of a student who attends school in the district, or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal⁶ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.⁷

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

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

Corrected 11/12/21

⁶ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

⁷ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>



Code: **IKF**
Adopted: 1/23/18
Revised/Readopted: 2/25/20
Orig. Code: IKF

Graduation Requirements**

The Board ~~establishes~~**will establish** graduation requirements for ~~the~~ awarding of a chancellor's diploma, a standard diploma, a modified diploma, an extended diploma, and an alternative certificate ~~which meet~~**that meets** or ~~exceed~~**exceeds** state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian, or by the student, if the student is 18 years of age or older or emancipated.

Students and their parents/guardians will be notified annually of the requirements for all diplomas. See the graduation requirement manual for specific instructions.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school².

Chancellor's Diploma

The Chancellor's Diploma will be awarded to students who have demonstrated their commitment to a rigorous course of study during high school in order to prepare for college and career success. The

¹As defined in ORS 30.297.

²~~For a diploma awarded on or after January 1, 2018.~~

Chancellor's Diploma includes classes and requirements that promote critical thinking skills and an enriched learning experience. These requirements are aligned with general Oregon university admissions but do not guarantee automatic acceptance. Students who earn a Chancellor's Diploma demonstrate the experience that is desired for every student in the District. All students earning a Chancellor's Diploma will be recognized with a Chancellor's Diploma Recognition during the graduation ceremony.

HSD Chancellor's Diploma Requirements

1. Four credits of mathematics* (including one unit at the Algebra 1 level and two units at a higher level than Algebra 1);
2. Four credits of English language arts* (shall include the equivalent of one unit in written composition);
3. Three credits of science** (including physics, chemistry, and biology);
4. Three credits of social sciences** (including history, civics³, geography, and economics (including personal finance));
5. One additional credit of science** or one additional credit of social sciences**;
6. One credit in of health education;
7. One credit in of physical education;
8. Three credits in of career technical education (CTE), the Arts, or world languages* (with at least two credits of world language);
9. Five credits of electives;
10. One-half credit of Senior Seminar (or Focused Program Internship credit); and
11. One-half credit of Career and College Development.

* Academic Credit Requirements (English language arts, mathematics, science, social science, and/or world language)

** Minimum of three credits in each, plus one additional credit in either for a total of seven credits.

In addition to the credit requirements listed above, the HSD Chancellor's Diploma requirements are subject to the following:

1. The total number of required academic credits is 18. Four credits of these required academic credits must be completed in advanced-level coursework (as defined by AP, IB, or dual-credit designation).
2. The required cumulative GPA in academic courses is 3.0.
3. The required minimum grade in every academic credit course is C.

³ Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021).

4. The overall required GPA in all coursework is 3.0.

In addition to credit requirements as outlined in Oregon Administrative Rule (OAR) 581-022-2000, a student must⁴:

- ~~1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings;~~
- 2.1. Develop an education plan and build an education profile;
- 3.2. Demonstrate extended application through a collection of evidence; and
- 4.3. Participate in career-related learning experiences.

The district shall offer students credit options⁵; provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) ~~OAR~~ 581-022-2025.

Graduation Honors - Valedictorian and Salutatorian: Students who earn a Chancellor's Diploma may be eligible for graduation honors.

Valedictorian: Students earning a Chancellor's Diploma and receiving an unweighted GPA of 4.0 for all classes taken will be recognized as Valedictorians. In the event that no students receive a 4.0 GPA, but earn a Chancellor's Diploma, the student(s) with the highest GPA will be recognized as the Valedictorian(s). More than one person may be recognized as the Valedictorian(s).

Salutatorian: Student(s) who earn a Chancellor's Diploma and have the second highest unweighted GPA will be recognized as the Salutatorian(s). More than one person may be recognized as the Salutatorian(s).

Honors Graduate: The students who earn a Chancellor's Diploma and maintain above a 3.75 unweighted GPA will be recognized as Honors graduates.

Standard Diploma

A standard diploma will be awarded to students who have satisfactorily completed all state and local graduation requirements. Students completing the standard diploma may qualify for entrance to colleges, community colleges, military and trade schools. A standard diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits that include at least:

1. Three credits of math (one unit at the Algebra 1 level and two units at a higher level than Algebra 1);
2. Four credits of ~~English~~ language arts (shall include the equivalent of one unit in written composition);
3. Three credits of science;

⁴ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));
5. One credit of health education;
6. One credit of physical education;
7. One-half credit of Career and College Development;
8. One-half credit of Senior Seminar (or Focused Program Internship credit);
9. Three credits of Career and Technical Education (CTE), the Arts or World Languages (units shall be earned in any one or a combination);
10. Five credits of electives.

