

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

Board Meeting Agenda
February 22, 2022
5:15 PM

An in-person audience of up to 12 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)(d) - Labor Negotiator Consultation
Presenter: Kona Lew-Williams
Time: 5:15 PM, 15 minutes
 - C. Recess Executive Session
Presenter: Mark Watson
Time: 5:30 PM
2. **5:30 PM - Work Session**
 - A. Call to Order
Presenter: Mark Watson
Time: 5:30 PM
 - B. Discuss Student Representative Positions and Planning 5
Presenter: Mark Watson / Mike Scott
Time: 5:30 PM, 15 minutes
 - C. 2021-22 Drug, Alcohol, and Tobacco Prevention Plan 11
Presenter: Brooke Nova
Time: 5:45 PM, 20 minutes
 - D. Community School Implementation 21
Presenters: Wendy Ramos / Sarah Crane
Time: 6:05 PM, 15 minutes
 - E. State Health Grants 22
Presenters: Beth Graser and Michelle Morrison
Time: 6:20 PM, 10 minutes
 - F. COVID-19 Update 23
Presenters: Cabinet
Time: 6:30 PM, 15 minutes
 - G. 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 24
Presenter: Mark Watson
Time: 7:05 PM, 5 minutes

C. Proclamations	
Presenter: Mark Watson	
Time: 7:10 PM, 10 minutes	
1. Classified Employee Appreciation Week	25
Presenter: See Eun Kim	
2. Women's History Month	26
Presenter: Lisa Allen	
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 January 25, 2022 Board Meeting	27
2. Approve Minutes of February 8, 2022 Board Meeting	37
3. Approve Extension and Non-Extension of Temporary, Probationary, and Contract Teachers and Administrators	39
4. Approve Policies	51
a. J - Students	
1) JECB: Admission of Nonresident Students	52
Presenter: Dayle Spitzer	
2) JFC: Student Conduct	54
Presenter: Dayle Spitzer	
3) JFCF: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Student	57
Presenter: Dayle Spitzer	
5. Approve High School Courses	61
G. Action Items	
1. Adopt Resolution Approving Northwest Regional Education Service District Local Service Plan for 2022-2023	62
Presenters: Mike Scott / Dan Goldman	
Time: 7:40 PM, 20 minutes	
SAMPLE MOTION: I move that the Board of Directors adopt the resolution approving the Northwest Regional Education Service District Local Service Plan for 2022-2023.	
2. Award Contract for Roofing Upgrades at Walnut St. Transportation Center	133
Presenter: Adam Stewart	
Time: 8:00 PM, 5 minutes	
SAMPLE MOTION: I move that the Board of Directors award the contract for roofing upgrades at Walnut St. Transportation Center to Snyder Roofing for the bid amount of \$342,495.	

3.	Award Contract for Hillsboro High School Exterior Painting Project Presenter: Adam Stewart Time: 8:05 PM, 5 minutes SAMPLE MOTION: I move that the Board of Directors award the contract for Hillsboro High School exterior painting project to Williamsen & Bleid for the base bid amount of \$168,761 and bid alternate #1 amount of \$45,739.	135
4.	Award Contract for Improvements to Parent/Bus Drop-Off at Tobias Elementary School Presenter: Adam Stewart Time: 8:10 PM, 5 minutes SAMPLE MOTION: I move that the Board of Directors award the contract for improvements to the Parent/Bus Drop-off at Tobias Elementary School and Bid Alternate #1 be awarded to Pihl, Inc. for the base bid amount of \$730,000 and Bid Alternative #1 amount of \$38,600.	137
5.	Approve Vendor Contract for Bulk Freezer / Warehouse Repair Presenter: Casey Waletich Time: 8:15 PM, 5 minutes SAMPLE MOTION: I move that the Board of Directors approve the contract with Smith & Greene, in the amount of \$368,807 for construction of a bulk freezer and warehouse repairs.	139
6.	Declare Surplus Equipment and Authorize Disposal Presenter: Michelle Morrison Time: 8:20 PM, 5 minutes SAMPLE MOTION: I move that the Board of Directors declare the nutrition services equipment surplus, and authorize the disposal in accordance with District Surplus Procedures.	141
7.	Approve Policies Time: 8:25 PM, 10 minutes	142
a.	A/B - Board Governance and Operations	
1)	ACB: Every Student Belongs Presenter: Francesca Sinapi	143
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1)	IKF: Graduation Requirements Presenter: Dayle Spitzer	149
2)	IL: Assessment Program Presenter: Jordan Beveridge	158
c.	J - Students	
1)	JBB: Educational Equity Presenter: Francesca Sinapi	161
H.	Reports and Discussion	
1.	Financial Report Presenter: Michelle Morrison Time: 8:35 PM, 5 minutes	163
2.	Inter-District Transfer Plan Development Presenter: Beth Graser Time: 8:40 PM, 10 minutes	168
3.	2022-2023 Adjusted School Calendar - First Reading Presenter: Kona Lew-Williams Time: 8:50 PM, 5 minutes	170
I.	Information - Administrative Regulation Update	174

- Presenter: Mike Scott
Time: 8:55 PM, 5 minutes
1. LBE-AR: Public Charter School
Presenter: Michelle Morrison
- J. HCU / HEA Reports
Presenter: Mark Watson
Time: 9:00 PM, 10 minutes
- K. Discussion Time
Time: 9:10 PM, 10 minutes
1. Student Representatives' Time
2. Superintendent's Time
3. Board of Directors' Time
- L. Adjourn Regular Session
Presenter: Mark Watson
Time: 9:20 PM
- M. Next Meetings of the Board of Directors
- March 15, 2022, Work / Regular Session
 - April 12, 2022, Work Session

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

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
DISCUSS STUDENT REPRESENTATIVE POSITIONS AND PLANNING

SITUATION

Because the Board values the input of students on matters that are important to them, Board members established a position of “Student Representative to the Board,” beginning with the 2018-19 school year.

It was determined that up to three students would be appointed each year, to serve from September through June. The opportunity to serve as a student representative would rotate between schools on an annual basis, with students from Glencoe High School, Hillsboro High School, and the Miller Education (Pathways) Center having the opportunity to participate in 2021-22; and students from Liberty High School, Century High School, and the Hillsboro Online Academy having the opportunity to participate this upcoming year.

During this evening’s work session, Board members will discuss the timeline and process for selecting Student Representatives to serve during the 2022-23 school year, and will receive feedback from the current Student Representatives regarding their experiences in the position.

RECOMMENDATION

The Superintendent recommends that the Board of Directors and Student Representatives discuss the timeline and process for selecting Student Representatives to serve during the 2022-23 school year.

STUDENT REPRESENTATIVE RECRUITMENT / SELECTION PROCESS – KEY POINTS FOR 2022-23 TIMELINE DISCUSSION

- Board updates throughout the process
- Recruitment (English / Spanish) via:
 - Monday Notes (beginning 02/28/22)
 - Hot News (beginning 02/28/22)
 - District website
 - Information sessions for schools (current Student Reps / Board members) (week of February 28 – include dates in announcements)
- Applications (English / Spanish) due 04/01/22
 - Google form, Google doc, PDF
- Board identifies the interview subcommittee (at least two Board members and at least one current Student Representative), selects applicants to interview, finalizes interview questions (04/12/22)
- Students invited to interview (Board secretary sends email); interview questions provided to students (04/13/22)
- Interviews conducted by subcommittee (week of April 18)
- BU regarding interview committee's recommendations (04/22/22)
- Discussion of recommendations during Board work session (04/26/22)
- Approval of recommendations during Board regular session (04/26/22)
- Letter emailed to students notifying them of the Board's decision (04/29/22)
- Students appointed during Board regular session (6/21/22)
- Mentoring schedule created – Board input requested (by the beginning of July)
- Orientation (last week of July) (Superintendent, Board Chair, Board Secretary)
- Students receive invitations to District events (Board meetings, Faith luncheon, etc.) (as appropriate)

Student Board Representatives 2022-23

Applications Due April 1, 2022

Background

The Hillsboro School Board would like to extend the opportunity for students to apply to serve as Student Representatives to the Board for the 2022-23 school year. The Board will select three students to serve for each one-year term.

No school will be represented by more than one student position during the course of a school year.

- The opportunity to serve as a student representative will rotate on an annual basis. Glencoe, Hilhi, and Miller Education students had the opportunity to participate during the 2021-22 school year. Liberty, Century, and Hillsboro Online Academy students will have the opportunity to serve during the 2022-23 school year.

Student Board Representative Eligibility

1. Student Board Representatives must attend one of Hillsboro School District's high schools, Hillsboro Online Academy or Miller Education Center.
2. Student Board Representatives must be a junior or senior during the 2022-23 school year.
3. Student Board Representatives shall serve a one-year term.
4. Three Student Board Representatives may serve on the Board per year.

Selection of Student Board Representatives

1. Students wishing to serve as Student Board Representatives will apply for the position in the spring. The year of service will begin in July.
2. A committee consisting of at least two Board members shall conduct interviews and make a recommendation to the rest of the Board regarding representatives.
3. The selection of Student Board Representatives shall be based on the completed application and materials supplied by the applicant, the interview, and staff recommendations.
4. Should a Student Board Representative position become vacant prior to January 1, the Board may appoint a replacement who will serve until the end of the current school year.

Student Board Representative Participation Guidelines

Student Board Representatives will:

1. Speak to the interests of students by expressing the views of high school students, and the representative's own views
2. Attend School Board meetings and act in an advisory capacity to the Board
3. Be provided a place to sit at Board meetings
4. Have the same privileges of discussion that apply to Board members
5. When appropriate, exercise a non-binding (advisory) recommendation on matters brought before the Board
6. Read the Board packet before each meeting, and be prepared to discuss agenda items
7. Meet with the Superintendent and Board secretary as needed
8. Serve as liaisons to keep channels of communication open between the Board and students

Student Board Representatives may be asked to serve on District and/or Board committees when appropriate.

Student Board Representatives may be asked to represent the District and/or Board at events when appropriate.

Student Board Representatives may not participate in matters brought before the Board that require executive session, or that raise concerns related to confidentiality of students or school personnel.

Application may be submitted via [Google form](#) or paper form (see below).

Student Board Representative Application

Due by April 1, 2022

Name: _____ Preferred Pronoun: She/Her He/Him They/Them

Address: _____

Phone: _____

HSD Email Address: _____

Current School: _____ Current Grade: _____

Anticipated Graduation Date: _____

Write a short essay (500 words) responding to the following questions:

1. Why would you like to be a high school Student Representative to the Board of Directors?
2. What involvement have you had at high school and in the Hillsboro community, and what has that involvement meant to you as a student?
3. If you could change one aspect of the Hillsboro School District, what would it be, and how would you change it?

List the names of two high school staff member references.

Reference Name: _____

Reference Name: _____

Thank you for applying. You will be notified of the status of your application. If you have any questions, please contact Rose Roman at 503-844-1789, or romanr@hsd.k12.or.us.

Please send your application and materials by April 1 to:

Rose Roman
Executive Assistant to the Board of Directors
Hillsboro School District
3083 NE 49th Place
Hillsboro, OR 97124
romanr@hsd.k12.or.us

Student Board Representative Interview Questions

Candidate: _____ Date: _____

1. What personal strengths/experiences will you bring to enhance the work of the Board?

2. If you should be selected as a student representative to the Board, what do you see as your role on the Board? In the school?

3. What do you hope to accomplish as a student representative to the Board?

4. What do you expect to learn from your Board experience?

5. How will you work to represent the views of a wide range of students?

6. The Board meets on Tuesday evenings twice a month. Occasionally, there are extra meetings and/or committee meetings at other times. There are also opportunities to attend school events during both days and evenings. What challenges do you anticipate in meeting this time commitment?

7. Do you have any questions that we can address for you?

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
2021-22 DRUG, ALCOHOL AND TOBACCO PREVENTION PLAN

SITUATION

This report outlines curricular programs and activities that are provided for students as part of the District's comprehensive 2021-22 Drug, Alcohol, and Tobacco Prevention Plan. [Please Click HERE for 2021-2022 Revised Plan for Review.](#)

Introduction

Students have a right to attend school in an environment conducive to learning. Since student alcohol, drug, and tobacco use is illegal and harmful, and interferes with both effective learning and the healthy development of students, the school has a fundamental legal and ethical obligation to prevent unlawful drug, alcohol, and tobacco use, and to maintain drug-free educational environments. After consulting with stakeholders, the Board will adopt a written plan for a drug, alcohol, and tobacco prevention and intervention program. The plan will be reviewed annually for revision and re-adoption.

Supporting Laws & HSD Policy

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

RECOMMENDATION

The Superintendent recommends that the Board of Directors review annual revisions and place the HSD Drug, Alcohol and Tobacco Plan on First Read.

**HILLSBORO SCHOOL DISTRICT 1J
2021-22 DRUG, ALCOHOL, AND TOBACCO PREVENTION PLAN**

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

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Purpose/Introduction

- Introduction

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

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

- Supporting Laws & HSD Policy

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

Staff Training

- SafeSchools Module

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

- Health Room Protocol

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

Universal Prevention

- CASEL

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

- District Health Curriculum

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

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

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

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

Currently, HSD teachers design and/or curate their own drug and alcohol prevention education curriculum to meet these standards/performance indicators. Additionally, efforts are underway to adopt an evidence-based K-8 curriculum and increase alignment K-12.

- District SEL Curriculum

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

- *CharacterStrong* - Middle School students across our district are using CharacterStrong as a prosocial curriculum in advisory classes. CharacterStrong's curriculum braids the core components of Social Emotional Learning (SEL) as [defined by CASEL](#) and character development into one. One of the strengths of the CharacterStrong curriculum is the relationships it builds between students to peers, students and school staff, students and family, and students and the greater community. This is done through intentional relationship building activities that put a daily and weekly focus on skill development and community building.
- *HS Advisory* - Advisory is a class designed to support student's Social and Emotional Learning, academic needs and a place to teach Career and College Readiness skills for all high school students. Our [Advisory Lesson Site HERE](#) is a curative bank of lessons from all of our high schools that addresses many of the goals below. Advisory does count as instructional time for students and our hope is that with issuing credit we will emphasize and encourage the need for regular attendance by students. The systematic approach to Advisory provides an additional layer of academic support, a cohesive peer-peer and peer-adult community for the entire academic year, and new learning opportunities in professional skills and social emotional learning.
- Screeners/Surveys
 - *Teen Intervene* - The [Teen Intervene](#) curriculum used with our Progressive Discipline Plan is evidence-based and uses an Screening Brief Intervention and Referral to Treatment (SBIRT) structure.
 - *HSD Connection Conference Survey*- Knowing students by name, strength and need is a core value in HSD and we know that this includes action! In HSD we know that action occurs when we start with the belief that positive relationships are the foundation of our work. The connection and the support that our teachers and staff have with students is immensely valuable in the lives of our students and families. We also know that these connections and relationships made by school counselors, administrators, and classified staff members also make a large impact in many lives of our students. Therefore, the connection surveys were conducted at the beginning and end of quarter 1.
 - *Oregon Student Health Survey (SHS)*- During the 2020-2021 school year, Oregon shifted from administering two student surveys (the Oregon Healthy Teen Survey and the Oregon Student Wellness Survey) to the administration of one survey, the Oregon Student Health Survey. The new SHS combined questions from both the OHT and the SWS in order to lessen the survey burden on schools. The OHT was administered in odd number years and the SWS was administered in even number years.

The new SHS will be administered to 6th, 8th, and 11th grades in the fall of even numbered years, thus reducing the surveys by half. This survey is voluntary and can be opted out of by the student's parents/guardians or the student themselves. Students may also skip any question they do not wish to answer. In an effort to maintain confidentiality, data is only released in aggregate form.

The Student Health Survey is used by district staff members to analyze school specific, district, and statewide trends. The results below are a comparison from the 2017 and 2019 Oregon Healthy Teens Survey and the 2020 Oregon Student Health Survey.

“Caution should be used when interpreting the 2020 SHS, which is not comparable to prior surveys, and accurate comparisons cannot be made to similar data points from previous years due to the COVID-19 pandemic, widespread shift to distance learning, and data collection mode and time period.”

Category	8th 2017	State 8th 2017	8th 2019	State 8th 2019	8th 2020	State 8th 2020		11th 2017	State 11th 2017	11th 2019	State 11th 2019	11th 2020	State 11th 2020
Tobacco 30-day use	3.4	3	10.2	11.9	0.2	1.2		14.1	7.7	17.4	23.1	0.3	2.9
E-cig, vape 30-day use	2.2	6.3	9.5	10.5	2.3	5.1		9.8	12.9	16	21.4	6.7	11.9
Alcohol 30-day use	5.9	10.3	10.7	11.3	3.3	6.1		20.8	26.9	15.7	24.3	9.9	17
Marijuana 30-day use	4.3	6.7	7.2	7.8	2.3	3.3		16.6	20.9	16.7	20.4	8.4	13.5

[*Oregon Healthy Teen/Oregon Student Health Survey Graphs](#)

- Standards of Student Conduct and Athletic/Activity Handbook
These [publications](#) provide specific policies regarding the use, possession, or distribution of drugs, alcohol, or tobacco by students at any school site, school-sponsored activity, or school-sponsored sporting events.
- Transition Programming

- *6th to 7th Transition Programming (WEB)* - Brown, Evergreen, Poynter, and South Meadows Middle Schools offer transition programs for students entering the seventh grade. WEB (Welcoming Everyone Back) training is led by a cadre of eighth grade students who are trained before the beginning of the school year. The purpose of WEB is to provide a smooth entry into middle school by way of regularly planned activities throughout the year with the same student leaders. WEB training is an extension of the transition activities currently offered at all four high schools, based on the LINK Crew program.
- *8th to 9th Transition Programming (LINK Crew)* - LINK Crew is a research-based program to increase student participation, while decreasing attendance issues and other problems associated with lack of attachment to the school community.

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

- Climate & Culture Teams
Each month Climate and Culture leaders from all HSD schools come together to examine, strengthen, and align Climate and Culture efforts in order to ensure district, building, and classroom expectations, procedures, and practices align with our HSD Community core values. This team's mission is to create an environment that all community members; students, staff, families and those that support them thrive in; by integrating social and emotional skill development and culturally sustaining practices to see our differences as assets and work collectively to meet the needs of our community and those within it.

Targeted Prevention

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

Intervention

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

- Care Teams
Care Teams operate as an intervention strategy in grades K through 12 districtwide. The teams, made up of school counselors, support and wellness counselors, graduation coaches, administrators, care coordinators, and school resource officers, identify at-risk students and plan interventions. Risk factors include declining grades, changes in social/emotional/mental health functioning, erratic school attendance, insubordination, frequent disciplinary referrals, and substance abuse issues. Interventions include parent contact, referral for evaluation and counseling by a school-based or outside mental health provider, and case management of student progress in school. Collaboration among home, school, and partner agencies is an important support for students at risk.
- Care Coordinator Program
Care Coordinators provide outreach to students, parents/guardians, and families, helping them connect with meaningful mental health counseling support. After performing an informal assessment with the parent/guardian, care coordinators provide psycho-education, referral and follow up case management services. Care Coordinators help the parent/guardian navigate their medical insurance benefits and complex systems of care to connect with meaningful mental health counseling, substance abuse treatment, and/or parent education programs. Care coordinators lead the HSD Flight Team, providing grief support to impacted students and staff in the aftermath of a death of a current student or staff member. They coordinate district suicide prevention efforts, facilitate annual staff suicide awareness presentations, maintain the Suicide Intervention Protocol, and train staff on the Suicide Intervention Protocol.

Community Partner Resources

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

- LifeWorksNW (Paused due to staffing shortage)
Contracted by the District, WPCS provides counseling services for students in 2 of our elementary schools. These counselors work with students who have been identified as needing outside counseling services outside of their school counselor support. This early intervention of counseling services is to work on executive functioning skills and/or social/emotional learning strategies.
- LifeStance Health
Contracted by the District, LifeStance Health provides counseling services for students in 9 of our elementary schools. These counselors work with students who have been identified as needing outside counseling services outside of their school counselor support. This early intervention of counseling services is to work on executive functioning skills and/or social/emotional learning strategies.

- Youth Contact Student Assistance Program
Contracted by the District, Youth Contact provides counseling services for students at all high schools. These counselors work especially with students who have been identified as being at risk of using drugs and/or alcohol, or have used drugs or alcohol and need support to help them stay free from further use. The counselors facilitate support groups, teach students strategies for avoiding risky situations, and reinforce good problem-solving and goal-setting skills. Hundreds of hours of individual and family counseling are provided by Youth Contact counselors.
- Champions and Boys and Girls Club Programs
The District partners with Champions to provide after-school tutoring, academic support, and recreational activities for students who attend Brookwood, Butternut Creek, Eastwood, Free Orchards, Groner, W. L. Henry, Imlay, Indian Hills, Jackson, Ladd Acres, Lincoln Street, McKinney, Minter Bridge, Mooberry, Orenco, Patterson, Quatama, Reedville, Rosedale, Tobias, and Witch Hazel Elementary Schools.
- Hillsboro Police Department
School Resource Officers (SROs) - SROs assist in prevention by providing information on drug / alcohol / tobacco laws and prevention, in formal classroom settings. They teach students about the legal consequences of drug / alcohol / tobacco use, and assist in investigations referred to them by school administrators.
- Washington County Public Health (Tobacco Prevention Specialist)
Partner in communication and messaging with Hillsboro School District. Created a recommended SafeSchools module on drug, alcohol and tobacco prevention and intervention information specific to our county. Assist with information for outreach events or included in publications.

Action Steps to Strengthen Plan

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

Public Information Program for Family/Student/Staff

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

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
COMMUNITY SCHOOL IMPLEMENTATION

SITUATION

As we continue to align our practices with our equity policy, we are working to ensure every student is able to attend their neighborhood school. Our Community Schools Implementation plan (CSI) is a plan in which our students experiencing disability attend the school they live near. This plan is set to be implemented over a period of 4 years and will be implemented one feeder at a time. Substantial support will be provided for each feeder's transition to this plan. The Century feeder has completed their first year, however due to COVID related issues, implementation was challenging and we are providing support and working with them for another year before moving to other feeders. The goal of the Community Schools Implementation plan is to create schools that truly reflect the community they serve, including those who experience disabilities and learning differences.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
STATE HEALTH GRANTS

SITUATION

Subsequent to the Board's request in the summer of 2019 for staff to explore the possibility of adding a second school-based health center, the District applied for and was awarded a School Health Expansion Grant in the fall of 2019. We are now in year three of that grant, which shifted focus from a second school-based health center to expanding school nursing capacity due to the fact that mobile school-based health centers were not previously allowable under state law.