The district shall offer students credit options, provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in OAR 581-022-2025.

In addition to credit requirements ~~as~~ outlined in OAR 581-022-2000, a student must⁵:

~~1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings;~~

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

Essential Skills

~~The district will allow English Learners (ELs) to demonstrate proficiency in all required Essential Skills in the student's language of origin as permissible by Oregon Department of Education (ODE).~~

~~The district will develop procedures to provide assessment options as described in the *Test Administration Manual*, in the EL's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an EL's language of origin are scored by a qualified rater.~~

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated difficulty meeting the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. Students completing the modified diploma may qualify for entrance to colleges, community colleges, military and trade schools. A modified diploma may only be awarded to a student who meets the eligibility criteria below **and other criteria, if applicable, outlined in OAR 581-022-2010(3):**

⁵ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

1. Have a documented history of difficulty maintaining grade-level achievement due to significant learning and instructional barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade 9 through completion of high school, complete 24 credits, which shall include:

1. Two credits of math;
2. Three credits of ~~English~~ language arts;
3. Two credits of science;
4. Two credits of social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit of health education;
6. One credit of physical education;
7. Two and one-half credits of Career and College Development;
8. Nine and one-half credits of electives (including 0.5 Senior Seminar or Focused Program Internship credit);
9. One credit of Career and Technical Education (CTE), the Arts or World Languages.

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

~~A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.~~

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed, and in the year in

which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 ~~Plan~~~~plan~~ may not receive any modified state-approved assessments.

A student's school team shall decide ~~that~~~~whether~~ a student should work toward a modified diploma no earlier than the end of grade ~~six~~~~6~~, and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school, if the documented history has changed.

Beginning in grade ~~five~~~~5~~ or ~~beginning~~ after a documented history to qualify for a modified diploma, the District shall annually provide information about the availability and requirements of a modified diploma to parents or guardians of the student.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. Students receiving an extended diploma may have varying educational opportunities after graduation to help meet IEP goals and objectives through age 21. To be eligible for an extended diploma, a student must:

1. While in grade 9 through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits of ~~mathematics~~;
 - b. Two credits of ~~English~~ language arts;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics, or civics;
 - e. One credit of health education;
 - f. One credit of physical education; ~~and~~
 - g. One credit of the Arts or a World Language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade ~~five~~~~5~~ or after a documented history to qualify for an extended diploma has been established, the district shall annually provide information about the availability and requirements of an ~~modified~~ ~~extended~~ diploma to the parents or guardians of the student.

Alternative Certificate

An alternative certificate will be awarded to students who do not satisfy the requirements for a chancellor's diploma, standard diploma, modified diploma, or extended diploma, if the students meet minimum credit requirements established by the district.

Beginning in grade ~~five~~⁵ or ~~beginning~~ after a documented history to qualify for an alternative certificate, the District shall annually provide information about the availability and requirements of an alternative certificate to parents or guardians of the student.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a chancellor's diploma, a standard diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide ~~age-appropriate and developmentally appropriate~~ literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason ~~that~~ the student has a documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate ~~in the later of~~ ~~either within~~ 4 years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than four years, the student's parent or guardian, or a student who is emancipated or has reached the age of 18, must provide written consent which clearly states ~~that~~ the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the District Superintendent or designee, who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a

special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities ~~for who receive~~ a modified diploma, ~~an~~ extended diploma or ~~an~~ alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. ~~Students may opt-~~ ~~Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt-~~ out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form⁶ and submitting the form to the district.

The District will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the ~~veteran~~ ~~veterans~~ resides within the boundaries of the District or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the District at the time of death or was an Oregon resident at the time of death and attended a high school of the District.

The act of ~~district shall establish conduct and discipline consequences for~~ student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

⁶ Oregon Department of Education page for: ~~www.ode.state.or.us: Educator Resources> Student Assessment> Test Administration> Forms> 2018-2019 30-day notice and opt-out form~~

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)

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

[OAR 581-021-0009](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)
[OAR 581-022-2010](#)

[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
House Bill 2056 (2021).
Senate Bill 744 (2021).

Corrected 10/21/21



Code: IL
Adopted: 2/28/17
Revised/Readopted: 2/25/20
Orig. Code: IL

Assessment Program**

The District's assessment program shall be designed for the purpose of determining District and school program improvement and individual student needs ~~including, and to meet~~ the requirements of the Oregon Administrative Rules. Each year, the District shall determine each student's progress toward achieving federal, state, and local achievement requirements.

Assessments shall be used to measure the academic content standards and ~~Essential Skills, and~~ to identify students who meet or exceed the performance standards ~~and Essential Skills~~ adopted by the State Board of Education.

Accordingly, the District shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments, and other valid methods ~~as may be~~ required by state and federal ~~requirements~~ ~~regulations~~;
- ~~2. — Assessment of Essential Skills;~~
- ~~3.2. Individual diagnostic and ability evaluations in all grades, when students have been referred and parental permission obtained;~~
- ~~4.3. Assessments by individual teachers;~~
- ~~5.4. Other~~ ~~Optional~~ schoolwide and grade-level ~~wide~~ assessments, ~~as recommended by the Superintendent or designee and as approved by the Board.~~

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards ~~and Essential Skills~~. District, school, and individual results shall be reported to the Board, ~~the~~ parents, and the community, as prescribed by law.

The District shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I monies that have been identified by the Oregon Department of Education (ODE) will be provided supplemental services and public school options, as required by law.

The District shall not discriminate in the methods, practices, and materials used for assessment, evaluating, and counseling students on the basis of race, color, religion, sex, sexual orientation, ~~gender identity~~, national origin, marital status, disability, or age. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A parent on behalf of their student or an adult student may annually opt-out of taking a statewide the Smarter Balanced and/or alternate Oregon Extended summative assessments in English language arts and/or mathematics summative assessment by completing and submitting ODE's opt-out form¹ to the school.

~~A student may opt out of the Smarter Balanced and/or alternate Oregon Extended Assessments in English language arts and mathematics, as provided in state law. The District shall provide the required notice and necessary forms to the student. The District shall provide supervised study time for students who are excused from participating in the assessment.~~ A parent on behalf of their student or an adult student may annually request an exemption A student may be excused from the Oregon Statewide Assessment Program Statewide Assessment System (OSAS) Science Assessment and/or the English Language Proficiency Assessment (ELPA) for disability or religious reasons. The parent or adult student must submit the provided form or a signed letter indicating their request for an exemption from OSAS Science and/or ELPA Summative Assessments.

Parents and adult students will be provided the required notices² ~~and access to forms by the District~~ that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an opt-out and/or exemption from taking the statewide summative assessments. The District shall provide supervised study time for students who are excused from participating in the assessment.

The ~~act of~~ ~~District shall establish conduct and discipline consequences for~~ student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline and, in most cases, their test will be invalidated by the Oregon Department of Education. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; ~~or results in a score that is invalid.~~

The Superintendent shall ensure ~~that~~ a periodic review and evaluation of the District's assessment program is conducted.

The annual assessment of student and District progress is a vital component of the instructional process.

The assessment program will include:

1. Staff training in the use of designated tests and interpretation of test results.
2. A periodic review and evaluation of the District's assessment program.
3. An annual report detailing student achievement progress.

END OF POLICY

Legal Reference(s):

¹ Oregon Department of Education page for: 30-day notice and opt-out form

² Districts are required to provide notice twice each year: once at the beginning of the year; and second time at least 30 days prior to the administration of the test.

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 329.479](#)
[ORS 329.485](#)
[ORS 336.187](#)
[ORS 659.850](#)

[OAR 581-021-0009](#)
[OAR 581-021-0030](#)
[OAR 581-022-2030](#)
[OAR 581-022-2060](#)
[OAR 581-022-2100](#)
[OAR 581-022-2110](#)
[OAR 581-022-2115](#)

[OAR 581-022-2250](#)
[OAR 581-022-2270](#)
[OAR 581-022-2310](#)
House Bill 3041 (2021)
Senate Bill 602 (2021)

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 (2021).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2021).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

Corrected 10/21/21



Code: JB
Adopted: 4/28/09
Revised/Readopted: 5/28/19
Orig. Code(s): JB

Equal Educational Opportunity

Every student of the district will be given equal educational opportunities regardless of age, sex, sexual orientation¹, race, religion, color, national origin, disability, marital status, familial status, ~~or~~ parental status, linguistic background, culture, socioeconomic or immigration status, capability or geographic location.