Thanks to support from state and regional partners, the District is able to focus on a long-term strategy to expand nursing services with direct Medicaid Billing for eligible services. This is a restart of a prior project that provided insight to the steps necessary within current practices and a three-year implementation plan. It is expected that nursing services will be expanded in the upcoming and future years, funded by Medicaid reimbursement for services the District is already providing. Please see the [2021-2024 Medicaid Billing Plan](#)¹ for more information.

A law change during the 2021 Legislative Session allows for three districts/ESDs to pilot a mobile school-based health delivery model. The District applied to be one of three pilot districts and has been selected for that grant as well.

Staff will provide an update on both grants and the work that has taken place so far, as well as plans for the future.

RECOMMENDATION

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

¹ Drafted in 2020-21- used for monitoring and adjustments as projections become actuals.

HILLSBORO SCHOOL DISTRICT 1J
February 22, 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

In honor of Classified Employee Appreciation Week, March 7 through 11, 2022, the Board of Directors would like to publicly thank the over 1200 people who fill the critical roles of educational assistants, bus drivers, cafeteria workers, maintenance technicians, custodians, office support staff and many others for the Hillsboro School District.

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

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

The Board of Education of the Hillsboro School District do hereby proclaim the week of March 7 through 11, 2022 to be:

CLASSIFIED EMPLOYEE APPRECIATION WEEK



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

Hillsboro School District Board of Directors

PROCLAMATION

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

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

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

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

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

WOMEN'S HISTORY MONTH



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

Hillsboro School District Board of Directors

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

January 25, 2022

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

1. EXECUTIVE SESSION

<u>Board Present:</u>	<u>Staff and Others Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen, virtual	Dayle Spitzer, Assistant Superintendent, School Performance
Erika Lopez	Kona Lew-Williams, Human Resources Officer
Yadira Martinez, virtual	Beth Graser, Communications Officer
Monique Ward	Casey Waletich, Operations Officer
	Jordan Beveridge, Information Technology Officer
<u>Others Present:</u>	Francesca Sinapi, Equity, Access and Engagement Officer
Ed Hayden	Michelle Morrison, Financial Officer
Kyle Hayden	Adam Stewart, Capital Projects Officer
	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.

B. ORS 192.660(2)(e) – Real Property Transaction

Capital Projects Office Adam Stewart discussed real property transactions. Ed and Kyle Hayden provided supporting information.

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

Human Resources Officer Kona Lew-Williams gave an update on labor negotiations. Financial Officer Michelle Morrison provided support information. Director Erika Lopez and Chair Mark Watson provide Board perspective from bargaining sessions.

D. Recess Executive Session

Board Chair Mark Watson moved the Board out of executive session and recessed the meeting at 6:00 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
Lisa Allen - virtual	Dayle Spitzer, Assistant Superintendent, School Performance
Erika Lopez	Beth Graser, Communications Officer
Monique Ward	Kona Lew-Williams, Human Resources Officer
Yadira Martinez - virtual	Michelle Morrison, Financial Officer
	Casey Waletich, Operations Officer
<u>Student Representatives Present:</u>	Jordan Beveridge, Information Technology Officer
Michelle Chen	Francesca Sinapi, Equity, Access and Engagement Officer
Ceph Tronco	Jeff Jones, Manager - Business Services
	Rose Roman, Executive Assistant to the Board of Directors
<u>Budget Committee Present:</u>	Sebastian Antonio Hernandez Viera, Language Liaison
Dawn Wallace	Angela Adzima, Technology Support
Michael Smith	Jill Golay, HEA President
Sarah Parsons	Melody Hansen, HCU President
Kristine Adams-Wannberg	
Monica Uribe	
Kim Strelchen	
Alexander Flores	

- A. Call to Order
Board Chair Mark Watson called the meeting to order at 6:09 PM
- B. Budget Update
Financial Officer Michelle Morrison gave a budget update including the budget development process, revenue assumptions, expenditure assumptions, general fund, total budget and general fund composition, other budget considerations, and proposed budget document changes. Board members and budget committee asked clarifying questions.
- C. COVID-19 Update
Travis Reiman gave an update. Beth Graser also provided additional information. Board Members and Student Representatives asked clarifying questions.
- D. Recess Board Meeting
Board Chair Mark Watson recessed at 6:55 PM.

3. **REGULAR 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
Lisa Allen - virtual	Dayle Spitzer, Assistant Superintendent, School Performance
Erika Lopez	Beth Graser, Communications Officer
Monique Ward	Kona Lew-Williams, Human Resources Officer
Yadira Martinez - virtual	Michelle Morrison, Financial Officer
	Casey Waletich, Operations Officer
<u>Student Representatives Present:</u>	Jordan Beveridge, Information Technology Officer
Michelle Chen	Francesca Sinapi, Equity, Access and Engagement Officer
Ceph Tronco	Adam Stewart, Capital Projects Officer
Kaylee Vazquez	Olga Acuna, Executive Director of Federal Programs
	Lindsay Garcia, Executive Director of Schools
<u>Others Present:</u>	Becky Kingsmith, Director of Teaching and Learning
Linda Osuna, CCAC Co-Chair	Rose Roman, Executive Assistant to the Board of Directors
Emily Gothard, CCAC Co-Chair	Angela Adzima, Technology Support
Angela Vargas, CCAC Vice-Chair	

- A. Call to Order and Flag Salute
Board Chair Mark Watson reconvened the meeting at 7:05 PM and led the Pledge of Allegiance.
- B. Land Acknowledgement
Board Chair Mark Watson read a Land Acknowledgement.
- C. Proclamations
 1. School Board Recognition Month
Superintendent Mike Scott read the School Board Recognition Month Proclamation.
 2. Black History Month
Vice Chair Nancy Thomas read the Black History Month Proclamation.
 3. School Bus Driver Appreciation Day
Director Erika Lopez read the School Bus Driver Appreciation Day Proclamation.
 4. School Counselors Week
Director Yadira Martinez read the School Counselors Week Proclamation.
- D. Approval of Agenda
Director Erika Lopez MOVED, SECONDED by Director Monique Ward, to approve the agenda as printed.

The MOTION CARRIED (6-0). No further discussion took place.
- E. Audience Time
Three audience members requested to address the Board. Jaci Spross, Hilary Uhlig, and Lily Donis spoke in support of approval of policy KGBB: Firearms Prohibited.

F. Consent Agenda

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

Director Lisa Allen MOVED, SECONDED by Director Yadira Martinez, to approve the Consent Agenda as printed.

Director Monique Ward requested to have the following policies removed from the Consent Agenda.

- AC
- GBA
- GBEA
- IGDJ
- IJ
- KGBB

Director Lisa Allen withdrew her previous motion.

Director Erika Lopez MOVED, SECONDED by Director Monique Ward, to amend the Consent Agenda to remove policies AC, GBA, GBEA, IGDJ, IJ, and KGBB.

The MOTION CARRIED (6-0).

Director Lisa Allen MOVED, SECONDED by Director Erika Lopez, to approve the Consent Agenda as amended.

The MOTION CARRIED (6-0).

No discussion took place.

Consent Agenda items were as follows:

1. Approve Minutes of December 7, 2021 Board Meeting
2. Approve Minutes of January 11, 2022 Board Meeting
3. Approve Routine Personnel Matters
4. Approve Policies
 - a. A/B - Board Governance and Operations
 - 1) AC-AR: Discrimination Complaint Procedure
Presenter: Kona Lew-Williams
 - 2) BBAA: Individual Board Member's Authority and Responsibilities
Presenter: Mike Scott
 - 3) BD/BDA: Board Meetings
Presenter: Mike Scott
 - 4) BDDH: Public Comment at Board Meetings
Presenter: Mike Scott
 - b. C - General School Administration
 - 1) CM: Compliance and Reporting on Standards
Presenter: Travis Reiman
 - c. D - Fiscal Management
 - 1) DJC: Bidding Requirements
Presenters: Casey Waletich / Michelle Morrison
 - 2) DLC-AR: Staff Expense Reimbursement

- Presenter: Michelle Morrison
- d. G - Personnel
- 1) GBNA/JHFF: Suspected Sexual Conduct with Students and Reporting Requirements
Presenter: Kona Lew-Williams
 - 2) GBNA/JHFE: Suspected Abuse of a Child Reporting Requirements
Presenter: Kona Lew-Williams
 - 3) GBNA/JHFE-AR(1): Reporting of Suspected Abuse of a Child
Presenter: Kona Lew-Williams
- e. I - Instruction
- 1) IA: Instructional Goals
Presenter: Travis Reiman
 - 2) IGBI: Bilingual Education
Presenter: Travis Reiman
 - 3) IB: Freedom of Expression
Presenter: Beth Graser
 - 4) IGBHA: Alternative Education Programs
Presenter: Dayle Spitzer
 - 5) IKFB: Graduation Exercises
Presenter: Dayle Spitzer
- f. J - Students
- 1) JFCJ: Weapons in the Schools - Students
Presenter: Casey Waletich
 - 2) JHFE/GBNA: Suspected Abuse of a Child Reporting Requirements
Presenter: Dayle Spitzer
 - 3) JHFE/GBNA-AR(1): Reporting of Suspected Abuse of a Child
Presenter: Dayle Spitzer
 - 4) JHFF/GBNA: Suspected Sexual Conduct with Students and Reporting Requirements
Presenter: Dayle Spitzer

G. Reports and Discussions

1. First Reading - High School Course Approval
Assistant Superintendent Travis Reiman introduced the topic. Director of Teaching and Learning Becky Kingsmith introduced the teachers. Teachers Lisa Pearson spoke on Civic and Community Service, Rhea Duncan spoke on Fire Science, Sheri Fisher spoke regarding Aerospace, and Lori Daliposon spoke on Film II. Angela Vargas and Emily Gothard spoke from the CCAC Committee. Board members and Student Representatives complimented the presentation and asked questions regarding the proposals.
2. 2022-2023 School Calendar - First Reading
Human Resources Officer Kona Lew-Williams presented the 2022-2023 Calendar. She highlighted key differences from the 2021-2022 calendar, and features of the 2022-23 proposed calendar. Board members asked clarifying questions.
3. Financial Report (see written report)
Financial Officer Michelle Morrison presented the Financial Report. She highlighted the Business Office attendance of Staff Listening Sessions.

- H. Recess Board Meeting; Convene Meeting of the Local Contract Review Board
Board Chair Mark recessed the Board Meeting and Convene Meeting of the Local Contract Review Board at 8:29 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
Capital Projects Officer Adam Stewart discussed the Finding of Fact.

Director Nancy Thomas MOVED, SECONDED by Director Erika Lopez, 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.

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

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
Technology Officer Jordan Beveridge presented the proposal.

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

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

3. Local Contract Review Board: Public Testimony
Chair Mark Watson opened the floor to public testimony. No Audience Member requested to submit Public Testimony
- I. Adjourn Meeting of the Local Contract Review Board; Reconvene Board Meeting
Board Chair Mark Watson adjourned the meeting of the Local Contract Review Board and Reconvene Board Meeting at 8:35 PM

J. Action Items

1. Declare Surplus Equipment
Financial Officer Michelle Morrison presented the surplus equipment.

Director Nancy Thomas MOVED, SECONDED by Director Erika Lopez that the Board of Directors declare the two instruments surplus and authorize donation to a refurbishing specialist or community organization.

The MOTION CARRIED (6-0). Board members asked clarifying questions.

2. Approve Terms of Sale of 10.67 Acres to GLC-South Hillsboro, LLC
Capital Project Officer Adam Stewart discussed the sale.

Director Nancy Thomas MOVED, SECONDED by Director Monique Ward, 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.

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

3. Award Contract for Replacement of Single Pane Windows with Insulated Windows at Groner Elementary, West Union Elementary and North Plains Elementary Schools
Capital Project Officer Adam Stewart discussed the contract.

Director Nancy Thomas MOVED, SECONDED by Director Erika Lopez, 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.

The MOTION CARRIED (6-0). Board members asked clarifying questions. Mark Watson highlighted local and repeat vendors.

4. Approve Purchase of School Buses
Financial Officer Michelle Morrison discussed the purchase of school buses.

Director Erika Lopez MOVED, SECONDED by Director Monique Ward, that the Board of Directors approve the purchase of twelve (12) vehicles for a total estimated cost of \$1,808,268.

The MOTION CARRIED (6-0). Board members asked clarifying questions.

5. Approve Policies
 - a. Director Lisa Allen MOVED, SECONDED by Director Erika Lopez, that the Board of Directors approve policy AC: Nondiscrimination.

The MOTION CARRIED (5-1). Director Monique Ward opposed.

Board members and Student Representatives discussed policy AC: Nondiscrimination.

- b. Director Erika Lopez MOVED, SECONDED by Director Lisa Allen, that the Board of Directors approve policy GBA: Equal Employment Opportunity.

The MOTION CARRIED (5-1). Director Monique Ward opposed.

Board members and Student Representatives discussed policy GBA: Equal Employment Opportunity.

- c. Director Erika Lopez MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors approve policy GBEA: Workplace Harassment.

The MOTION CARRIED (5-1). Director Monique Ward opposed.

Board members and Student Representatives discussed policy GBEA: Workplace Harassment.

d. Director Erika Lopez MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors approve policy IGDJ: Interscholastic Activities.

The MOTION CARRIED (6-0).

Board members and Student Representatives discussed policy IGDJ: Interscholastic Activities.

e. Director Erika Lopez MOVED, SECONDED by Director Lisa Allen that the Board of Directors approve policy IJ: School Counseling Program.

The MOTION CARRIED (6-0).

Board members and Student Representatives discussed policy IJ: School Counseling Program.

f. Director Erika Lopez MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors approve policy KGBB: Firearms Prohibited.

The MOTION CARRIED (5-1). Director Monique Ward opposed.

Board members and Student Representatives discussed policy KGBB: Firearms Prohibited.

K. Policies – First Read

Superintendent Mike Scott presented the policy updates

1. A/B - Board Governance and Operations

a. ACB: Every Student Belongs

Presenter: Francesca Sinapi

b. ACB-AR: Bias incident Complaint Procedure

Presenter: Francesca Sinapi

2. I - Instruction

a. IKF: Graduation Requirements

Presenter: Dayle Spitzer

b. IL: Assessment Program

Presenter: Jordan Beveridge

3. J - Students

a. JB: Equal Educational Opportunity

Presenter: Francesca Sinapi

b. JBB: Educational Equity

Presenter: Francesca Sinapi

c. JECB: Admission of Nonresident Students

Presenter: Dayle Spitzer

d. JFC: Student Conduct

Presenter: Dayle Spitzer

e. JFCF: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Student
Presenter: Dayle Spitzer

L. HCU / HEA Reports

HCU President Melody Hansen provided HCU update, discussed confusion on COVID protocols, Classified employees feeling lack of respect, not being replied to by Board members, establishment of a Staff Wellness Room, and asked for funding of these rooms across the District. HEA President Jill Golay highlighted the teachers who presented the course proposals, gave a bargaining update, the positive experiences of teachers at listening sessions, and highlighted Black History Month and the steps the HEA has taken on equity.

M. Discussion Time

1) Student Representatives' Time

Kaylee Vazquez reflected on the tough discussions this evening but said it shows that HSD stands with diverse students, HSD stands with the LGBTQIA community, and that she is proud of the decisions by the Board. She expressed appreciation for the presentations made, the different careers and pathways available and the student-first focus of the District. Michelle Chen acknowledged the evening's uncomfortable conversations and the importance of supporting and focusing on students and teachers. She thanked community members for coming to speak, and thanked teachers for working for students. Ceph Tronco thanked commenters, CCAC leaders, teachers who presented, HEA and HCU representatives. Ceph thanked the Board for providing a safe and respectful environment for discussion, pledged to continue to advocate for the LGBTQIA community.

2) Superintendent's Time

Superintendent Mike Scott wished the Board a happy Board appreciation month, and thanked the Board for having tough conversations. He highlighted licensed, classified and student listening sessions. Superintendent Scott addressed the evening's discrimination conversation complimenting the bravery of our students, the changes in law that require policy change, but also because of the values of the Hillsboro School District. He pledged to support all students, and apologized to all staff and students who were made to feel less than.

3) Board of Directors' Time

Director Yadira Martinez highlighted the policies that were approved to protect all HSD students and complimented the course proposals presented. Director Lisa Allen thanked everyone for the recognition for Board Appreciation month, thanked staff for their work and educating our kids and highlighted the course proposals. Additionally Director Allen stated that following the law is important, and expressed appreciation to the student representatives for being open and vulnerable. Director Erika Lopez discussed the evening's topics, the importance of mental and emotional health, and gave kudos to our student representatives. Director Monique Ward thanked everyone for the swag and support from schools, and thanked staff for answering her questions. Vice Chair Nancy Thomas highlighted the evening's courage conversations, thanked the student representatives for speaking their truth, thanked all the teachers, and organizations for making the Hillsboro School District an inclusive group. Chair Mark Watson thanked presenters of the course proposals, administration, classified and license staff. Additionally he thanked the Board and Student Representatives for the

heartfelt conversation, appreciated the bravery of the students, recognized that this work is uncomfortable, but expressed hope that it is understood that the Board and HSD is committed to Diversity, Equity, and Inclusion.

N. Adjourn Meeting

Chair Mark Watson adjourned the meeting at 10:10 PM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

February 8, 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	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen - virtual	Dayle Spitzer, Assistant Superintendent, School Performance
See Eun Kim	Beth Graser, Communications Officer
Erika Lopez	Kona Lew-Williams, Human Resources Officer
Yadira Martinez	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
Ceph Tronco	Olga Acuña, Executive Director of Federal Programs
	Jeff Jones, Manager – Business Services
<u>Budget Committee Present:</u>	Rose Roman, Executive Assistant to the Board of Directors
Dawn Wallace	Hugo Salmeron, Technology Support
Alexander Flores	Idania Romo, Language Liaison
Michael Smith	Mariana Roman, Family Outreach Liaison
Kim Strelchun	
Kristine Adams-Wannberg	

- A. Call to Order
Chair Mark Watson called the Board meeting into session at 5:17 PM.
- B. Budget Update
Financial Officer Michelle Morrison discussed the budget development process, fund balance, resource highlight of special revenue funds, total budget and special revenue fund composition, CIP/SIA, high school success facts and history, SIA facts, CSL support and investments, SIA expansion, SIA final proportionality, and SIA grant 2022-2023. Board members and budget committee members asked clarifying questions.
- C. Discuss Superintendent Evaluation and Contract Timeline
Superintendent Mike Scott discussed the evaluation process and timeline. Board members discussed the process and asked clarifying questions
- D. 2022-2023 School Calendar Discussion
Human Resources Officer Kona Lew-Williams discussed the proposed 2022-2023 calendar, and a potentially revised calendar. Board members asked clarifying questions.
- E. ES #29 Naming Process

Operations Officer Casey Waletich discussed the school naming and boundary adjustment processes. Board members asked clarifying questions.

F. COVID-19 Update

Superintendent Mike Scott gave an update on the COVID-19 pandemic in the Hillsboro School District perspective. Assistant Superintendent Travis Reiman discussed the partnership and work with Washington County Public Health. Board members asked clarifying questions.

G. Discussion Time

1) Student Representatives' Time

Ceph Tronco thanked the community for support after the last meeting, thanked licensed and classified staff, and the students for their hard work. Ceph read a statement from Michelle Chen.

2) Superintendent's Time

Superintendent Mike Scott discussed school visits, and shared the positive environment. He highlighted National Counselors week, and thanked them for their worked.

3) Board of Directors' Time

Director See Eun Kim acknowledged the communication received from community members, assured that the Board is listening and will come to a sound decision. Director Monique Ward thanked staff for updates. Director Yadira Martinez highlighted the Pathways Center opening, and thanked staff for the presentations and information. Director Lisa Allen wished counselors a Happy National School Counselors week. Director Erika Lopez discussed the Pathways Center event, discussed OSBA Board activities, and thanked licensed and classified bargaining committees. Chair Mark Watson highlighted a student listening session at Hilhi.

H. Adjourn Meeting

The meeting was adjourned at 6:47 PM.