The District staff shall acknowledge the dignity and worth of individuals and groups and their participative roles in society.

The District shall develop and implement an Equal Educational Opportunity Plan that assures that no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district or denied access to facilities in the district.

~~The District shall implement, in each school, programs which assure equity, opportunity, and access for all students, and will treat its students without discrimination on the basis of sex as this pertains to course offerings, athletics, counseling, employment assistance, and extracurricular activities.~~

~~The Superintendent will designate an employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The Title IX coordinator will investigate complaints communicated to the District alleging noncompliance with Title IX through the District's complaint process. The Title IX coordinator's name, address, and telephone number will be provided to all students and employees.~~

~~The Board will adopt and the district will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints under Title IX.~~

The Superintendent and District staff are directed to make continuous efforts to provide equal educational opportunities and to eliminate those conditions which may cause discrimination.

A student or parent may also access and use the District's general complaint procedure through Board policy KL - Public Complaints.

All reports, complaints or information will be investigated.

¹ "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual's sex at birth.

The District will communicate the availability of policy and available complaint procedures to students and their parents through available district communication systems, and handbooks and will be published to the District website and made available at the district office during regular business hours.

A student of the District may not be subjected to retaliation by the District for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 659.850	ORS 659A.403
ORS 192.630	ORS 659.852	ORS 659A.406
ORS 326.051	ORS 659A.003	OAR 581-021-0045
ORS 329.025	ORS 659A.006	OAR 581-021-0046
ORS 332.107	ORS 659A.103 - 659A.145	OAR 581-022-2310
ORS 336.086	ORS 659A.400	OAR 839-003-0000

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12333 (2018).

Cross Reference(s):

AC - Nondiscrimination

ACA - Americans with Disabilities Act



Code: **JBB**
Adopted: 6/26/18

Educational Equity

The Hillsboro School District is committed to the success of every student in each of our schools. For that success to occur, the District is committed to equity by recognizing and eliminating institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principle that each student receives what is required for them to achieve success with regard to allocation of resources, opportunity, treatment, and access.

The principle of educational equity goes beyond formal equality where all students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally. Educational equity promotes equality of educational outcomes for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity, the district will commit to:

1. Systematically using districtwide, school- and classroom-level data, disaggregated by Oregon Department of Education data sets (e.g., race/ethnicity, national origin, language, qualification for special education services, gender, non-binary, socioeconomic or immigration status and mobility) to inform District decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating the predictability and disparity in all aspects of our education system and its administration, including but not limited to, the disproportionate representation of students by race/ethnicity, national origin, language proficiency, socioeconomic status, mobility, sexual orientation, perceived ability level, perceived/identified disability, and gender identity in discipline, special education services and in various advanced learning opportunities.
4. Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

1. The Hillsboro School District shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

2. The Hillsboro School District shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed with educational equity as a priority.
3. The Hillsboro School District shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The District seeks to recruit, employ, support and retain a workforce that includes racial, sex, gender, and linguistic diversity, as well as culturally and linguistically responsive administrative, instructional and support personnel.
4. The Hillsboro School District shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
5. The Hillsboro School District shall create schools with a safe, welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families, District staff, and our community. Information provided by the District and schools shall be accessible to families.
6. The Hillsboro School District shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The District shall seek to involve students, staff, families and community members that reflect District demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The Hillsboro School District shall provide multiple pathways to success in order to meet the needs of the diverse student body (in terms of race/ethnicity, national origin, language proficiency, socioeconomic status, mobility, sexual orientation, perceived ability level, perceived/identified disability, and gender identity) and shall actively encourage, support and expect high academic achievement for each student.
8. The Hillsboro School District shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, language, ethnicity, socioeconomic status, ability and other differences that contribute to the uniqueness of each student and staff member.

The Superintendent shall develop an action plan in order to embed equity practices in the District's strategic plan, for which updates are provided throughout the course of the year.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 332.075](#)

[ORS 332.107](#)
[ORS 342.437 - 342.449](#)

House Bill 3041 (2021).

Corrected 10/21/21



Code: JECB
Adopted: 11/14/17
Revised/Readopted: 12/10/19
Orig. Code: JECB

Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. Interdistrict Transfer Agreement. By written consent of the affected school boards, ~~the~~ ~~The~~ student becomes a “resident student/pupil” of the attending district, thereby allowing the attending district to receive State School Fund moneys;
2. Tuition Paying Student. By admitting ~~with tuition a~~ nonresident student ~~with tuition~~, whereby neither affected districts are ~~district is~~ eligible for State School Fund moneys;
3. Court Placement/placement. If a juvenile court determines it is in the student’s best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may deny admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent for Admission of a Nonresident Student by Interdistrict Transfer or Consent for Admission of a Tuition Paying Student

Annually, by April 30, the Board shall establish the number of student transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year, for the interdistrict transfer process.

The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, gender identity, ethnicity, national origin/origins, disability, health, whether a student has an individualized individual education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The Board may ~~only~~ ask for the student’s name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (see the following paragraph for priorities),

information about which schools the student prefers to attend, and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; ~~to students~~ who previously received consent for admission ~~and~~ because of a change in legal residence; or ~~to students~~ who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student, the Board must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students who are given consent. The district is not allowed to establish minimum standards for academics as a criterion for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent ~~is~~ was given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district within the transportation zone of their assigned school, if space is available and if applied for separately. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for those students on an IEP.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 327.006](#)
[ORS 329.485](#)
[ORS 335.090](#)

[ORS 339.115 - 339.133](#)
[ORS 339.141](#)
[ORS 339.250](#)
[ORS 343.221](#)

[ORS 433.267](#)
[OAR 581-021-0019](#)

Corrected 10/21/21



Code: JFC
Adopted: 5/18
Revised/Readopted: 5/28/19
Orig. Code: JFC

Student Conduct**

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the District's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials, and conduct themselves in an orderly manner during the school day and during District-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions, and maintain a productive learning environment.

Student disciplinary procedures for a student with disabilities must be in accordance with federal law and Board policy JGDA – Discipline of Students with Disabilities and accompanying administrative regulation.

Restitution may be sought for willful damage to District property.

In accordance with Oregon Revised Statute (ORS) 339.250, the following forms or displays of student misconduct, including but not limited to, shall be subject to discipline, suspension, or expulsion:

1. Assault;
2. Hazing, harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence;
3. Coercion;
4. Threats of violence or harm;
5. Disorderly conduct;
6. Bringing, possessing, concealing, or using a weapon;
7. Vandalism, malicious mischief, theft or willful damage or destruction of private or District property on District premises or at District-sponsored activities;
8. Sexual harassment;

9. Possession, distribution, or use of tobacco products, alcohol, drugs, inhalant delivery systems, or other controlled substances as prohibited by Board policy(ies) or law;
10. Use or display of profane or obscene language;
11. Disruption of the school environment;
12. Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;
13. Violation of law, Board policy, administrative regulation, or school or classroom rules.

The District recognizes that under the Unsafe School Choice Option of the Every Student Succeeds Act ~~of 2015~~ (ESSA), a school can be deemed unsafe as a whole entity or for an individual student, based on expulsions for weapons violations, violent behavior, or expulsions for students arrested for the following criminal offenses occurring on District grounds, on District-sponsored transportation, and/or at District-sponsored activities:

1. Assault;
2. Manufacture or delivery of a controlled substance;
3. Sexual crimes using force, threatened use of force, or against incapacitated persons;
4. Arson;
5. Robbery;
6. Hate/Bias crimes;
7. Coercion; or
8. Kidnapping.

The District will record and report these infractions to the Oregon Department of Education, as required.

The District will provide the opportunity for all students in any District school identified as persistently dangerous, or for any victim of a violent criminal offense occurring in or on the grounds of the school the student attends, to the extent feasible, the opportunity to transfer to a safe school within the District.

Students are prohibited from making knowingly false statements or knowingly submitting false information in bad faith as part of a complaint or report, or associated with an investigation into misconduct.¹

¹ The district is prohibited from retaliating against any student "for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation." ORS 659.852.

Parents, students, and employees shall be notified by handbook, code of conduct, or other document of acceptable behavior, behavior subject to discipline, and the procedures to address behavior and the consequences of that behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)
[ORS 339.250](#)

[ORS 659.850](#)

[OAR 581-021-0050 - 0075](#)

Nondiscrimination on the Bases of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020). *Tinker v. Des Moines Sch. Dist.*, 393 U.S. 503 (1969).
Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).
Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).
Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).
Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).
Morse v. Frederick, 551 U.S. 393, 127 S. Ct. 2618 (2007).
C.R. v. Eugene S.D. 4J, No. 12-1042, U.S. District Court of OR (2013).