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
APPROVE EXTENSION AND NON-EXTENSION OF TEMPORARY,
PROBATIONARY, AND CONTRACT TEACHERS AND ADMINISTRATORS

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

1. Current first-year probationary teachers and administrators being offered one-year contracts for 2022-23 to second-year probationary status:

Second-Year Probationary Teachers

Agostinelli, Danielle	Aldaz Puga, Santiago	Almquist, Carl
Anderson, Mark	Avalos-Alfaro, Eric	Ayeni, Megan
Backs, Erika	Barnes, James	Barone, Caitlyn
Barrow Hodgson, Natalie	Beals, Dori	Bennett, Michelle
Blakely, Rachel	Blomenkamp, Michael	Blum, Kyle
Bosze, Isabelle	Buck, Alan	Cach Briceno, Jacqueline
Castro, Samuel	Chitwood, Zane	Clark, Zacary
Clemson, Donald	Close, Brynna-Marie	Cohen, Rachel
Cole, Zachary	Connor, Casey	Cox, Ashley
Daniels, Martha	Darke, Katherine	DeLutz, Christopher
DeLyser, Carrie	Dening, Nancy	Denton, Heather
Dessert, Jonathan	Duschik, Jennifer	Esparza, Paolina
Facundo, Tiffany	Faulkner, McKenna	Fawk, Bree
Fisher, Jennifer	Fix, Heather	Fredrickson, Jazmyn
Freed, Michelle	Freeman, Erik	Fresh, Emmett
Funk, Sarah	Galik, Ashley	Gans, Griffith
Garcia Angeles, Luis	Garcia, Melanie	Garcia, Rebecca
Gatchalian, Nessima	Gilbert, Kathryn	Gower, Jeffrey
Graves, Courtney	Haines, Marissa	Hanke, Hannah
Hanks, Drew	Harris, James	Hawkins III, Budweiser
Haynes, Hunter	Heil, Nicole	Hernandez, Jennifer
Hernandez, Mark	Imada, Keri	James, Melissa
Jansen, Kimberly	Johnson, Alyssa	Jones, Danielle
Jorgensen, Christy	King, Sonya	Kinman, Christopher
Kloster, William	Kreisher, Kenyan	Kyaw, Brian
Ledbetter, Matthew	Lee, Jin	Lefkort, Benjamin
Lineberry, Kara	Lorentz, Sophia	Loughborough, Ivy
Lyon, Laura	Malloy, Breeana	Mason, Heather
McCullough, Stacy	Mejia, Rachelle	Mendez Bolanos, Martha
Mercado, Chanel	Mihalko, Rowelynne	Mikkelson, Christopher
Miller, Melanie	Miller, MyKenzie	Morales Rodriguez, Liliana

Morton, Vickie	Mosley, Sarika	Parkin, Madelina
Phillips, Lauren	Plotts, Monica	Porter Cepeda, Derick,
Post, Theron	Pounders, Joshua	Quezada Martinez, Cynthia
Quine, Brynn	Rafferty, Laurel	Rasheed, Alisa
Reed, Melissa	Rickis, Camille	Rico-Alcaraz, Crystal
Rodriguez, Natalia	Sabo, Jennifer	Sakamoto, Kori
Sanchez Toro, Karla	Sarceno, Jerson	Sheller, Oluwaseun
Shipley, Amanda	Shortt, Derek	Sleezer, Eliza
Striplin, Chelsea	Tellez, Adriana	Tocher, Claire
Twellman, Stephanie	Valdes, Vilma	Verri, Abelid
Villaraldo Ojeda, Emma	Warner-Huang, Nicole	White, Ellen
Whiteman, Nichole	Whitley, Melissa	Whitmore, Tanner
Wiggins, Kearston	Witman, Shannon	Wollney, Siera
Wood, Kadysha	Zamora, Mary	Zeng, James

Second-Year Probationary Administrators

Alvarado, Deborah	Benz, Christopher	Caropelo Jr., Frank
Carrillo-Field, Melissa	Corwin, Jeremy	Foster, Alan
Keller, Sarah	McFarland, Lauren	Petrick, Kellie
Quimby, Morgan	Reiman, Krista	Schroeder, Amy

2. Current second-year probationary teachers and administrators being offered one-year contracts for 2022-23 to third-year probationary status:

Third-Year Probationary Teachers

Acosta, Elizabeth	Acuna, Maricruz	Alaniz, Angelica
Arreola, Asusena	Astudillo Zepeda, Cesar	Balian, Sarah
Bui, Nini	Callahan, Patrick	Clark, Kyla
De Los Santos, Jennifer	Dunham, Connor	Dye, Devin
Fiesta, Kaela	Fresh, Sierra	Garcia, Graciela
Genter-Gilmore, Natalie	Goodwin, Shane	Goritz, Holly
Graham Ubaldo Paz, Aleja	Hange, Hannah	Hartford, Bradley
Hernandez, San	James, Zachary	Jennings, Ashley
Jensen, Anita	Johnston, Madison	Jones, Paula
Kenney, Erin	Kira, Joseph	Lemus Santos, Kimberly
Lopez Todd, Lynna	Matthews, Colleen	May, Janae
McDaniel, Kayla	McKean, David	Miranda Rosales, Gloria
Mitchell, Shelley	Montoya Rodriguez, Araceli	Morris, Susan
Ollis, Kenneth	Perkins, Trudy	Plomer, Laura
Ray, Billy	Reohr, Andrea	Rojas, Emely
Sakaue, Megan	Salzwedel, Katherine	Smith, Jessica
Snyder, Annette	Sosnick, Andrea	Stevens, Kayla
Tapia De Prado, Jesahel	Teague, Malinda	Tencos Mendoza, Mara
Williamson, Rachel	Wynne, Anne	Yamamoto, Coran

Third-Year Probationary Administrators

Olivar, MariaEugenia

3. Current third-year probationary teachers being offered two-year contracts for July 1, 2022, to June 30, 2024:

Adams, Benjamin	Almquist, Jennifer	Alvarado Luviano, Leslie
Arellano, Marcus	Bradshaw, Jennifer	Burgess, Jason
Carpenter, Audrey	Chitwood, Valeria	Cichoke, Meaghan
Cuomo, Helene	Donnelly, Evan	Driver, Heather
Engler, Lorientne	Evanson, Char	Fynn Aikins, Xylecia
Galbraith, Elizabeth	Haw, Miranda	Hershberger, Anya
Hughes, Corinne	Ito, Gary	King, Ashley
Krueger, Melissa	Ling Ho, Roseanna	Lopez-Arana, Jonathan
Martell, Kyron	McKinney Langenstein, Sofia	Monghate, Nava
Nguyen, Mai	Perez-Yepiz, Laura	Reyes, Lorena
Rhamey, Daniel	Rogers, Allison	Rothery, Megan
Rugile, Jessica	Sanchez-Reyes, Arely	Schmalzer, Kristina
Showell, Pauline	Siddiqui, Sidra	Siegfried, Arianna
Steiner, Mary	Tolle, Heidi	Tracy, April
Wakefield, Amber	Wakeland, Lynsey	Welsh, David
Yamamoto, Dawne	Yerlick, Avidan	

4. Current third-year probationary administrators being offered three-year contracts for July 1, 2022, to June 30, 2025, as contract administrators:

Burnett, Tristin	Caldwell, Emily	Robbins, Jennifer
Rodriguez Siordia, Martha		

5. Current contract teachers being offered two-year contracts for July 1, 2022, to June 30, 2024, as contract teachers:

Abrahamson, Dan	Ackerman, Andrew	Adam, Elias
Adamczyk, Karen	Adzima, Angela	Aguilar, Sonja
Ahern, Patrick	Akers, Lindsey	Alexander, Theresa
Ali, Karri	Alm, Sydnee	Aman, Kaylee
Anderson Morehouse, Robyn	Anderson, Carol	Anderson, Laura
Anderson, Miriam	Anderson, Samantha	Angal, Sharon
Anker, Ninon	Annis, Elizabeth	Aoki, Kasumi
Ares, Alvaro	Armenta, Ada	Armitage, Sarah
Asanovic, Kim	Aupperle, Amy	Avery, Lida
Avila Gutierrez, Sindy	Awabdeh, Talline	Ayala, Maria
Babcock, Mary	Baca, Jason	Bailie, April
Barash, Adam	Barcenas, Claudia	Barnes, Leslie
Barry, Jennifer	Bascom, Jessica	Bateman, Joshua

Battaglia, Darren
 Bayer, William
 Beddoe Phillips, Vanessa
 Belanger, Secret
 Berger, Alexander
 Bice, Allyson
 Binoeder, Shelly
 Blanco, Kevin
 Bohm, Wayne
 Botella Gonzalez, Cristina
 Bourland, Madeleine
 Boyd, Stephanie
 Brandt, Aliceson
 Brennan, Rhianon
 Brock, Alesha
 Bromley, William
 Brown, Kevin
 Bruhl, Angela
 Bugg, Alicia
 Burger, Jennifer
 Burnor, Cheryl
 Butler, Leandre
 Buyas, Michelle
 Cai, Helen
 Callahan, Melinda
 Campa, Cristi
 Campos, Gloria
 Caputo, Christine
 Carmolinga Espinoza, Yesenia
 Carr, Connie
 Cary, Jennifer
 Ceccarelli, Vanessa
 Cermak, Meagan
 Christianson, Mark
 Ciliberto, Cristina
 Clark, Rebecca
 Clift, David
 Cocheu, Robin
 Conner, Robin
 Coolman, Kathleen
 Cosman, Kayla
 Coyle, Sarah
 Crisi, David
 Cronan, Lori
 Cruickshank, Mallory

Bauman, Daniel
 Beale, Nicole
 Beeler, Perry
 Bell, Michelle
 Bernhardt, Mark
 Biddington, Tami
 Blair, Sara
 Blind, Salina
 Bonebrake, Deborah
 Boucher, Emily
 Bowlsby, Alana
 Bradley, Tammy
 Brehm, Kristy
 Briceno, Connie
 Brock, Andrea
 Bronson, Dawnmarie
 Brown, Nicole
 Buchanan, Brent
 Bunting, Andrew
 Burkhardt, Kelsi
 Burnsied, Casy
 Butler, Martyn
 Byers, Beverlee
 Cairns, Lisa
 Calvert, Kevin
 Campbell, Darci
 Canaga, Margaret
 Carceles, Juan
 Carnes, Rachelle
 Carr, Matthew
 Casey, Kelsey
 Centers, Zachary
 Chavez Lopez, Dania
 Christopher, Jules
 Clagett, Eleanor
 Clark, Stephanie
 Clinebell, Lindsay
 Cole, Sarah
 Cook, Brian
 Corbeau, Shannon
 Cotton, Josiah
 Crabtree, Kevin
 Crnich, Megan
 Crowell, Clark
 Cuevas Trol, Maria

Bayer, Kimberly
 Becker, Claire
 Begley, Brandon
 Bennett-Larson, Brittany
 Bethune, Amanda
 Billington, Matthew
 Blanchard, Jayna
 Blomberg, Kristin
 Bosshardt, Daniel
 Bouker, Kim
 Bowman, Betsy
 Brady, Michelle
 Breitenbuecher, Kelly
 Brittenham, Patrick
 Bromley, Molly
 Brown, Brigitte
 Broyles, Lilly
 Buck, Tammie
 Bunting, Kyle
 Burnett, Richard
 Buthe, Ana
 Buxton, Jeremy
 Cabral, Karen
 Caldwell, Kimberly
 Cameron, Laurie
 Campbell, Glenn
 Canova, Erin
 Carlson, Sharon
 Carney, Tamara
 Carrero Ramos, Alejandro
 Castro, Gabrielle
 Cerda, Graciela
 Chipps, Andrew
 Chronister, Nicole
 Clark, Kimberly
 Clemens, Ashley
 Cloud-Fitzgerald, Fara
 Colondres Velez, Fernando
 Cooley, Shane
 Corwin, Tarra
 Cotton, Keely
 Crackel, Deanna
 Crocker, Kristina
 Crowell, Lindsay
 Cumpston, Gene

Dale, Cynthia
Danley, Tambra
Davis, Bret
Dawson, Abby
Dean, Cecilia
DeBolt, Michelle
Denny, Sarah
Dewhitt, Shellie
Dilley, Darren
Dortch, Jason
Dover, Jacqueline
Duncan, Rheanon
Dunn, Michael
Dye, Izza
Elison, Ruth
Ellis, Melissa
Englen, Andrew
Erlandsen, Gretchen
Estevez Galicia, Yazmin
Faulder, Brenda
Ferber, Alex
Fifth-Lince, Amy
Finster, Jaymie
Fisher, Sheryl
Flores Millet, Isabel
Flores, Michelle
Foster, Angie
Franklin, Sara
Fryer, Chelsea
Fuss, Bryan
Galian, Julio
Garcia Avilez, Mariana
Gaspardis, Jonathan
Geiger, Regan
Gerst, June
Giboney, Bryce
Givens, Michael
Glaze, Marcus
Godsey, Zoe
Goldmann, Christine
Gonzalez Hiltner, Magaly
Goodman, Priscilla
Greaves, Jill
Gregory, Jenae
Grinnell, Sandie

Daliposon, Lori
Dash, Maritza
Davis, Cary
Dawson, Jennifer
Debeljak, Anne
Decoster, Amy
DePinto, Mike
Dezellem, Stacy
Dolan, Tara
Douangmala, Caitlin
Drotning, Henry
Dunlop, James
Duran, Liana
East, Catherine
Ellingson, Tammy
Emmorey, Melissa
Erickson, David
Espinoza, Diann
Evers, Nayoko
Fay, Kathline
Ferguson, Kristin
Figueroa, Heather
Fishback, Layton
Fleming, Carissa
Flores, Christopher
Foote Allen, Rachel
Fotland, Geoffrey
Frayn, Laurie
Fuglevand-Fredrick, Heidi
Futter, Michael
Gallardo, Patricia
Garcia, Esmeralda
Gatewood, Ronda
Gerber, Kirstin
Giacomini, Renata
Gibson, Emily
Glaske, Heidi
Glaze, Stacey
Goemmel, Mariah
Goldstein, Jaime
Gonzalez, Lacy
Goritz, Peter
Greene, Danika
Grenz, Carolyn
Grossen, Kelsey⁴³

Danielson, Amy
Davis, Audrey
Davis, Scott
Day, Sarah
DeBois, Erica
Delplanche, Deborah
Dessert, Kayla
Dikeman, Donna
Dornfeld, Krista
Douthit, Brieanna
Dumbrow, Cheryl
Dunn, Megan
Durgan, Kayse
Echeverria, Natasha
Elliott, Samantha
Enck, Anna
Erikson, Daphne
Estep, Christine
Evers-Selleck, Tracy
Feldhaus, Tina
Ferrante, Crystal
Fink, Stephenie
Fishback, Sean
Fleming, Danielle
Flores, Holly
Foster, Aaron
Fragoso, Joel
French, Jessica
Fukuhara, Marissa
Gainey, Kimberly
Gamache, Lisa
Garcia-Puga, Ruben
Gaumond, Carol
Gerig, Stephanie
Giard, Heather
Gill, Eugene
Glasscock, Alicia
Godfrey, Brooke
Golay, Jill
Gomez Giraldo, Juan
Gonzalez-Santos, Angel
Gray, Michelle
Greenwood, James
Grinnell, Roger
Grossen, Willow

Gurney, Lisa
Guthrie, Leona
Hagerty, Christopher
Hall, Caleb
Hammer, Christie
Hansen, Anita
Hanson, Krista
Harp, Cynthia
Harrington, Scott
Harsin, Sara
Harvey, Bethany
Hawbecker, Shelley
Hazen, Jeffery
Hebert, Melissa
Held, Colleen
Henderson, Amy
Henry-Dorr, Olivia
Herzog, Jenice
Hibbert, Kyle
Hicks, Adrienne
Hill, Lauren
Hirata, Melisa
Honse, Samuel
Hutchinson, Stacey
Israel-Greco, Dovina
James, Angela
Jaspar, Corinne
Jennings, Maxine
Johansen, Mark
Johnson, Steven
Jones, Abby
Jones, Jason
Julian, Kelsey
Kagawa, Ko
Kang, Justine
Keane, Celina
Keeth, Justin
Keller, Christopher
Kennedy, Catherine
Kessler, Miranda
Kim, Michelle
Kissinger, Amanda
Koch, Briana
Kosmalski, Julie
Kourt, Katerina

Gurske, Noelani
Gutierrez, Mary
Hakkila, Kristin
Hall, Mary
Hammond, Neysa
Hansen, Joel
Hardin Mercado, Yessica
Harrington, Karin
Harris, Erin
Hart, Kathryn
Haskins, Brook
Hawks, Rachelle
Heagh-Avritt, Kristina
Hedges, Ceanna
Heller, Kiley
Hendryx, Jeffrey
Her, Sue
Heselwood, Marci
Hickey, Kristin
Hiles, Mattie
Hill, Tamara
Holmen, James
Hoppen, Rebecca
Incrovato, Jamie
Jackson, Scott
Jansen, Camille
Jellesed, Russell
Jewkes, Krispin
Johnson, Hugo
Johnston, Eric
Jones, Corey
Jones, Shannon
Juster, David
Kaigler-Roudebush, Aubry
Kares, Rachael
Keck, Scott
Kellar, Margaret
Kelly, Marsha
Kerbs, Sharon
Key, Mabel
Kirkpatrick, Suzanne
Klimke, Carly
Kolbet, Sara
Kosmas, Christina
Kraft, Barbara ⁴⁴

Gustafson, Kaylee
Haberman, Amy
Hale, Helene
Hallquist, Jacquelyn
Hancock, Melissa
Hanson, Erin
Harless, Jason
Harrington, Kimberly
Harris, Kimberly
Hartfeil, Marika
Haueter, Alex
Hayden, Sami
Heath, Christopher
Heider, Hayley
Hellstrom, Raymond
Henningsen, Stephanie
Hergert, Susan
Hess, Kandi
Hickman, Logan
Hill, Alason
Hillis, Christina
Holmes, Andrew
Horton, Shereen
Ingalls, Nicholas
Jager, Catherine
Jarrell, Heather
Jennings, Jennifer
Job, Stacy
Johnson, Jeffrey
Johnston, Jeffrey
Jones, Daniel
Jordan, Russell
Justiniano, Robert
Kaiser, Michiah
Kasper, Timothy
Keenan, Elizabeth
Kellar, Scott
Keniston, Rachel
Kernan, Daniel
Kha, Tin
Kish, Nicholas
Klugherz, Gabrielle
Kopp, Allen
Kottkey, Kevin
Kramer, Susan

Kramer, Tim
Kulle, Jennifer
Lais, Paula
Langbauer, Nels
Larrance, Amiya
Laurie, Kayla
Lawson, Lauren
Ledgerwood, Steffan
Lemus Garcia, Raquel
Lewis, Kimberly
Licht, Joshua
Lipski, Victoria
Long, Nicola
Lopez Lopez, Azucena
Lopez, Luis
Lowman, Haley
Luna, Juana
Luther, Deborah
Magdaleno, Angelina
Maher, Una
Major, Mandy
Manzo, Jordan
Markealli, John
Martin Bellido, Daniel
Martinak, Mayra
Marvin, Avery
Mayers, David
McClain, Julie
Mccoy, Amanda
McCullum, Heather
McGraw, Shannon
Medina, Suzanne
Mendoza, Aida
Mete, Antonia
Mick, James
Miller Jr, Olson
Miller, Samuel
Miranda-Diaz, Miriam
Mizuta, Jonathan
Molenkamp, Marcell
Montes, James
Morgan, Christina
Morgan, Malgorzata
Mullavey, Julie
Myers, Michaelene

Krupa, Molly
La Tour, Christina
Lam, Rachel
Laporte, Nardy
Lassen, Jenny
Laws, Kimberley
Lebeau, Kristin
Lee, Emily
Lenahan, Jason
Lewis, Melanie
Lindley, Christopher
Lizarraga Arciga, Gina
Longrie, Kimberly
Lopez, Aurora
Lopez, Sylvia
Lugo-Estrada, Sonia
Lundy, Mattie
Lyle, Marla
Magnuson, Andrew
Mahlum, Adam
Makboul, Noor
Marchand, Megan
Marquez, Ana
Martin, Cary
Martinez, Cameron
Matias, Wilfred
McBroom, Laura
McClain, Stephanie
McCoy, Ashley
Mcelmurry, Ashley
McHarg, Kayla
Meeuwsen, Jennifer
Mendoza, Itzia
Meyer, Kirsten
Midkiff, Valerie
Miller, Nicole
Miller, Sarah
Mito Ahern, Nicole
Moe, Kristi
Monahan, Annette
Moore, Dee
Morgan, Elizabeth
Morgan, Robin
Munson, Shawna
Nahl, Elizabeth⁴⁵

Kruse, David
Laack, Alia
Land, Reyna
Lardy, Paul
Laurance, Lydia
Lawson, Allison
Lecorre, Jennifer
Lemons, Kelsey
Leslie, James
Lewis, Sarah
Linnell, Richard
Lobo, Sandy
Lopez De Leon, Hector
Lopez, Juan
Loun, Matthew
Lule-Jimenez, Alfonso
Lusk, Shannon
MacDonald, Jenessa
Mahar, Courtney
Mahlum, Eric
Malinov, Irina
Marino, Amara
Marston, Lori
Martin, Jessica
Martinez, Kimberly
Mayers, April
Mccaffrey, Meghan
McCourt, Michele
McCoy, Kenneth
McGinley, Emily
McIrvin McMahan, Megan
Meeuwsen, Joel
Merritt, Brooke
Meyer, Samantha
Miles, Douglas
Miller, Nyree
Minch-Meehan, Nicole
Miyama, Dean
Moisant, Karen
Monroy, Nicole
Moreno, Brenna
Morgan, Jennifer
Mueller, Arig
Murphy, Jenna
Nave, Aaron

Nebel, Erik
Nelson, Katherine
Neville, Abigail
Ng, Robin
Nicholas, Laura
Norwood, Jennifer
Obrien, Amy
Olen, Thomas
Osorio, Jessica
Paden-Matsuzaki, Cynthia
Panayiotou, Shelley
Parris, Rebecca
Patterson, Todd
Pelayo Roberts, Stacy
Penrod, Susan
Peters, Kaitlin
Petrick, Heidi
Phelan, Valerie
Phipps, Jonna
Policar, Martin
Posch, Blair
Pratt, Lana
Prichard, Amy
Pruss, Nathan
Ramchandrar, Usha
Ranger, Jennifer
Ravensberg, Edward
Reamer, Erin
Reese, Laura
Reid, Allison
Rekow, Kristen
Reynoso, Ian
Rice, Therese
Riley, Sara
Robbins, Megan
Robinson, Kendra
Rodrick, Joseph
Rogers, Marisa
Rooke, Kelly
Rose, Cindy
Rosser, Tessa
Rykowski, Wendy
Sagapolu, Lisa
Salis, Emily
Sanchez, Roberto

Nees, Katrina
Nelson, Stacia
Neville, James
Ngo, Thu
Nies, Jessica
Noyes, Benjamin
Ogbeide, Kara
Olivas, Julie
Osterhaus, Julia
Page, Breanna
Panozzo, Patricia
Parsons, Jennifer
Paulsen, Matthew
Pendergrass, Brian
Perkins, Suzanna
Peterson, Christin
Pfister, Lisa
Phelps, Brianna
Pieser-Wirsching, Teresa
Pollock, Allison
Posthumus, Anna
Prehn, Alison
Pridemore, Brenda
Quinn, Kelly
Ramirez Florian, Maria
Rappleveya, Lisa
Ray, Emily
Reardon, Susan
Reich, Barbara
Reid, Meaghan
Retzlaff, Sara
Rice, Azusa
Rich, Therman
Rinck, Tracey
Roberts, Dale
Rockenbaugh, Erin
Rodriguez, Laury
Rogers, Stephen
Rooney, Shannon
Ross, Benjamin
Rueber, Kristen
Sabroe, Sarah
Sahlfeld, Todd
Sanchez, Alondra
Sarafa, Hope ⁴⁶

Nehring, Rachel
Nesbitt, Jeremy
Newman, Kathryn
Nguyen, Stephanie
Norman, Yvonne
Nunez, Griseldo
Oleary, Sheila
Ortega, Meghan
Owens, Stephanie
Panagopoulos, Alexandra
Pardun, Jody
Patron, John
Pearson, Lisa
Pendergrass, Melissa
Peters, Dawn
Peterson, Wendy
Phanichayakarn, Rachel
Phipps, Jason
Pitt, Richard
Portinga, Teresa
Powers, Michele
Price, Michelle
Pruss, Christa
Rainey, Lisa
Ramirez, Irma
Rattazzi, Darcy
Ready, Denise
Reese, Adam
Reichenbach, Timothy
Reitmeier, Kimberlee
Reyes, Sally
Rice, Dennis
Riley, Dana
Rivas-Street, Paula
Robertson, Daniel
Rockenbaugh, Patrick
Rogers, Keona
Rohwer, Tonya
Rosato, Amy
Ross, Zachary
Russell, Elizabeth
Sadler, April
Sahlfeld, Whitney
Sanchez, Mario
Satterlee, Scott

Saul, Connie
Savage, David
Sayre, Terrence
Scharosch, Lisa
Schmidt, Andrea
Schrantz, Barbara
Scoble, Cassandra
Sebastian, Paula
Sevenau, Jeanine
Shearing, Richard
Shelton, Katharina
Sherwood, Christopher
Shrout, Carissa
Shupe, Shayne
Siems, Denise
Sinclair, Anthony
Sivula, Rebecca
Smith, Breanna
Smith, Molly
Snyder, Julia
Sprecher, Haley
Stanley, Richard
Stein, Peter
Stephen, Patricia
Stimson Clark, Adrienne
Stockbridge, Liisa
Strand, Jennifer
Sturtevant, Pamela
Sunagawa, Naomi
Sweatman, Jenny
Szmigulski, Kristin
Talbot, Stacy
Taube, Christine
Taylor, Odelsa
Terpin, Kaitlan
Thomas, Michael
Thompson, Christy
Thompson, Nicole
Tillman-Dunlevy, Jessica
Tobias, Kayleigh
Toth, Ramona
Trosclair, Brett
Turner-Baxter, Megan
Underhill, Jennifer
Vandebergh, Rhonda

Sauve, Cassondra
Saxton, Brent
Schaefer, Allison
Scheafer, Ryan
Schmidt, Angela
Schubmehl, Angela
Scott, Barbara
Sell, Leslie
Severance, Heather
Sheldon, Amy
Shene, Jory
Shimel, Lindsey
Shuff, Daniel
Siasiakis, Maria
Simonson, Noah
Sinclair, Kristine
Skipper, Brigitte
Smith, Caitlyn
Smith, Sharma
Soon, Kevin
Sriram, Shanthi
Steele, Matthew
Steinbach, Haley
Stephens, Thomas
Stinger, Jason
Stollberg, Sara
Striplin, Mark
Stuve, Carmen
Sunday, Wendy
Sweeney, Katherine
Tabellija, Sara
Tanedo, Lisa
Taylor, Aprille
Teegarden, Elizabeth
Tesdal, Ryan
Thomas, Scott
Thompson, Linnea
Thorpe, Pamela
Timmer, Nancy
Tolchin, Abigail
Tramelli, Julie
Turner, Gail
Twigg, Neill
Valadez Alvarez, Juana
VanDyke, Erin ⁴⁷

Sauve, Colleen
Saxton, Wendy
Schantz, Kerensa
Schlechter, Andrea
Schott, Ann
Schwartz, Shannon
Scott, Molly
Semmelroth, Tia
Shaaban, Lori
Sheller, Laura
Shepherd, Renee
Shores, Mary
Shumaker, Heather
Siebert, Ashley
Sims-Cochran, Veva
Sipp, Shane
Smith, Adrienne
Smith, Denice
Smith-Menard, Dekka
South, Tyler
Staat, Emily
Steele, Wendy
Stemple, Peter
Stewart, Timothy
Stock, Matthew
Story, Lindsey
Striplin, Melinda
Sukhareva, Yelena
Sunnes, Victory
Sylvester, Nancy
Taguchi, Jenny
Tarrel, Brandi
Taylor, Diana
Temple, Amy
Thex, Kelly
Thomas, Todd
Thompson, Lynette
Tierney, Anne
Timmons, Stephanie
Tolzman, Kyle
Trinh, Phuong
Turner, Holly
Twitty, Rachael
Van Wye, Karen
VanSlyke, Tamara

Vanwess, Janet
 Vermeire, Joseph
 Vincent, Melissa
 Vosicka, Katherine
 Waining, Sabrina
 Walker, Eric
 Wallberg, Aimi
 Waterman, Daniel
 Wear, Matthew
 Wedel, Amanda
 Whinery, Alan
 Whitman, Megan
 Wilkinson, Breanna
 Wilson, Dawn
 Winters-Blodgett, Melanie
 Wood, Jennifer
 Wright, Andrea
 Wynns, Penelope
 Youngren, Tara
 Zekmeister, Rochelle
 Zumwalt-Boyles, Stephanie

Ventura, Carin
 Vick, Michelle
 Volk, Kristin
 Wagner, Whitney
 Wakeman, Bonnie
 Wallace, Deborah
 Walsh, Angela
 Watson, Christi
 Webber, Carrie
 Weir, Sylvia
 Whitaker, Shannon
 Whitton, Nicholas
 Williams, Jennifer
 Wilson, Joseph
 Wong, Jem
 Wood, Libbey
 Wright, Mason
 Yabu, David
 Zagyva, Alia
 Zephirin, Sarah
 Zyp, Scott

Vera Rocha, Juana
 Villamagua, Maria
 Vorderbrueggen, Trina
 Wagoner, Melanie
 Walker, David
 Wallace, Jennifer
 Washington, Katherine
 Waugh, Ellen
 Webster, Courtney
 Welch, Kathryn
 White, Christine
 Wilkerson, Stephanie
 Williams, Samuel
 Winikka, Chris
 Wong, Stella
 Woodard, Anna
 Wright, Timothy
 Young, Amber
 Zaugg, Jaycee
 Zielke, Patricia

6. Current contract administrators continuing their three-year contracts from July 1, 2020, to June 30, 2023, as contract administrators:

Acuna, Olga
 Combs, Allison
 Gulley, Otis
 Harrington, Linda
 Kasper, Julie
 McCalley, Jennifer
 Neville, Audrea
 Pede, Jon
 Roedel, Nathan
 Vickery, David

Brodniak, Carmen
 Fox, Elaine
 Gutierrez, Kasia
 Johns, Janette
 Kingsmith, Rebecca
 McLain, Gina
 Nova, Brooke
 Pierce, Erika
 Thomas, Kathleen
 Walters, Christina

Coleman, Yolanda
 Garcia, Lindsay
 Haghighi, Saideh
 Johnson, Danielle
 Matsuo, John
 Muilenburg, Peter
 Painter, Joseph
 Ramos, Wendy
 Thompson, Sonta
 Welch, Justin

7. Current contract administrators being offered three-year contracts for July 1, 2022, to June 30, 2025, as contract administrators:

Aguilar Fasel, Lisa
 Bekken, Andrew
 Crane, Sarah
 Lentz, Jamie
 Lule, Berta
 Murray, Cecilia
 Petrick, Rian

Allen, John
 Beveridge, Jordan
 Haats, Brian
 Lew-Williams, Kona
 Morrison, Michelle
 Nova, Matt
 Reiman, Travis

Barraza, Jose
 Ciliberto, Alano
 Hatfield, Carol
 Luba, Thomas
 Murphy, Karen
 Peterson, David
 Ruf, Claudia

Sinapi, Francesca
Torres, Amy
Will, Roger

Stewart, Adam
Tovar, Arcema

Timmons, Gregory
Waletich, Casey

8. Temporary teachers employed on a 2021-22 contract, expiring June 30, 2022:

Acker, Morgan
Brown, Samantha
Butler, Benjamin
Collins, Emily
Contreras, Jade
Daza Santos, Concepcion
Dinsmore, Michelle
Ehlers, Timothy
Fountain-Miller, Courtney
Garcia Senechal, Raimundo
Gibbs, John
Gomez, Sonia
Grotle, Nidia
Hainline, Carolyn
Harwood, Sarah
Hehn, Lindsay
Kleinfelder, Brenda
Konrad, Erik
Lawler, Jennifer
Marin Amory, Priscila
McNeely, Mindy
Meeuwsen, Andrea
Morales Brooks, David
Munoz Sandoval, Juan
Newton, Sara
Orcutt, Hannah
Panagopoulos, Raymond
Petersen, Molly
Rainey, Alyssa
Rios, MaKaylee
Sahnow, Lucas
Sanchez, Belinda
Spencer, Dakota
Stone, Michelle
Switzer, Kimberly
Top, David
Wagner, Rebecca
Wolf, Linda

Aguilar, Hector
Brown, Tamara
Caley, Junia
Conroy, Emily
Costa, Heather
De Los Santos Vega, Antonio
Driscoll, Bryce
Fair, Lucinda
Furstenberg, Barbara
Garrett, LaShaun
Gill, John
Griffin, Damon
Guenther, Taylor
Hamilton, Alexia
Haupt, Jean
Johnson, Emma
Kloucek, David
Krabiel, Alex
Lloyd, Melinda
Martin, Michael
Medina, Rafael
Meeuwsen, Jeffrey
Morse, Lindsey
Muskat, Samuel
Ochoa Diaz, Dalia
Orion, Rose
Pearson, Lisa
Pranger, Kaitlin
Rasmussen, Heather
Rodriguez, Bianca
Salpitikoral, Isuru
Satterlee, Samantha
Spirlin, Danielle
Stupfel, Jonathan
Tengs, Rebecca
Troolines, Elizabeth
Welch, Maribel
Yoshioka, Katie

Becker, Krista
Buchanan, Jack
Chong, Natalie
Conroy, Jo
Curtis, Mackenzie
Del Castillo, Janelle
Dugger, Jenna
Fisher, Hannah
Ganter, Mark
Gibb, Courtney
Girod, Douglas
Gross, Lynette
Gulick, Benjamin
Hancock, Vanessa
Hawthorne, Suzanne
Jorgensen, Nichole
Koborsi, Molar
Lang, Anna
Lueck, Molly
Matouk, Samya
Meek, Brianna
Meyer, Alyssa
Munger, Clare
Nelson, Joshua
Oconnor, Michael
Pagan, Carlos
Peters, Elise
Prevost, Rachel
Rempel, Courtney
Rutschman, Aaron
SalvatierraHernandez, Evelyn
Sibert, Mackenzie
Starts, Lauren
Stupfel, Kelsey
Thurley, Christopher
Van Winkle, Daniel
Wisot, Gabrielle

9. Temporary administrators employed on a 2021-22 contract, expiring June 30, 2022:

Carmolinga Espinoza, Yesenia

Francom, Barbara

Nichols, Raya

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
APPROVE POLICIES – CONSENT AGENDA

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 January 25, 2022:

- Policies in Section J - Students
 - 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 approve the policies.



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

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
APPROVAL HIGH SCHOOL COURSES:
INTRODUCTION TO FIRE & EMERGENCY SERVICES; CIVIC & COMMUNITY
SERVICE 2; FILM 1 & 2; AIRCRAFT SYSTEM & PERFORMANCE

SITUATION

On January 25, 2022, the Board of Directors heard presentations for four new high school courses/programs. The courses came forward from Century High School, Glencoe High School, and Liberty High School. The Community Curriculum Advisory Committee (CCAC) has provided feedback to the teachers proposing these courses and recommended that the Board consider these courses for adoption. "Introduction to Fire & Emergency Services" was presented by Rhea Duncan, Fire Science teacher at Liberty High School. "Civic & Community Service 2" was presented by Lisa Pearson from Glencoe High School and Erica DeBois and Trig Rogers from Century High School. "Film 1" and "Film 2" was presented by Lori Daliposon from Glencoe High School. "Aircraft System & Performance" was presented by Sheri Fisher from Liberty High School. These presentations were supported by Director of Secondary Teaching and Learning, Becky Kingsmith. If approved, these courses would be available to be offered in the 2022-2023 school year.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the proposed courses, Introduction to Fire & Emergency Services, Civic & Community Services 2, Film 1 and Film 2, and Aircraft System & Performance.

I move that the Board of Directors approve the proposed courses Introduction to Fire & Emergency Services, Civic & Community Services 2, Film 1 and Film 2, and Aircraft System & Performance.

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
ADOPT RESOLUTION APPROVING NORTHWEST REGIONAL EDUCATION
SERVICE DISTRICT LOCAL SERVICE PLAN FOR 2022-23

SITUATION

In accordance with ORS 334.175, local school districts must approve their education service district's Local Service Plan for the following year on or before March 1 of the current year. The Northwest Regional Education Service District (NWRES D), in concert with regional superintendents, developed a Local Service Plan to bring to the region's 20 school districts. For the local service plan to take effect for the 2022-23 school year, the plan must be approved by at least two-thirds of the component school districts representing more than 50 percent of the regional student population.

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

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

NWRES D's Local Service Plan for the 2022-23 school year is attached.

RECOMMENDATION

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

I move that the Board of Directors adopt the resolution approving the NWRES D Local Service Plan for 2022-23.

Annual Report & Local Service Plan

A report to school boards and community about the services provided to school districts in the 2020-21 school year and planned services for the 2022-2023 school year





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ABOUT



NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT

BOARD OF DIRECTORS

NWRESD is governed by a nine-member board. Five zoned members are elected by school boards from the represented zone. Four members are appointed by the elected members. Appointed positions include representation from the social services, higher education and business sectors. There is also an at-large position.



TONY ERICKSON, CHAIR

Zone 4: Beaverton (Beaverton and Sunset High School attendance areas), Clatskanie, Rainier, Scappoose, St. Helens and Vernonia



ROSS TOMLIN, VICE CHAIR

Higher Education



CHRISTINE RILEY

Zone 1: Gaston, Sherwood and Tigard-Tualatin



DOUG DOUGHERTY

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



LISA POEHLITZ

Zone 3: Hillsboro



KAREN CUNNINGHAM

Zone 5: Beaverton (Aloha, Southridge and Westview attendance areas)



MAUREEN WOLF

At-Large



ERNEST STEPHENS

Business



DIANE WILKINSON

Social Services

EXECUTIVE LEADERSHIP



DAN GOLDMAN
Superintendent



SARAH POPE
Deputy Superintendent



JOHNNA TIMMES
Executive Director of Early Learning



CATHLEEN JENSEN
Executive Director of
K-12 Special Education



MEGAN MCCARTER
Executive Director of
Instructional Services



SHARIF ZAKIR LIWARU
Director of Equity and
Family Partnerships



DEBBIE SIMONS
Chief Human Resources Officer



STUART LONG
Chief Information Officer

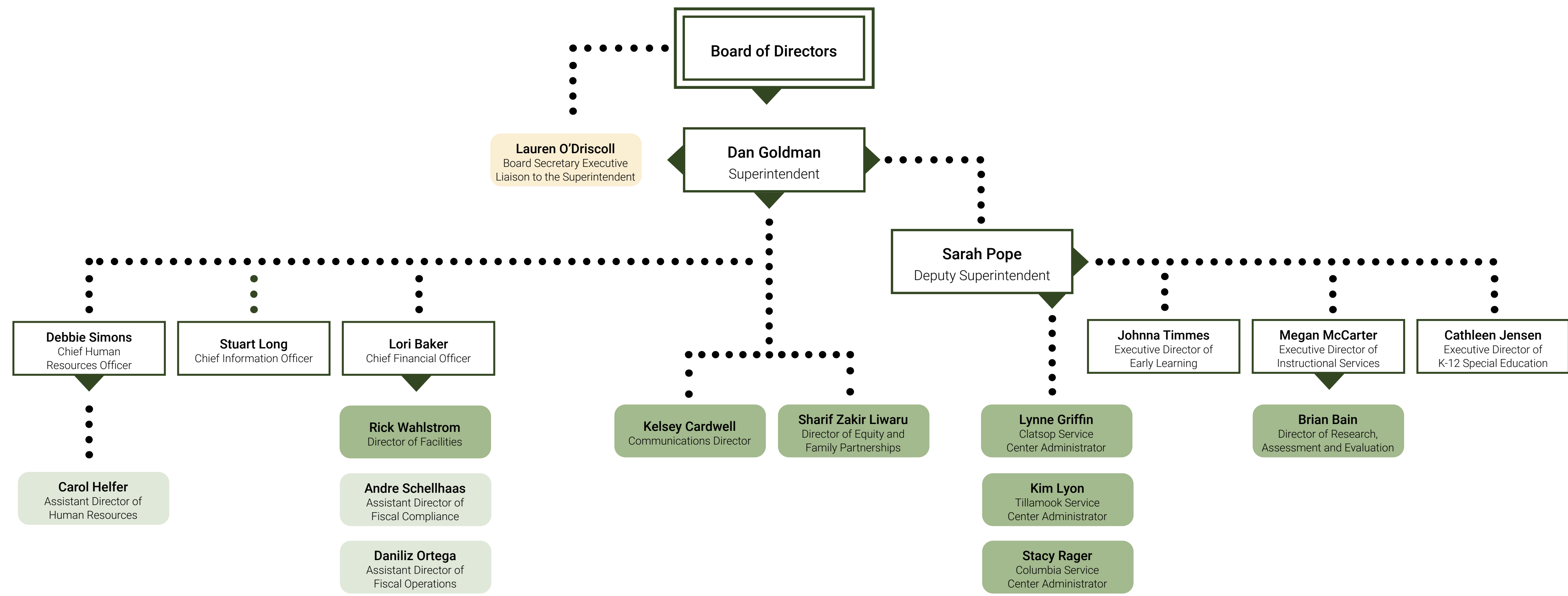


LORI BAKER
Chief Financial Officer



KELSEY CARDWELL
Director of Communications

ORGANIZATIONAL CHART





ANNUAL REPORT

2020-21 FISCAL YEAR

REFLECTING ON THE 2020-21 SCHOOL YEAR

A Message from Superintendent Dan Goldman



To the school boards, staff, community partners, students and families that we have the privilege of working with:

This past school year has undoubtedly challenged educators beyond what we could have ever imagined when we first set out to inspire and support students. As your partner

and a regional convener of public agencies and child and family services, Northwest Regional Education Service District (NWRES D) was uniquely positioned to witness the untold, and often heroic, efforts of educators across northwest Oregon. Reflecting on 2020-21, I am deeply, deeply grateful to my fellow superintendents and countless other school leaders throughout our region who have worked tirelessly, selflessly and with genuine care for the well-being of the children and

families they've committed to serving. There is ample evidence that—despite the difficulties navigating the pandemic, a national social justice awakening, and increased politicization of schooling—our region's teachers, support staff and specialists have kept students' needs at the forefront of their efforts. Shoulder-to-shoulder, our teams routinely persisted to improve the lives of the students and families we serve. I'm proud and honored to deliver a report highlighting what we were able to accomplish together.

In the enclosed pages, you will find celebrations and snapshots from the 2020-21 school year. As one of the most geographically, racially and economically diverse education service districts in Oregon, serving the largest student population, our work can be complex and is frequently intertwined with many different partners. Each year, we struggle to neatly summarize our work at a high level so the information enclosed in the annual report is meaningful to our partners and stakeholders. Between my summary of our work and the

individual school district sections that follow, I hope you get an authentic and accurate picture of how NWRES D is working for you, the varied programs and activities we employ with our partners to improve student outcomes, and our commitment to improving educational access, equity and success for every child in our territory.

2020-2025 Strategic Plan Progress

The 2020-21 school year was the first year in our current strategic plan. When we drafted the plan, we had not forecasted a crippling global pandemic, nor did we anticipate the opportunities that would arise from historic levels of social unrest and uprising across the country and at home. Through an incredible number of curveballs, detours and delays, I am proud to share substantive progress.

Our strategic plan is organized as a set of six collective commitments. We know that only when all of our staff work collaboratively to pursue these six collective commitments, will

we achieve our organizational vision: “Every student educated, equipped and inspired to achieve their full potential and enrich their communities.”

To highlight how our collective work impacts students, we recently enlisted the Lopez family to tell their story and share more about what educator success looks like from their perspective. The Lopez’s connection to our services are extensive and include:

- The entire family received services from the Migrant Education Program.
- Alejandra (eldest daughter) was a member of our 9th Grade Success Student Network, a network of students from school districts across the region who work together to identify and pilot opportunities for improving the rate of success for 9th grade students.
- Leti (mom) attended our adult technology courses to learn how to support her children through comprehensive distance learning.
- Rosalinda (youngest daughter) interned with the Migrant Education Program, providing leadership to younger students with a similar life experience.

At a personal level, the Lopez family’s story embodies what is possible when educators work together toward a common vision.

We hope you enjoy meeting them by watching the short clip below:



Alejandra Lopez, a 17-year-old from the rural Oregon coast, shares her experience as the child of immigrants. “The Migrant Education Program has been absolutely essential for me and my family,” she says. Watch the video at nwresd.org/migrantspirit.

Zooming out to a higher level, I’ve also enclosed some of the milestones we achieved last year within each of the collective commitments.

Collective Commitment 1: Cultivate antiracism, multiculturalism, and diverse racial perspectives in program design, continuous improvement, and decision-making.