Corrected 10/21/21



Code: JFCF
Adopted: 6/01/16
Revised/Readopted: 5/28/19
Orig. Code: JFCF

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Student**

The Board, in its commitment to providing a safe, positive, and productive learning environment for all students, will consult with parents/guardians, employees, volunteers, students, administrators, and community representatives in developing this policy in compliance with applicable Oregon law.

Hazing, harassment, intimidation or bullying, menacing, and cyberbullying by students, staff, and third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited.

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of hazing, harassment, intimidation or bullying, menacing, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense, and will result in consequences and appropriate remedial action.

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Students, staff, or third parties may also be referred to law enforcement officials.

The building principals/supervisors and the Superintendent or designee are responsible for ensuring that this policy is implemented.

Definitions

“District” includes District facilities, District premises, and nondistrict property if the student is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events where students are under the jurisdiction of the District.

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District and others not directly subject to District control at interdistrict and intradistrict athletic competitions or other school events.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any District-sponsored activity or grade-level attainment (e.g., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student); that requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; or the assignment of pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities, or performance that takes place on or immediately adjacent to District grounds, at any District-sponsored activity, on District-provided transportation, or at any official District bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation¹, gender identity, national origin, marital status, familial status, source of income, or disability.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

¹ ~~“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual’s sex at birth.~~

“Domestic violence” means abuse between family and/or household members, as those terms are described in ORS 107.705.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate, or bully. Refer to District policy JFCEB and JFCEB-AR - Personal Electronic Devices and Social Media - Students for District requirements regarding the use of personal electronic devices.

“Retaliation” means any acts of, including but not limited to, hazing, harassment, intimidation or bullying, menacing, or cyberbullying toward the victim, a person in response to an actual or apparent reporting of, or participation in the investigation of, hazing, harassment, intimidation or bullying, menacing, cyberbullying, teen dating violence, or retaliation.

“Menacing” includes any act intended to place a District employee, student, or third party in fear of imminent serious physical injury.

Reporting

The building principal/supervisor will take reports and conduct a prompt investigation of any reported acts of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report concerns to the building principal/supervisor who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on District property, at a District-sponsored activity, or in a vehicle used for district-provided transportation shall immediately report the incident to the building principal/supervisor. Failure of an employee to report an act of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence to the building principal/supervisor may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels they have been subjected to act of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or feels they have been a victim of teen dating violence in violation of this policy is encouraged to immediately report concerns to the building principal/supervisor who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report concerns to the building principal/supervisor.

A report made by a student or volunteer may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate District official.

Reports against the principal/supervisor shall be filed with the chief human resources officer. Reports against the chief human resources officer shall be filed with an assistant superintendent of the office for school performance. Reports against an assistant superintendent of the office for school performance shall be filed with the Superintendent. Reports against the Superintendent shall be filed with the Board chair.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken. The complainant may request that the Superintendent or designee review the actions taken in the initial investigation, in accordance with administrative regulations.

Training

The District shall incorporate into existing training programs for students, information related to the prevention of, and the appropriate response to, acts of hazing, harassment, intimidation or bullying, menacing, and cyberbullying and this policy.

The District shall incorporate age-appropriate education about teen dating violence and domestic violence into training programs in accordance with adopted standards.

The District shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of hazing, harassment, intimidation or bullying, menacing, cyberbullying, teen dating violence, and domestic violence and this policy.

Notice

The Superintendent or designee shall be responsible for ensuring annual notice of this policy is provided in a student and/or employee handbook, and available on school and District websites, and in school and District offices, and the development of administrative regulations, including reporting and investigative procedures. Complaint procedures, as established by the District, shall be followed.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by ODE.

END OF POLICY

Legal Reference(s):

[ORS 163.190](#)
[ORS 163.197](#)
[ORS 107.705](#)
[ORS 166.065](#)
[ORS 166.155 - 166.165](#)
[ORS 174.100](#)

[ORS 332.072](#)
[ORS 332.107](#)
[ORS 339.240](#)
[ORS 339.250](#)
[ORS 339.351 - 339.368](#)
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)
[OAR 581-021-0055](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
House Bill 2631 (2021)
House Bill 3041 (2021)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Corrected 10/21/21