- Launched the Board Equity Policy Advisory Committee to ensure our policies increase, rather than limit, access and outcomes for each NWRESD student.
- Grew the Diverse Educator Pathways program to 116 participants, an increase of more than 300%. This program provides mentorship and support to aspiring multilingual, multicultural educators.
- Created an anti-bias training module for those participating on job interview panels; added an exit interview process to identify staff retention strategies and opportunities.
- NWRESD leaders completed a six-part workshop series with the National Equity Project to pave the way for the creation of region-wide Equity Learning Teams (ELTs).

- Published the NWRESA Antiracist Multicultural Continuum and had NWRESA staff measure where they feel our organization lives along the continuum to help us set measurable equity goals.

Collective Commitment 2: Create culturally sustaining learning environments that ensure each student is safe, known, and connected.

- The speech language pathology, autism spectrum disorder and school psychology teams administered over 1,400 virtual sub-tests to diagnose students' needs while in comprehensive distance learning.
- Schools teams attended the Northwest Positive Behavior and Intervention Supports conference to systematically strengthen PBIS structures in the coming school year.
- Students at Columbia Academy received 80 minutes of Lions Quest Social Emotional Learning Curriculum each week (the remaining schools will select curriculum this school year).
- We provided more than 250 wireless devices to staff and families without internet access and 364 EI/ECSE families with iPads to

ensure continuation of services during the pandemic.

Collective Commitment 3: Establish high expectations for the achievement and personal growth of each student.

- 20 high schools serving over 5,800 students adopted more equitable and motivating grading policies to support student success during the pandemic.
- 35 students across our four counties completed local change projects to improve their schools through the 9th Grade Success Network.
- 92% of participants said 9th Grade Success Network professional development will lead to improved outcomes for historically underserved students.
- We increased the use of data-driven decision-making software (supporting MTSS) from 20% of districts to 55%.

Collective Commitment 4: Utilize culturally sustaining, research-based practices for designing and delivering instruction.



Stephen Ferbrache, a student at Columbia Academy, sits atop a play structure during recess on March 31, 2021. Photo by Kelsey Cardwell.

- Teacher teams worked collaboratively in weekly Professional Learning Communities to refine their practice and support students in the areas of math, language arts, social emotional learning and equity.
- Members of the instructional services team developed three popular Every Student Belongs curriculum modules with facilitator guides to assist teachers, principals and students to create safe and welcoming classroom spaces.

Collective Commitment 5: Develop authentic, reciprocal, and inclusive partnerships with our diverse students, families, and community partners.

- We piloted a continuous improvement planning process to connect department-level actions to the agency strategic plan, including data monitoring, evaluation and professional learning requirements.
- We launched new accessible, user-



Robbie, an elementary student at Day Treatment Program, focuses on matching cards with a Life-Works milieu counselor. Photo by Kelsey Cardwell.

centered, multilingual communications tools including a new website and email/SMS bulletin system. We trained more than 30 program team members to use the tools for communicating with families and partners.

Collective Commitment 6: Seek, organize, and allocate resources toward achieving these commitments

- We created a new annual report and annual budget document to demonstrate alignment of resources to agency values and the new strategic plan.
- We increased our general fund reserve to 9.3% from 8%.

Detours: COVID-19 Response

- In partnership with metro region education service districts and health care providers, NWRESA coordinated a COVID-19 vaccination site at the Oregon Convention Center. As a result of the partnership, more than 70,000 educators efficiently received their vaccines. Our staff also recruited and coordinated more than 165 volunteers from Washington County to work at the vaccination site.

- In response to distance learning and the pandemic, we hosted a weekly professional learning series and conducted individual coaching sessions for staff from 11 of our component districts. Topics included: educational technology, the Canvas learning management system, culturally responsive teaching in a virtual setting, and social emotional learning in the pandemic context.
- We posted weekly COVID-19 metrics to help component school districts plan for a return to face-to-face instruction.
- We coordinated regular and ongoing meetings between county public health offices and our component school districts.

My best-

Dan Goldman
Superintendent

OUR SERVICE AREA

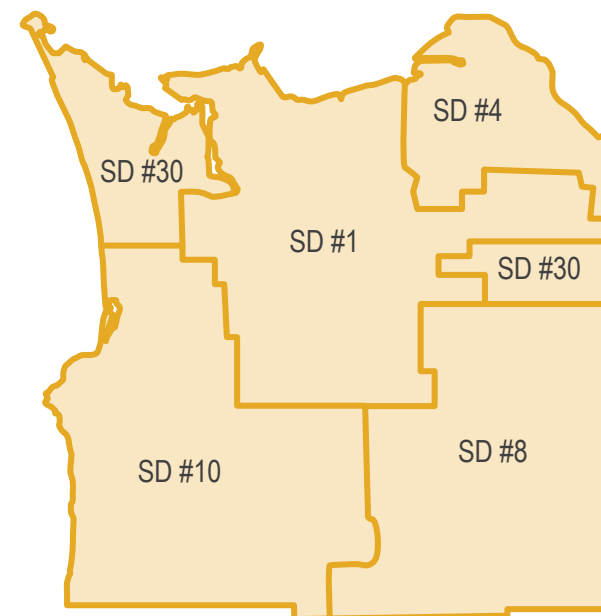
Land Acknowledgement:

Every community owes its existence to those who took part in making the history that led us to where we are today.

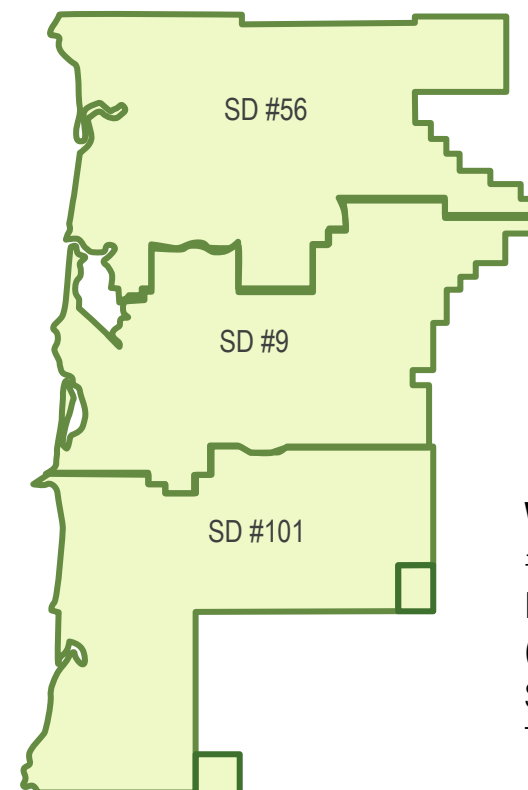
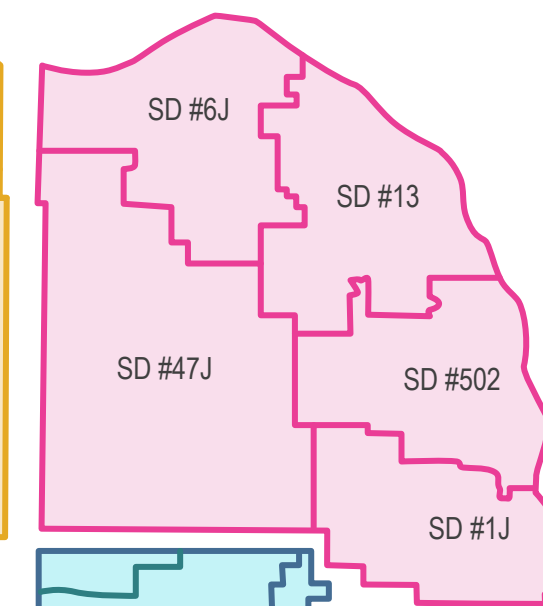
Some were brought to this region against their will, some were drawn to leave distant homes in pursuit of a better life, and some have lived here for countless generations.

We acknowledge that our service area overlays the traditional lands of the Atfalati, Nekelim, Siletz and Tillamook peoples. In our daily work in service to this region, we aspire to honor with gratitude the land itself and the people who have stewarded it over the centuries.

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

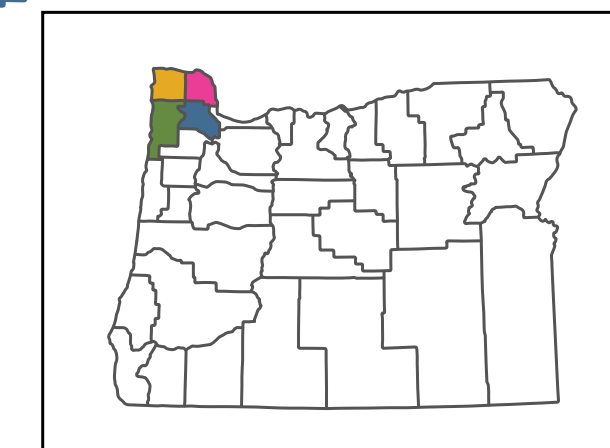
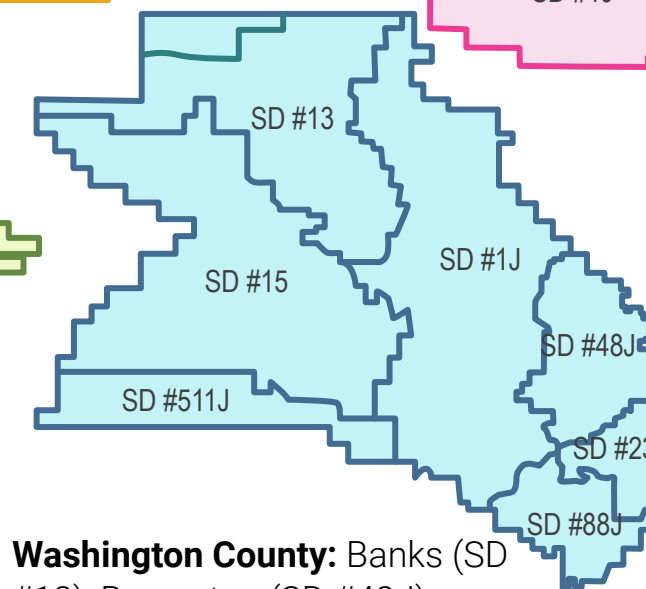


Columbia County: Clatskanie (SD #6J), Rainier (SD #13), Scappoose (SD #1J), St. Helens (SD #502), Vernonia (SD #47J)



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

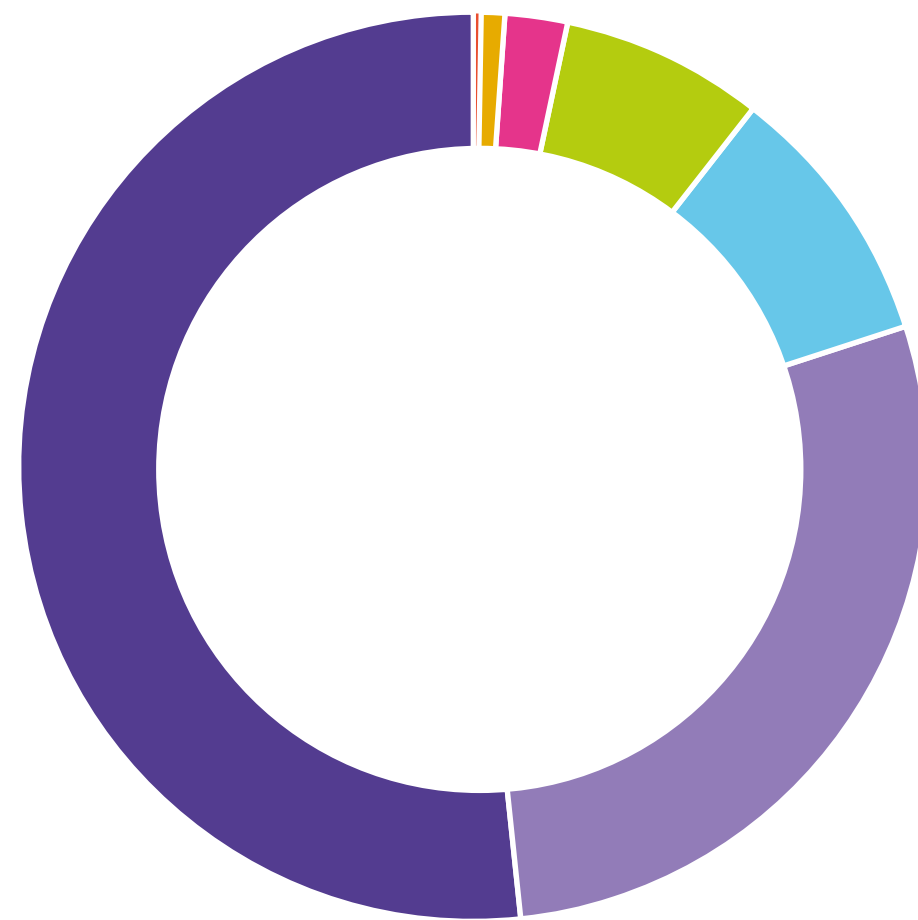
Washington County: Banks (SD #13), Beaverton (SD #48J), Forest Grove (SD #15), Gaston (SD #511J), Hillsboro (SD #1J), Sherwood (SD #88J), Tigard-Tualatin (SD #23J)



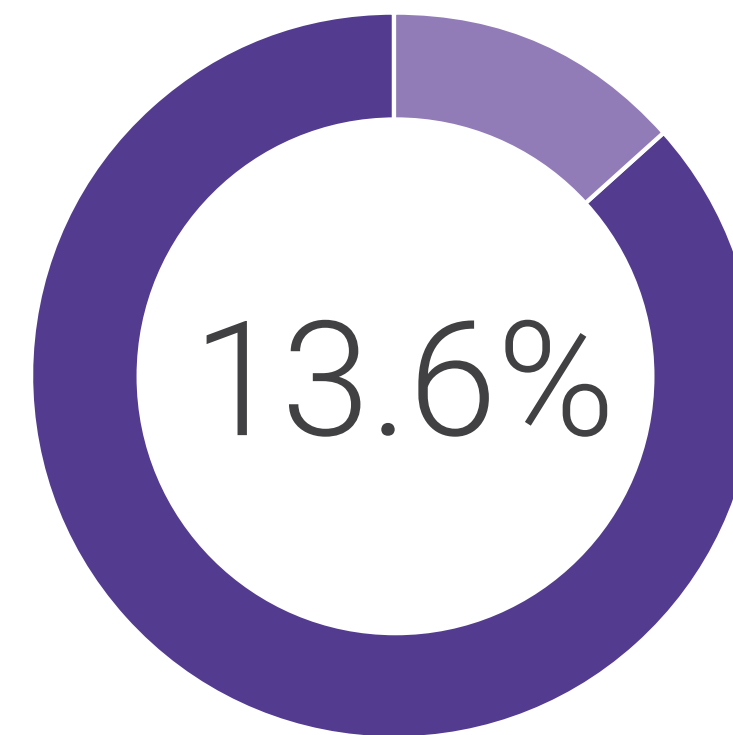
REGIONAL DEMOGRAPHICS

STUDENT RACIAL DEMOGRAPHICS

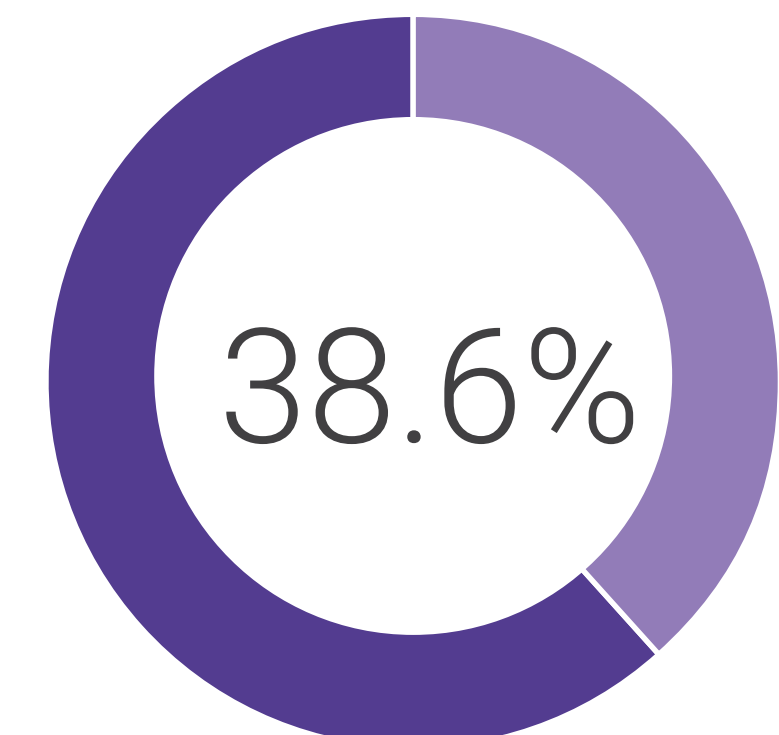
- Indigenous - .55%
- Pacific Islander - .83%
- Black - 2.1%
- Multiracial - 7.1%
- Asian - 9.4%
- Latino/a/x - 28.4%
- White - 51.6%



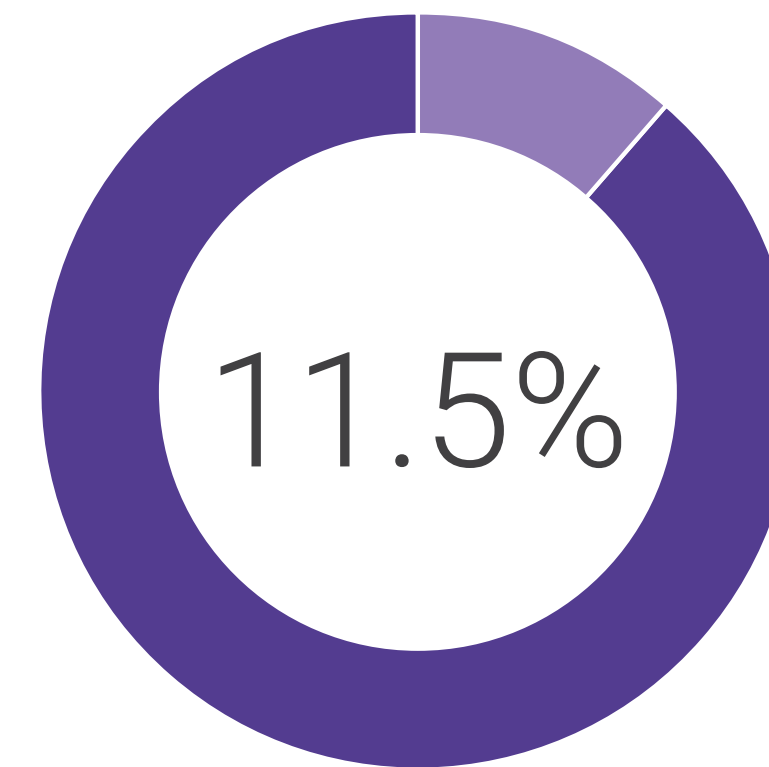
STUDENTS RECEIVING SPECIAL EDUCATION SERVICES



STUDENTS RECEIVING FREE OR REDUCED LUNCH



STUDENTS IDENTIFIED AS ENGLISH LANGUAGE LEARNERS

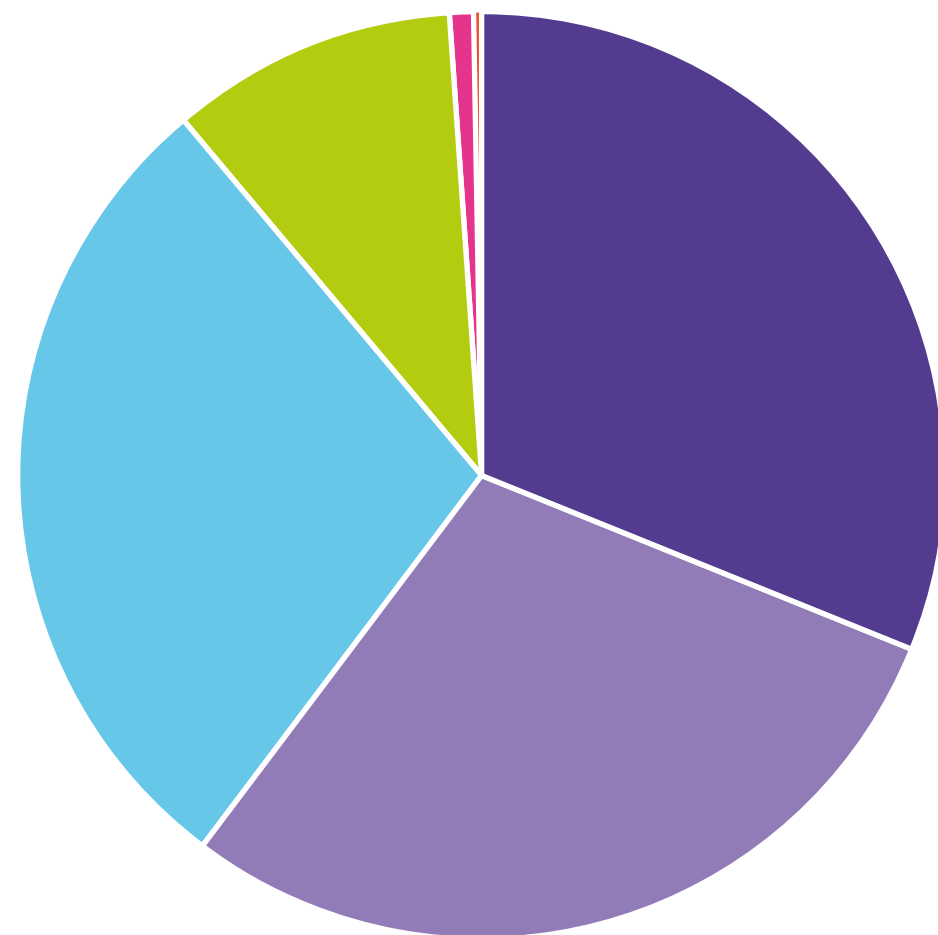


OVERVIEW OF 2020-21 FINANCIALS

TOTAL NWRES D RESOURCES

- **State, Federal & Private Grants** - \$41,067,998
- **State School Fund & Timber** - \$38,441,531
- **Charges for Services** - \$37,722,702
- **Property Taxes** - \$13,162,514
- **Sale of Capital Assets** - \$1,131,285
- **Other** - \$238,925

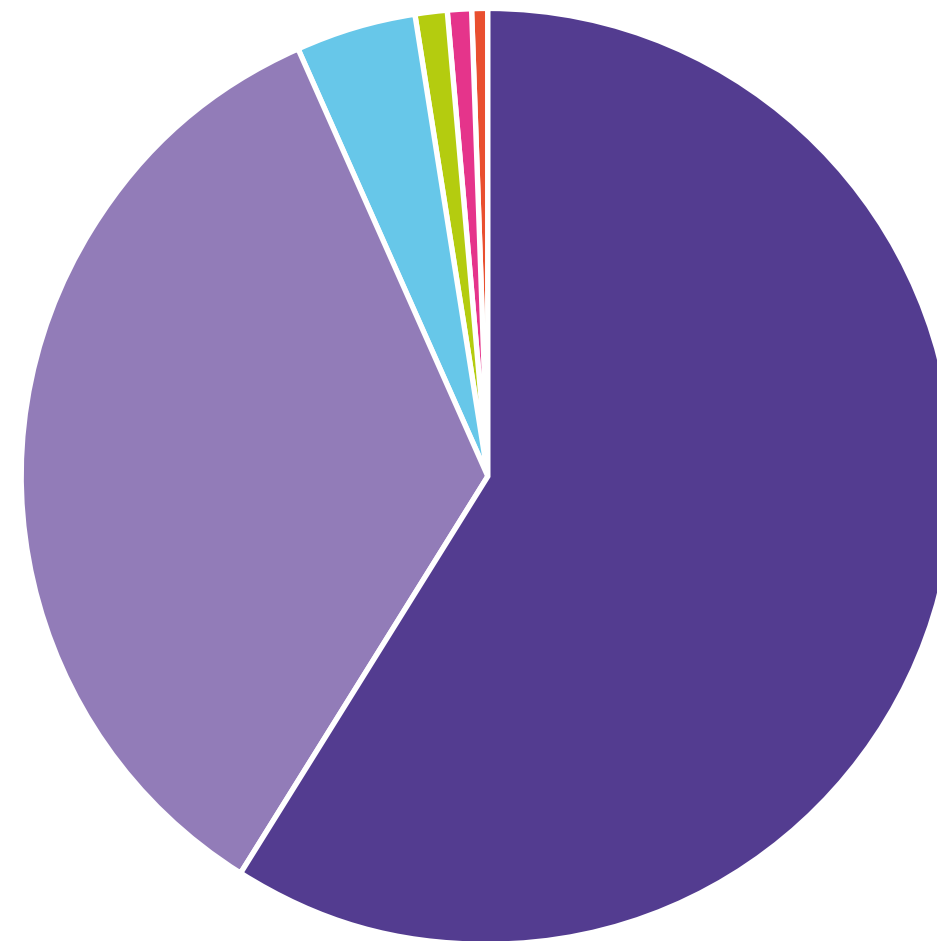
Total - \$131,764,955



TOTAL NWRES D EXPENDITURES

- **Support Services** - \$71,566,087
- **Instruction** - \$41,739,981
- **Apportionment of Funds** - \$5,115,906
- **Enterprises and Community Services** - \$1,563,512
- **Debt Service** - \$779,379
- **Capital Outlay and Construction** - \$602,022

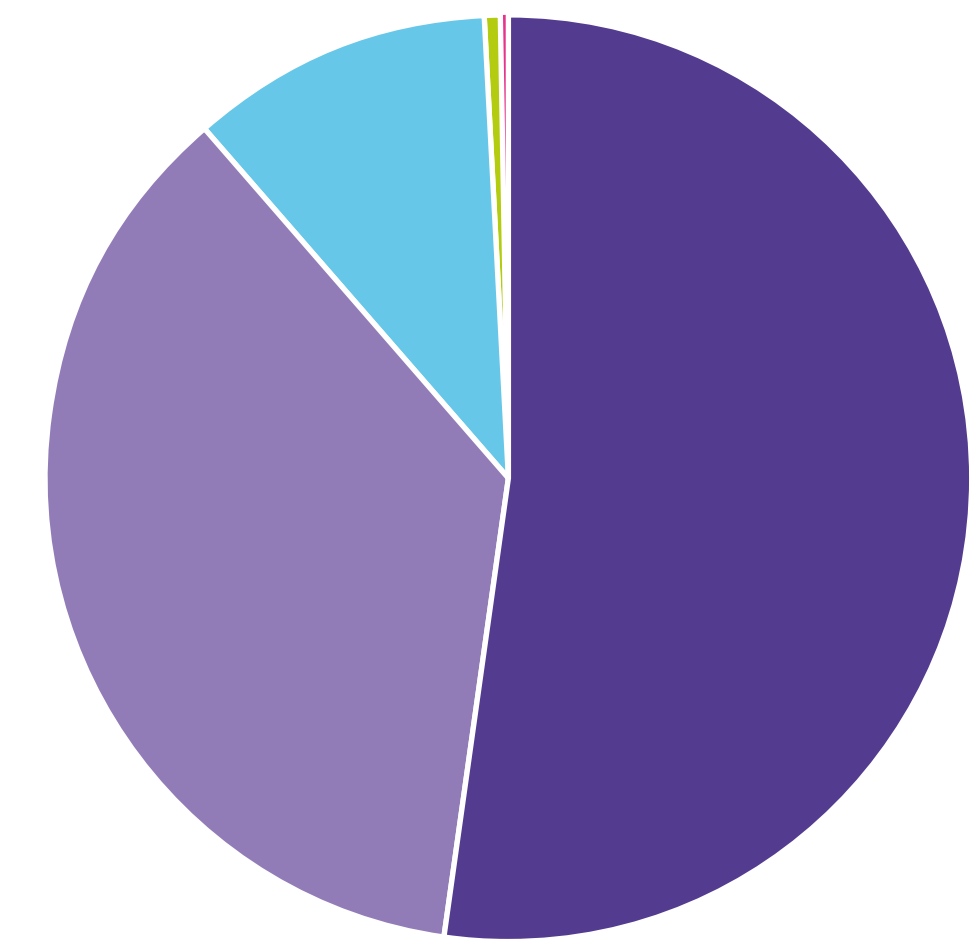
Total - \$121,366,887



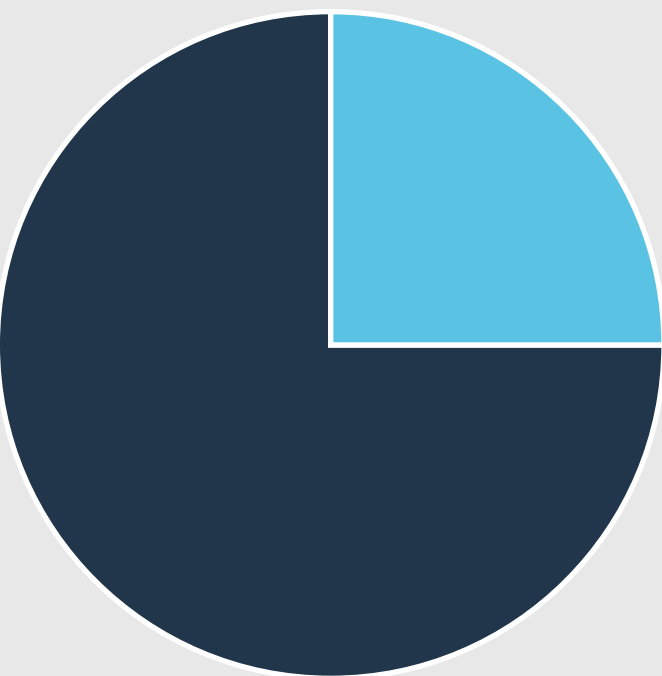
2020-21 CORE SERVICES EXPENDITURES

- **Technology** - \$2,437,748
- **County Allocations** - \$1,699,798
- **Instructional Services** - \$497,144
- **Home School Registration** - \$15,000
- **Emergency Closure** - \$10,500

Total - \$4,660,190

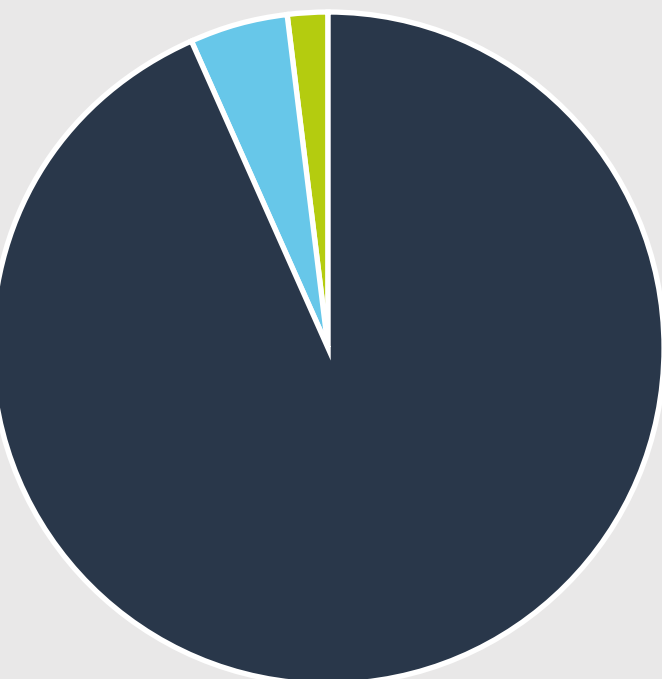


DISTRICT PROFILE: ASTORIA



LOCAL SERVICE PLAN RESOURCES

- **Service Credits** - \$613,998
- **Core Services** - \$204,666



SERVICE CREDIT SPENDING BY SERVICE AREA

- **Special Education** - \$750,645
- **Technology** - \$38,618
- **Instruction** - \$14,521

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total	\$14,521
Northwest Promise Membership	8,821
Ion MTSS Software	5,700
Special Education Services Total	\$750,645
Staffing Services	682,300
EI/ECSE Evaluations	55,686
Other Student Services	12,659
Technology Services Total	\$38,618
Infinite Visions	28,698
Regional Data Warehouse	4,950
CRIS - Background Checks	2,636
Other Technology Services	2,334
Total	\$803,784

ASTORIA PROGRAM HIGHLIGHTS



Early Intervention/Early Childhood
Special Education
**93 evaluations were conducted and 80
babies/children received services.**



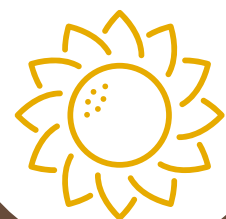
Autism
**37 students were supported by our
autism specialists.**



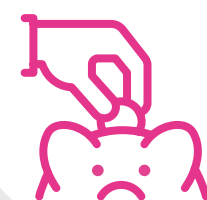
Equipment Center for Severe
Orthopedic Impairment
**4 students received critical equipment
to support mobility.**



Deaf/Hard of Hearing
**3 students who are deaf or hard of
hearing received services that helped
them fully access instruction.**



Migrant Education Program
**96 Astoria students whose families
migrate frequently for work received
academic and social support.**

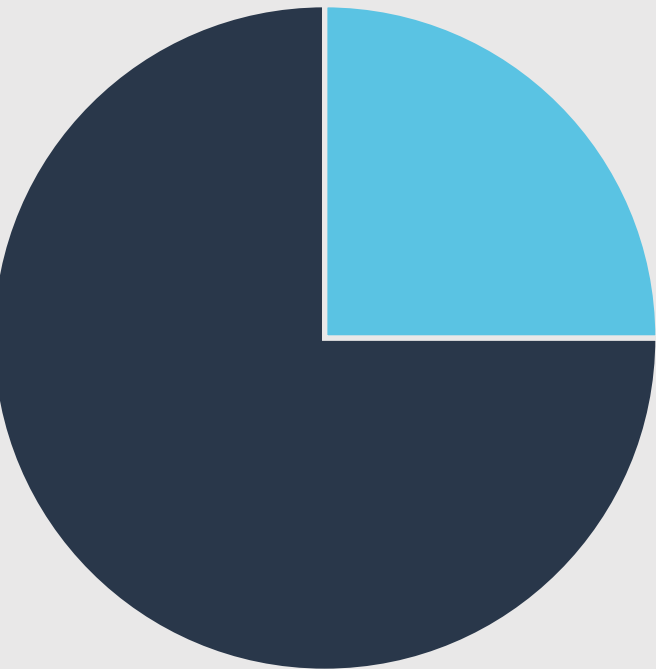


Medicaid Administrative Claiming
**\$70,981 in district funds recovered
through Medicaid claiming.**



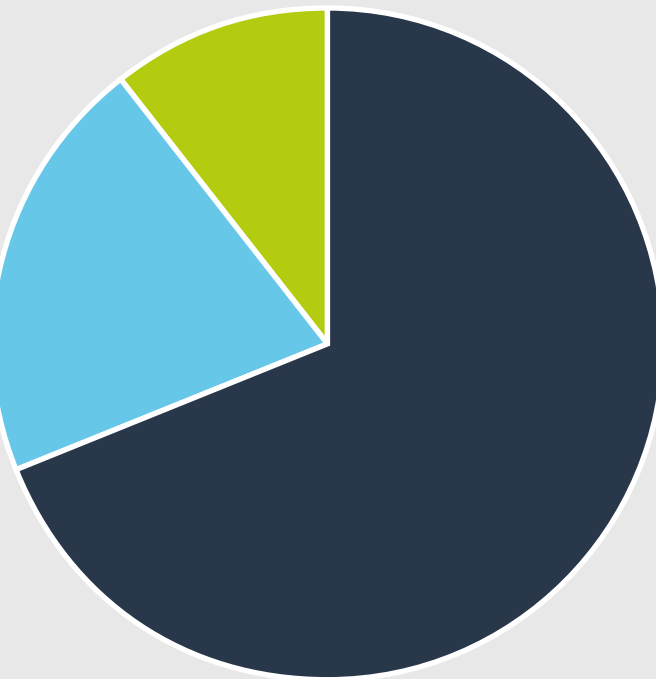
Grant Funding
**\$366,279 total grant funding awarded
thanks to our grant writer, including
\$71,529 proportional benefit from
regional grants and \$294,750 in direct
funding for Astoria.**

DISTRICT PROFILE: BANKS



LOCAL SERVICE PLAN RESOURCES

- **Service Credits** - \$359,240
- **Core Services** - \$119,747



SERVICE CREDIT SPENDING BY SERVICE AREA

- **Special Education** - \$442,086
- **Technology** - \$129,891
- **Instruction** - \$67,217

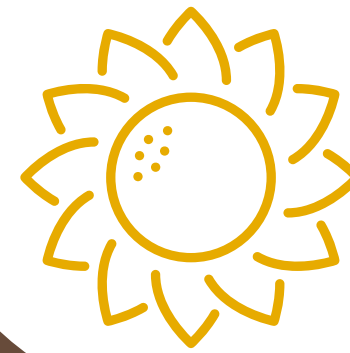
SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total	\$67,217
Preschool Research Project	37,844
Outdoor School	23,200
Northwest Promise Membership	5,207
Other	966
Special Education Services Total	\$442,086
Staffing Services	427,396
EI/ECSE Evaluations	12,062
Other	2,628
Technology Services Total	\$129,891
Technology Purchasing	60,004
Technology Support	46,500
Other	23,387
Total	\$639,194

BANKS PROGRAM HIGHLIGHTS



Grant Funding Awarded
Banks SD benefited from a \$43,712 proportional benefit from regional competitive grants sought by NWRES.



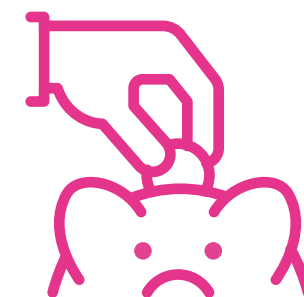
Migrant Education Program
20 Banks SD students whose families migrate frequently for work received academic and social support.



Early Intervention/Early Childhood
Special Education
10 evaluations were conducted and 22 babies/children received services.



Special Student Services
19 students supported by our autism team, 2 by our orthopedic team, 2 by our vision team, and 1 by our deaf/hard of hearing team.



Northwest Promise
\$19,680 in tuition cost savings thanks to college credits offered to high school students.



Outdoor Science School
80 students were offered Outdoor School via Comprehensive Distance Learning.

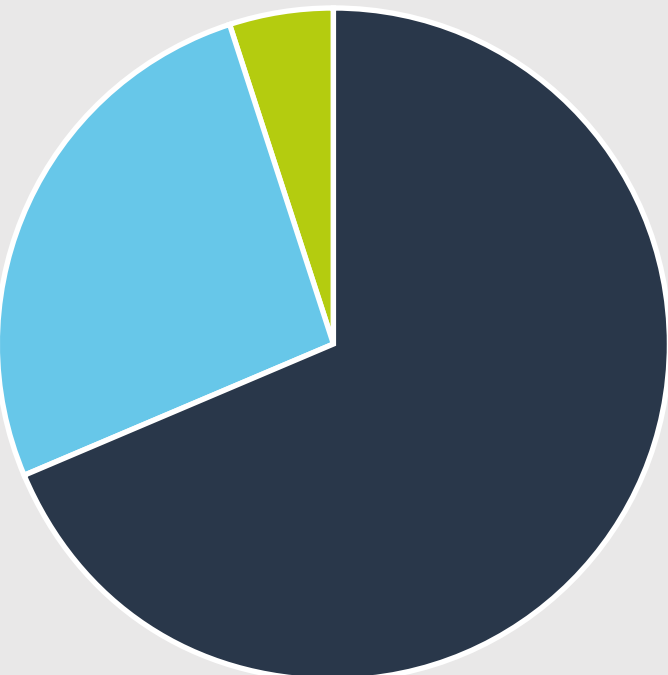
DISTRICT PROFILE: BEAVERTON

LOCAL SERVICE PLAN RESOURCES



■ **Service Credits** - \$17,875,065

SERVICE CREDIT SPENDING BY SERVICE AREA



■ **Special Education** - \$6,101,070

■ **Instruction** - \$2,336,307

■ **Technology** - \$425,431

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total	\$2,336,307
Outdoor School	1,470,010
Regional Innovations	393,750
Professional Development Services	226,463
Northwest Promise Membership	200,408
Other	45,676

Special Education Services Total	\$6,101,070
Student Programs/Classrooms	4,997,704
EI/ECSE Evaluations	966,693
Other	136,674

Technology Services Total	\$425,431
Destiny Library Services	118,271
ORSpED	108,061
Network Connectivity	85,363
Technical Engineering Cooperative	71,291
Other	42,444

Total	\$8,862,808
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BEAVERTON PROGRAM HIGHLIGHTS



Early Intervention/Early Childhood
Special Education
**821 evaluations were conducted
and 1,144 babies/children received
services.**



Special Student Services
**62 students supported by our deaf/
hard of hearing team, 41 by our vision
team, 5 by our orthopedic team, and 4
by our deafblind team.**



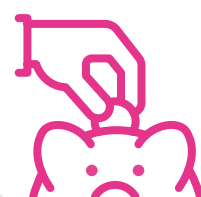
Social Emotional Learning
**88 Beaverton SD students attended our
five social emotional learning schools.**



Deaf/Hard of Hearing
**3 students who are deaf or hard of
hearing attended our program based at
Groner Elementary.**



Outdoor Science School
**5,069 students were offered Outdoor
School via Comprehensive Distance
Learning.**



Northwest Promise
**\$647,800 in tuition cost savings thanks
to college credits offered to high
school students.**

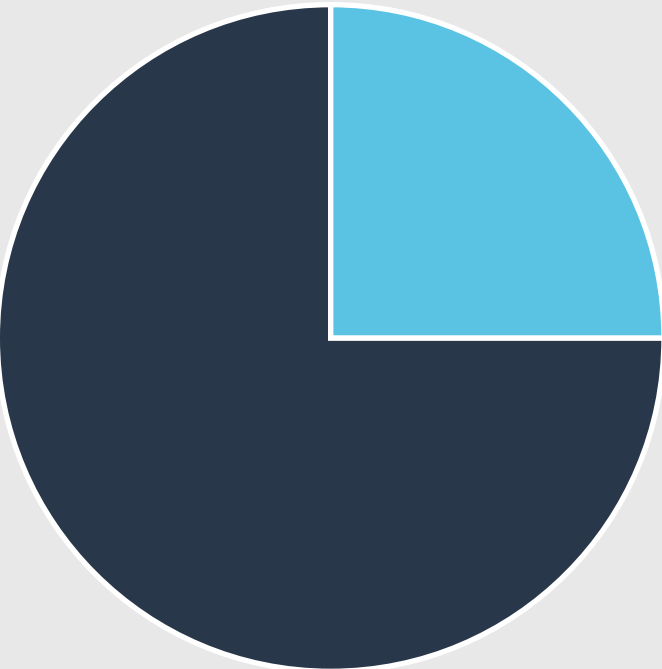


Diverse Educator Pathways
**3 high school students who aspire to
teach were coached and supported
through the Diverse Educator Pathways
program.**



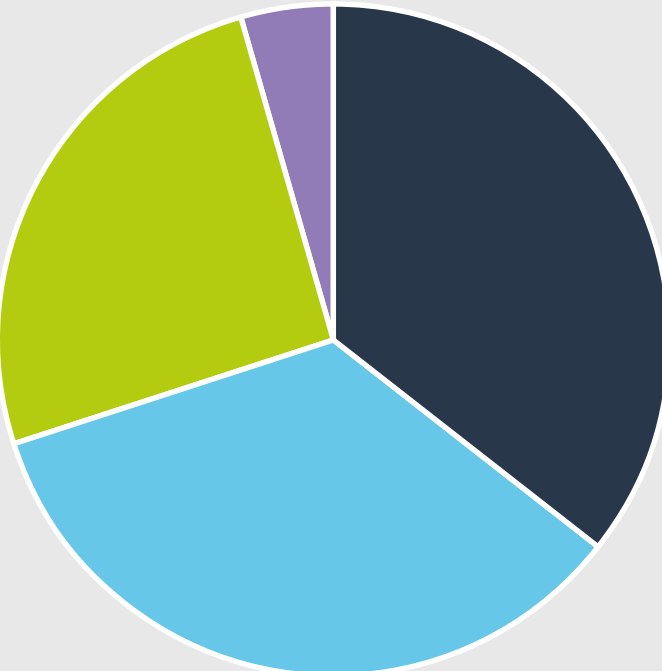
Grant Funding Awarded
**Beaverton SD benefited from a
\$1,605,424 proportional benefit from
regional competitive grants sought by
NWRES.**

DISTRICT PROFILE: CLATSKANIE



LOCAL SERVICE PLAN RESOURCES

- **Service Credits** - \$268,811
- **Core Services** - \$89,604



SERVICE CREDIT SPENDING BY SERVICE AREA

- **Technology** - \$54,236
- **Special Education** - \$52,542
- **Administrative** - \$39,119
- **Instruction** - \$6,551

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total	\$39,119
Business Services	29,250
Substitute Management Services	5,144
Medicaid Technical Guidance	4,725
Instructional Services Total	\$6,551
Northwest Promise Membership	4,151
Ion MTSS Software	2,400
Special Education Services Total	\$52,542
Staffing Services	30,770
EI/ECSE Evaluations	21,772
Technology Services Total	\$54,236
Distance Learning Technology	23,917
Infinite Visions	18,044
Technology Support	8,720
Other	3,555
Total	\$152,448

CLATSKANIE PROGRAM HIGHLIGHTS



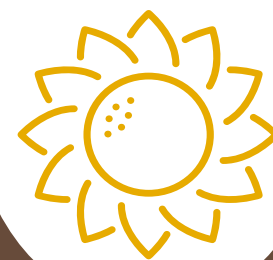
Early Intervention/Early Childhood
Special Education
**20 evaluations were conducted and 42
babies/children received services.**



Special Student Services
**25 students supported by our autism
team, 4 by our orthopedic team, 2 by
our vision team, 2 by our deaf/hard of
hearing team and 1 by our traumatic
brain injury team.**



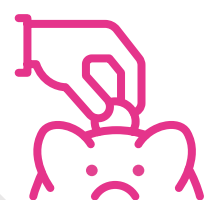
ORVED
30 ORVED virtual courses taken.



Migrant Education Program
**9 Clatskanie SD students whose
families migrate frequently for work
received academic and social support.**



Substitute Services
726 sub requests filled.



Northwest Promise
**\$14,760 in tuition cost savings thanks
to college credits offered to high
school students.**



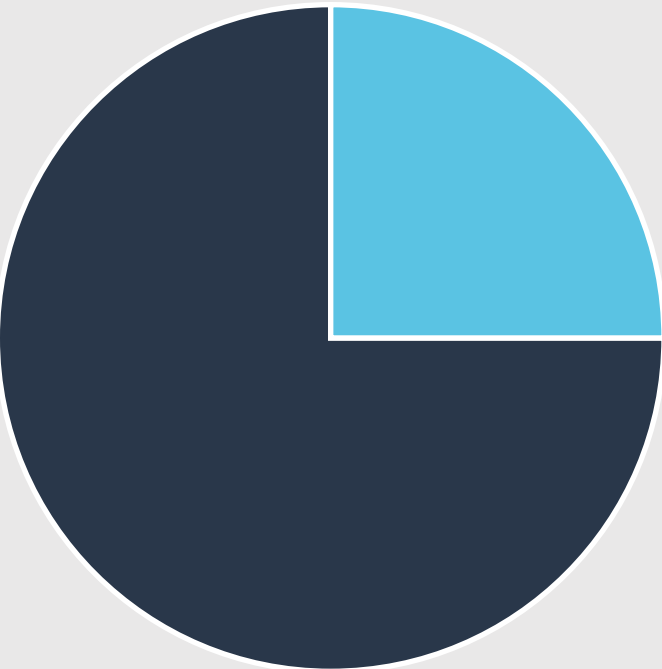
Medicaid Administrative Claiming
**\$26,453 in district funds recovered
through Medicaid claiming.**



Grant Funding Awarded
**Clatskanie SD benefited from a
\$27,817 proportional benefit from
regional competitive grants sought by
NWRESD.**

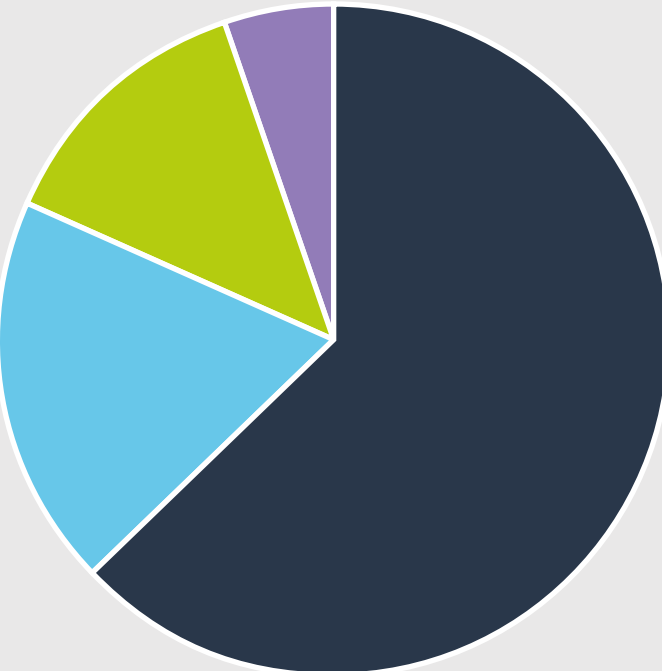
DISTRICT PROFILE: FOREST GROVE

LOCAL SERVICE PLAN RESOURCES



■ **Service Credits** - \$2,088,818
■ **Core Services** - \$696,273

SERVICE CREDIT SPENDING BY SERVICE AREA



■ **Special Education** - \$313,198
■ **Technology** - \$93,015
■ **Instruction** - \$65,549
■ **Administrative** - \$25,260

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total	\$25,260
Substitute Management Services	25,260
Instructional Services Total	\$65,549
Northwest Promise	31,536
Diverse Educator Pathways Program	22,400
Attendance Services	6,383
Preschool Research Project	5,000
Other	230
Special Education Services Total	\$313,198
EI/ECSE Evaluations	154,813
Student Programs/Classrooms	150,712
Other	7,673
Technology Services Total	\$93,015
Infinite Visions	70,509
Regional Data Warehouse	16,761
Other	5,745
Total	\$497,022

Early Intervention/Early Childhood Special Education

123 evaluations were conducted and 187 babies/children received services.

Special Student Services

19 students supported by our orthopedic team, 10 by our vision team, 8 by our deaf/hard of hearing team, 2 by our deafblind team, 1 by our traumatic brain injury team.

Social Emotional Learning

1 Forest Grove student attended one of our social emotional learning schools.

Substitute Services

2,255 sub requests filled.



Northwest Promise

\$135,300 in tuition cost savings thanks to college credits offered to high school students.

Medicaid Administrative Claiming

\$52,679 in district funds recovered through Medicaid claiming.

Diverse Educator Pathways

1 classified employee and 7 high school students who aspire to teach were coached and supported through the Diverse Educator Pathways program.

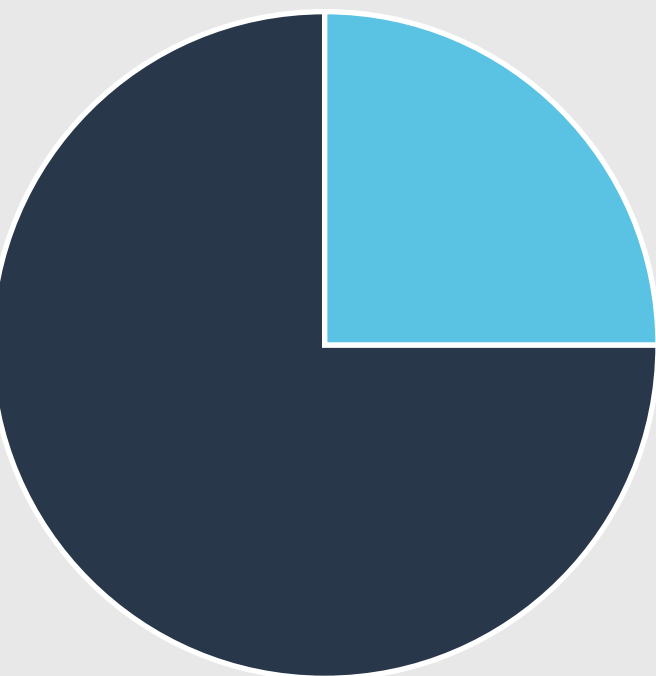
Grant Funding Awarded

\$899,331 total grant funding awarded thanks to our grant writer, including \$234,456 proportional benefit from regional grants and \$664,875 in direct funding for Forest Grove.

Outdoor Science School

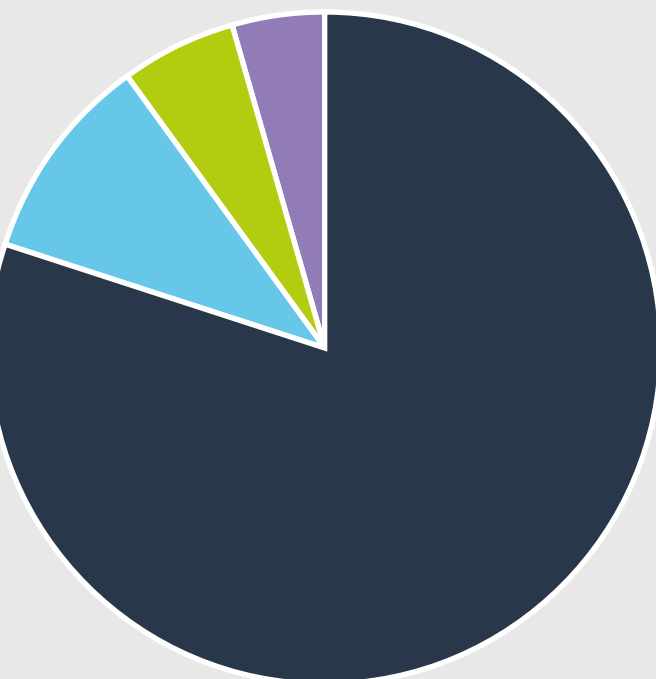
471 students were offered Outdoor School via Comprehensive Distance Learning.

DISTRICT PROFILE: GASTON



LOCAL SERVICE PLAN RESOURCES

- Service Credits - \$211,841
- Core Services - \$70,614



SERVICE CREDIT SPENDING BY SERVICE AREA

- Special Education - \$277,042
- Technology - \$34,058
- Instruction - \$19,078
- Administrative - \$15,000

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total	\$15,000
Business Services	15,000
Instructional Services Total	\$19,078
Outdoor School	13,920
Northwest Promise	2,858
Ion MTSS Software	1,500
Preschool Research Project	800
Special Education Services Total	\$277,042
Staffing Services	158,459
Student Programs/Classrooms	103,864
Other	14,719
Technology Services Total	\$34,058
Infinite Visions	17,273
Technology Support	15,000
Other	1,785
Total	\$345,178

GASTON PROGRAM HIGHLIGHTS



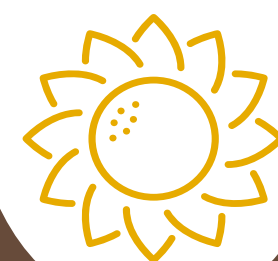
Early Intervention/Early Childhood
Special Education
16 evaluations were conducted and 26 babies/children received services.



Special Student Services
7 students supported by our autism team and 1 by our vision team.



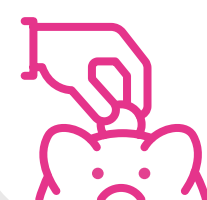
Social Emotional Learning
2 Gaston students attended our social emotional learning schools.



Migrant Education Program
7 Gaston SD students whose families migrate frequently for work received academic and social support.



Outdoor Science School
48 students were offered Outdoor School via Comprehensive Distance Learning.



Northwest Promise
\$9,840 in tuition cost savings thanks to college credits offered to high school students.



Diverse Educator Pathways
1 classified employee and 2 Gaston community members who aspire to teach were coached and supported through the Diverse Educator Pathways program.



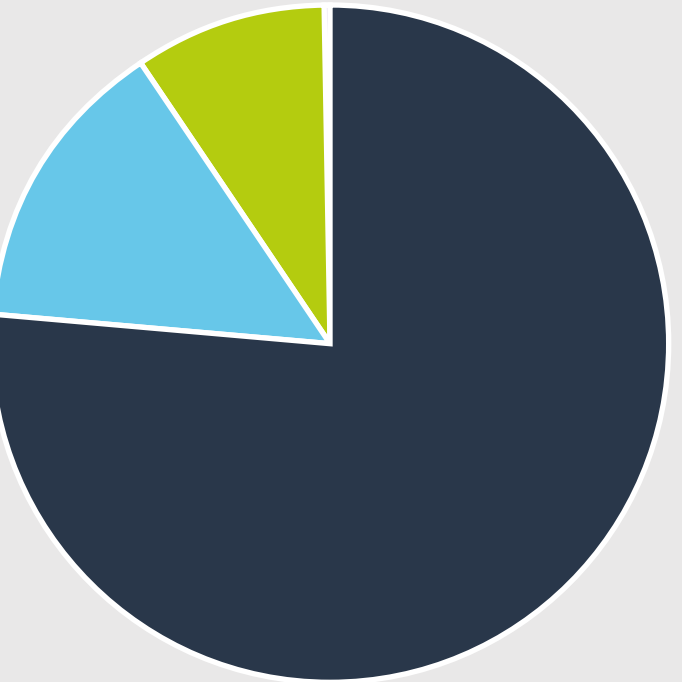
Grant Funding Awarded
Gaston SD benefited from a \$19,869 proportional benefit from regional competitive grants sought by NWRES D.

DISTRICT PROFILE: HILLSBORO

LOCAL SERVICE PLAN RESOURCES



■ **Service Credits** - \$9,202,378



SERVICE CREDIT SPENDING BY SERVICE AREA

■ **Special Education** - \$4,965,288
■ **Instruction** - \$936,883
■ **Technology** - \$594,622
■ **Administrative** - \$3,065

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services	\$3,065
Business Services	3,065
Instructional Services Total	\$936,883
Outdoor School	352,800
Regional Innovations	225,000
Professional Development Services	116,587
Northwest Promise	103,567
Fire Science Program	100,529
Diverse Educator Pathways Program	22,400
Preschool Research Project	16,000
Special Education Services Total	\$4,965,288
Student Programs/Classrooms	3,016,364
Staffing Services	1,448,133
EI/ECSE Evaluations	498,635
Other	2,156
Technology Services Total	\$594,622
Infinite Visions	181,031
Synergy/Synergy Applications	133,311
Destiny Library Services	92,760
ORSpED	54,170
Network Connectivity	44,832
Technical Engineering Cooperative	35,737
Other	52,781
Total	\$6,499,858

Early Intervention/Early Childhood Special Education

439 evaluations were conducted
and 730 babies/children received
services.

Special Student Services

35 students supported by our deaf/
hard of hearing team, 30 by our
orthopedic team, 21 by our vision
team, 5 by our traumatic brain injury
team, 4 by our deafblind team.

Social Emotional Learning

46 Hillsboro students attended
our five social emotional learning
schools.

Deaf/Hard of Hearing

1 Hillsboro student who is deaf
or hard of hearing attended
our program based at Groner
Elementary.



Northwest Promise

\$260,965 in tuition cost savings
thanks to college credits offered to
high school students.

Medicaid Administrative Claiming

\$87,645 in district funds recovered
through Medicaid claiming.

Diverse Educator Pathways

4 high school students, 18 classified
employees and 2 community
members who aspire to teach were
coached and supported through
the Diverse Educator Pathways
program.

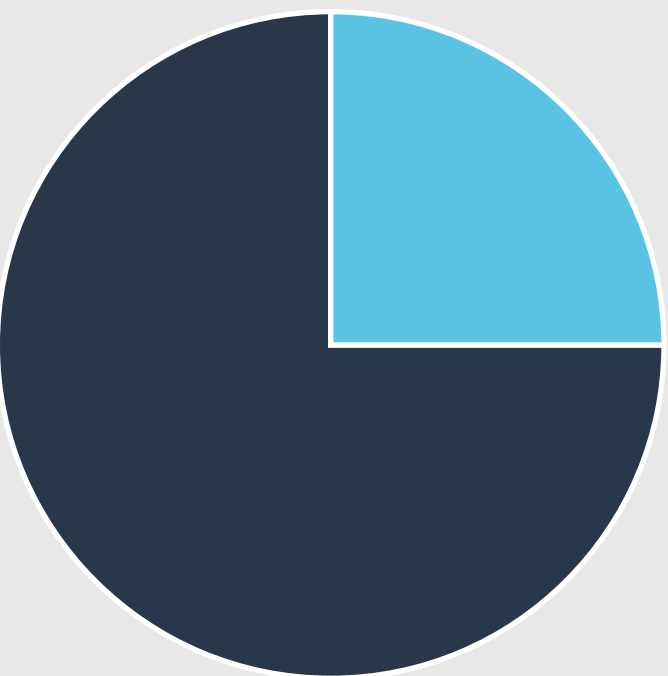
Grant Funding Awarded

\$1,403,817 total grant funding
awarded thanks to our grant writer,
including \$786,817 proportional
benefit from regional grants and
\$617,000 in direct funding for
Hillsboro.

Outdoor Science School

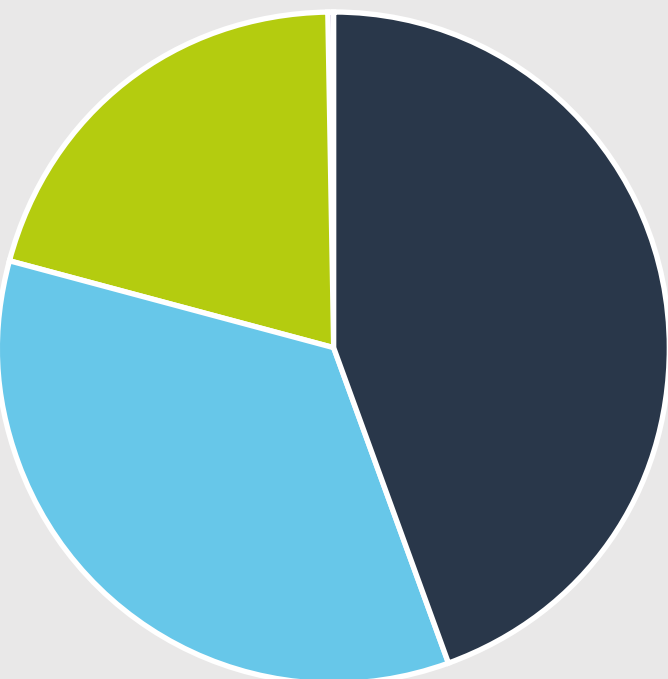
1,575 students were offered Outdoor
School via Comprehensive Distance
Learning.

DISTRICT PROFILE: JEWELL



LOCAL SERVICE PLAN RESOURCES

- **Service Credits** - \$83,070
- **Core Services** - \$27,690



SERVICE CREDIT SPENDING BY SERVICE AREA

- **Technology** - \$165,506
- **Special Education** - \$128,869
- **Administrative** - \$76,851
- **Instruction** - \$600

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total	\$76,851
Business Services	73,240
Substitute Services	3,611
Instructional Services Total	\$600
Ion MTSS Software	600
Special Education Services Total	\$128,869
Staffing Services	125,036
Youth Transition Program	3,574
EI/ECSE Evaluations	259
Technology Services Total	\$165,506
Technology Support	73,900
Technology Purchasing	70,422
Other	21,184
Total	\$371,826

JEWELL PROGRAM HIGHLIGHTS



Grant Funding Awarded
\$127,724 total grant funding awarded thanks to our grant writer, including \$3,974 proportional benefit from regional grants and \$123,750 in direct funding for Jewell.



Early Intervention/Early Childhood Special Education
4 evaluations were conducted and 7 babies/children received services.

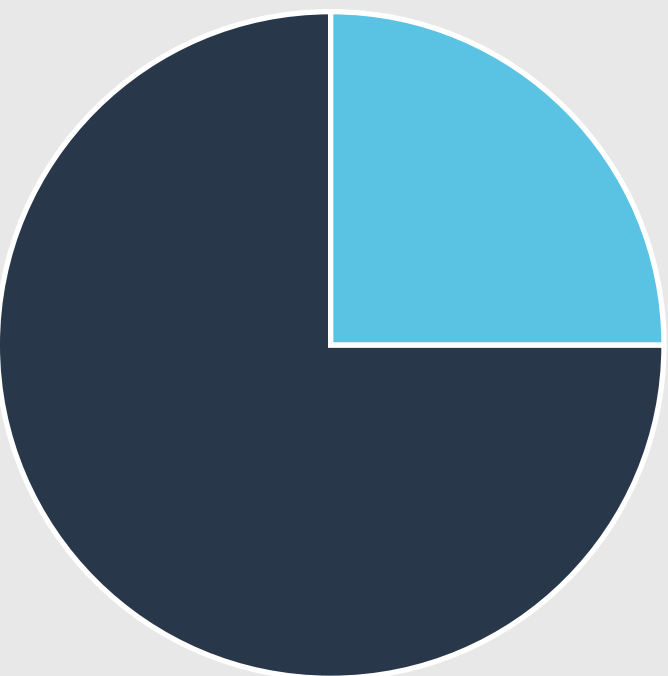


Special Student Services
3 students were supported by our autism team.



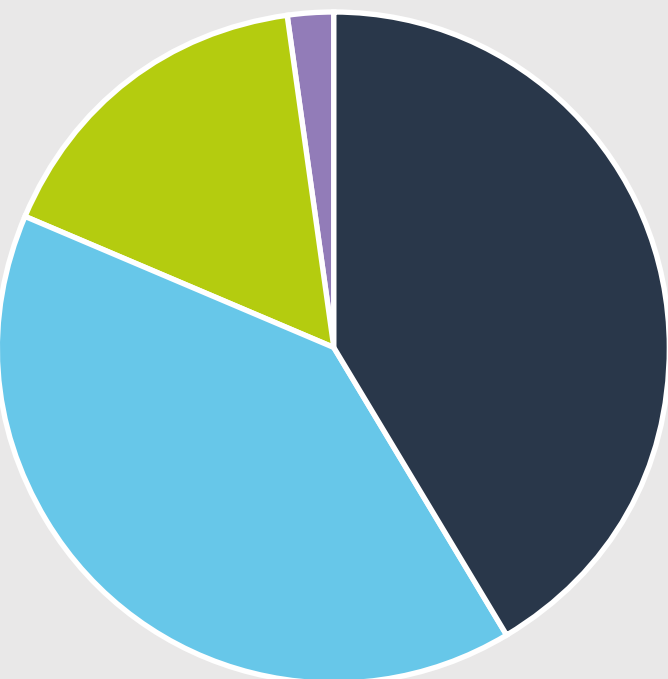
Substitute Services
261 sub requests filled.

DISTRICT PROFILE: KNAPPA



LOCAL SERVICE PLAN RESOURCES

- **Service Credits** - \$185,622
- **Core Services** - \$61,874



SERVICE CREDIT SPENDING BY SERVICE AREA

- **Technology** - \$81,692
- **Special Education** - \$78,455
- **Administrative** - \$32,250
- **Instruction** - \$4,477

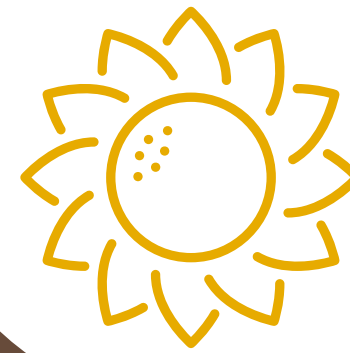
SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services	\$32,250
Business Services	32,250
Instructional Services Total	\$4,477
Northwest Promise	2,727
Ion MTSS Software	1,500
Workshops/Trainings	250
Special Education Services Total	\$78,455
Staffing Services	52,877
EI/ECSE Evaluations	16,282
Other	9,296
Technology Services Total	\$81,692
ORVED Tuition	36,285
Infinite Visions	28,360
Distance Learning Technology	16,606
Other	441
Total	\$196,874

KNAPPA PROGRAM HIGHLIGHTS



Grant Funding Awarded
**Knappa SD benefited from a \$19,869
proportional benefit from regional
competitive grants sought by NWRES.**



Migrant Education Program
**2 Knappa SD students whose families
migrate frequently for work received
academic and social support.**



Early Intervention/Early Childhood
Special Education
**19 evaluations were conducted and
26 babies/children received services.**

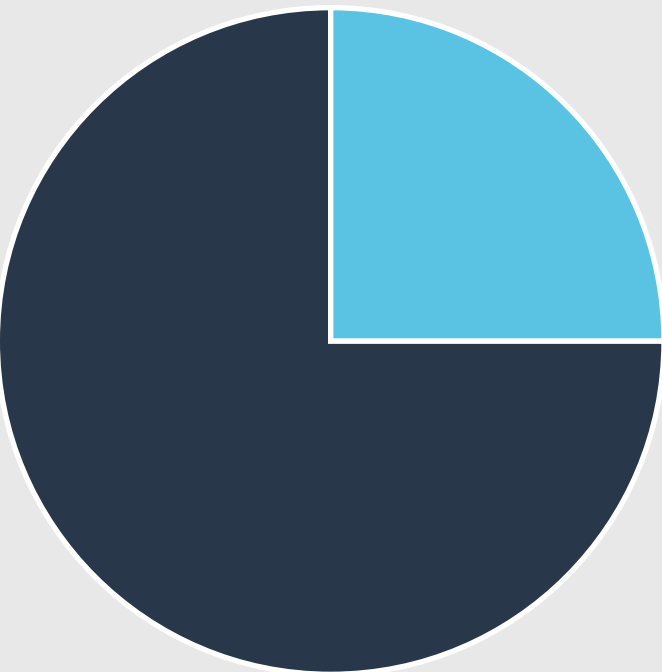


Special Student Services
**10 students supported by our autism
team, 2 by our deaf/hard of hearing
team and 1 by our orthopedic team.**



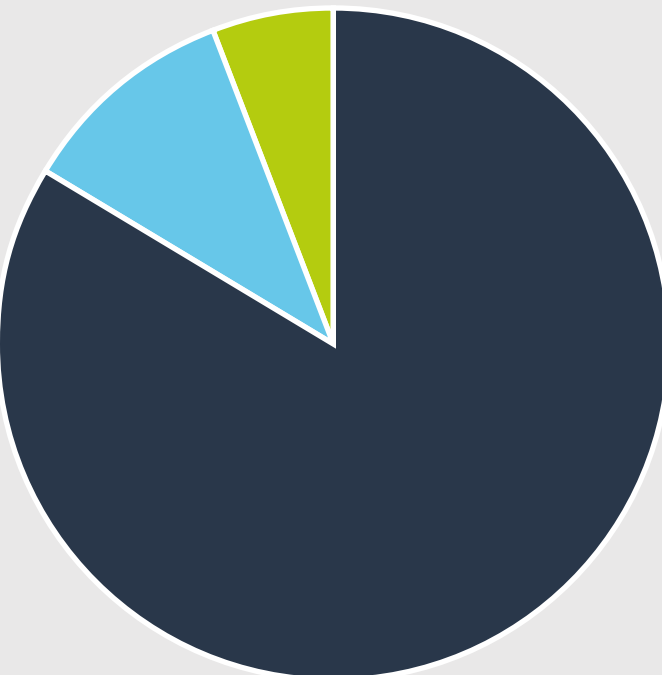
ORVED
**286 ORVED virtual courses taken by
Knappa students.**

DISTRICT PROFILE: NEAH-KAH-NIE



LOCAL SERVICE PLAN RESOURCES

- **Service Credits** - \$288,464
- **Core Services** - \$96,155



SERVICE CREDIT SPENDING BY SERVICE AREA

- **Special Education** - \$319,498
- **Technology** - \$39,582
- **Instruction** - \$21,890

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total	\$21,890
Tillamook Education Consortium	15,000
Northwest Promise	4,490
Ion MTSS Software	2,400
Special Education Services Total	\$319,498
Staffing Services	307,705
EI/ECSE Evaluations	11,793
Technology Services Total	\$39,582
Infinite Visions	20,673
Technology Support	11,500
Distance Learning Technology	4,248
Other	3,161
Total	\$380,970

NEAH-KAH-NIE PROGRAM HIGHLIGHTS



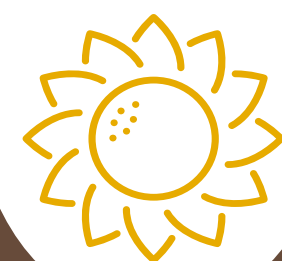
Early Intervention/Early Childhood
Special Education
11 evaluations were conducted and 15 babies/children received services.



Special Student Services
17 students supported by our autism team, 2 by our deaf/hard of hearing team, 1 by our orthopedic team and 1 by our vision team.



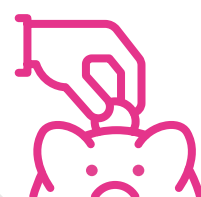
Grant Funding Awarded
\$197,317 total grant funding awarded thanks to our grant writer, including \$27,817 proportional benefit from regional grants and \$169,500 in direct funding for Neah-Kah-Nie.



Migrant Education Program
11 Neah-Kah-Nie SD students whose families migrate frequently for work received academic and social support.



Diverse Educator Pathways
4 Neah-Kah-Nie high school students and 2 classified staff who aspire to teach were coached and supported through the Diverse Educator Pathways program.

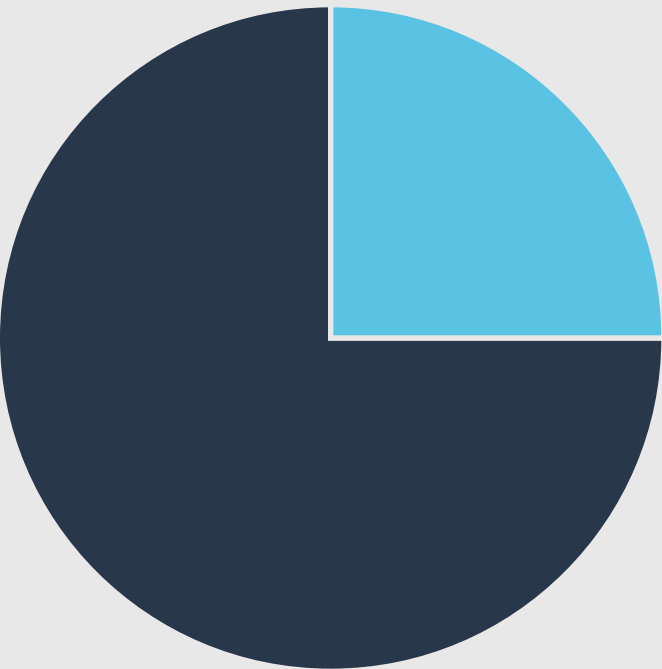


Northwest Promise
\$5,535 in tuition cost savings thanks to college credits offered to high school students.



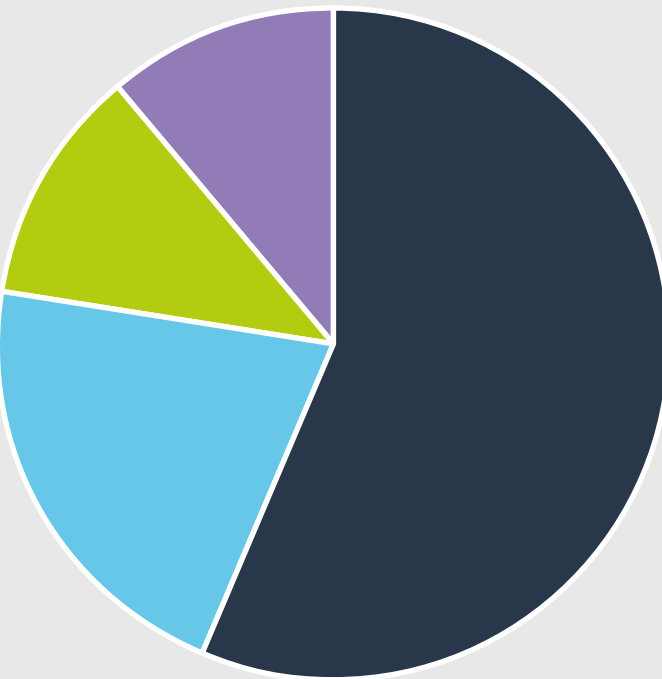
ORVED
9 ORVED virtual course taken by Neah-Kah-Nie students.

DISTRICT PROFILE: NESTUCCA VALLEY



LOCAL SERVICE PLAN RESOURCES

- **Service Credits** - \$193,385
- **Core Services** - \$64,462



SERVICE CREDIT SPENDING BY SERVICE AREA

- **Special Education** - \$198,813
- **Administrative** - \$74,725
- **Technology** - \$39,596
- **Instruction** - \$39,055

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total	\$74,725
Business Services	71,114
Substitute Services	3,611
Instructional Services Total	\$39,055
Outdoor School	21,170
Tillamook Education Consortium	15,000
Northwest Promise	2,885
Special Education Services Total	\$198,813
Staffing Services	192,884
EI/ECSE Evaluations	5,929
Technology Services Total	\$39,596
Infinite Visions	20,674
Distance Learning Technology	16,209
Other	2,713
Total	\$352,189

NESTUCCA VALLEY PROGRAM HIGHLIGHTS



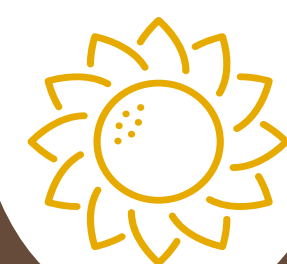
Early Intervention/Early Childhood
Special Education
5 evaluations were conducted and 11 babies/children received services.



Special Student Services
10 students supported by our autism team, 3 by our orthopedic team, 1 by our vision team, 1 by our traumatic brain injury team.



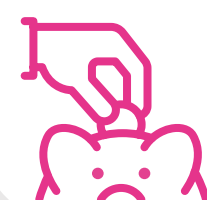
Outdoor Science School
73 students were offered Outdoor School via Comprehensive Distance Learning.



Migrant Education Program
19 Nestucca Valley SD students whose families migrate frequently for work received academic and social support.



Diverse Educator Pathways
3 Nestucca Valley high school students and 2 community members who aspire to teach were coached and supported through the Diverse Educator Pathways program.



Northwest Promise
\$1,640 in tuition cost savings thanks to college credits offered to high school students.

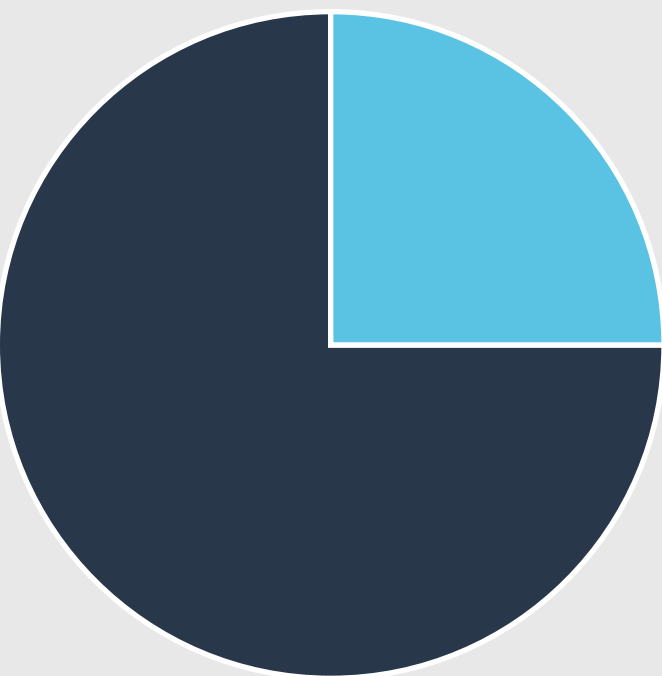


Substitute Services
258 sub requests filled.



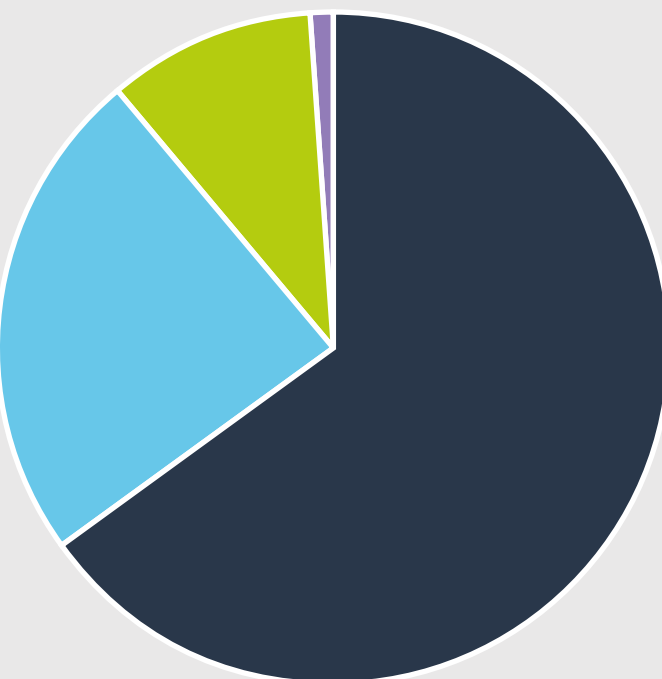
Grant Funding Awarded
\$206,269 total grant funding awarded thanks to our grant writer, including \$19,869 proportional benefit from regional grants and \$186,400 in direct funding for Nestucca Valley.

DISTRICT PROFILE: RAINIER



LOCAL SERVICE PLAN RESOURCES

- **Service Credits** - \$293,349
- **Core Services** - \$97,783



SERVICE CREDIT SPENDING BY SERVICE AREA

- **Special Education** - \$263,496
- **Administrative** - \$96,455
- **Technology** - \$40,453
- **Instruction** - \$4,206

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total	\$96,455
Business Services	96,455
Instructional Services Total	\$4,206
Northwest Promise	4,206
Special Education Services Total	\$263,496
Staffing Services	241,309
EI/ECSE Evaluations	22,187
Technology Services Total	\$40,453
Infinite Visions	19,991
Technology Support	11,500
Other	8,962
Total	\$404,610

RAINIER PROGRAM HIGHLIGHTS



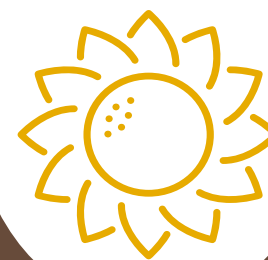
Early Intervention/Early Childhood
Special Education
19 evaluations were conducted and 32 babies/children received services.



Special Student Services
8 students supported by our autism team, 2 by our orthopedic team, 1 by our vision team, 1 by our traumatic brain injury team.



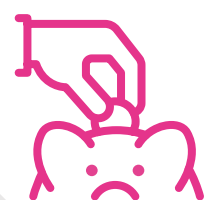
ORVED
3 ORVED virtual course taken by Rainier students.



Migrant Education Program
6 Rainier SD students whose families migrate frequently for work received academic and social support.



Medicaid Administrative Claiming
\$73,891 in district funds recovered through Medicaid claiming.



Northwest Promise
\$32,800 in tuition cost savings thanks to college credits offered to high school students.

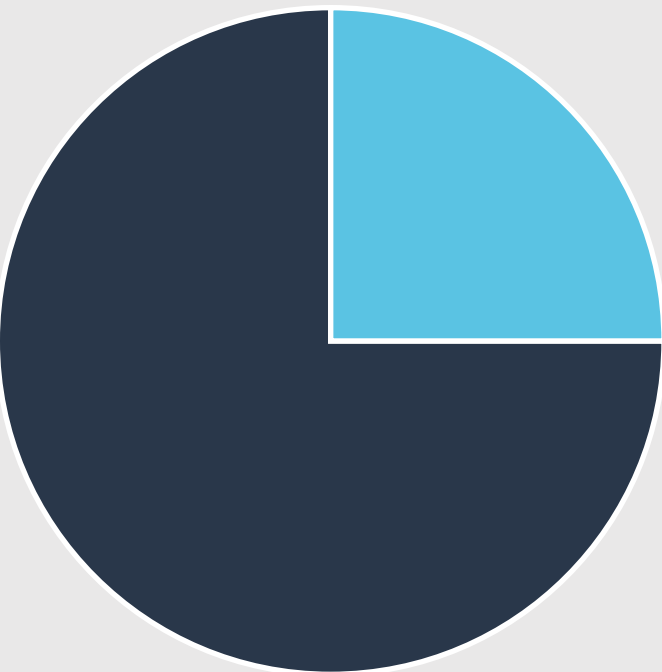


Substitute Services
545 sub requests filled.



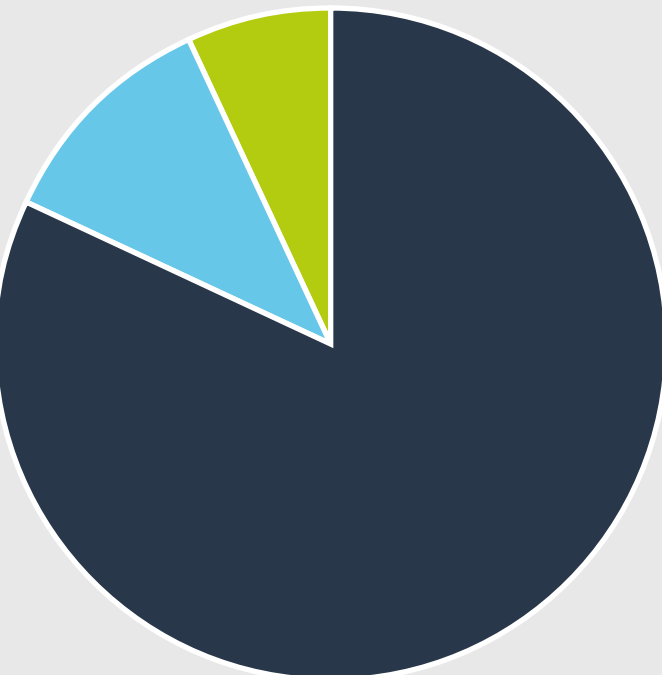
Grant Funding Awarded
\$258,514 total grant funding awarded thanks to our grant writer, including \$35,764 proportional benefit from regional grants and \$222,750 in direct funding for Rainier.

DISTRICT PROFILE: SCAPPOOSE



LOCAL SERVICE PLAN RESOURCES

- Service Credits - \$785,034
- Core Services - \$261,678



SERVICE CREDIT SPENDING BY SERVICE AREA

- Special Education - \$907,712
- Technology - \$122,871
- Instruction - \$75,813

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total	\$75,813
Outdoor School	53,359
Northwest Promise	11,193
Other	11,261
Special Education Services Total	\$907,712
Staffing Services	563,830
Student Programs/Classrooms	315,269
EI/ECSE Evaluations	28,613
Technology Services Total	\$122,871
Distance Learning Technology	79,557
Infinite Visions	29,682
Technology Support	11,500
Other	2,132
Total	\$1,106,396

Early Intervention/Early Childhood Special Education

27 evaluations were conducted and 66 babies/children received services.

Special Student Services

36 students supported by our autism team, 4 by our deaf/hard of hearing team, 4 by our orthopedic team, 2 by our vision team, 1 by our deafblind team.

Social Emotional Learning

3 Scappoose students attended our social emotional learning schools.

Deaf/Hard of Hearing

1 Scappoose student who is deaf or hard of hearing attended our program based at Groner Elementary.



Northwest Promise

\$102,500 in tuition cost savings thanks to college credits offered to high school students.

Medicaid Administrative Claiming

\$152,822 in district funds recovered through Medicaid claiming.

Migrant Education Program

48 Scappoose SD students whose families migrate frequently for work received academic and social support.

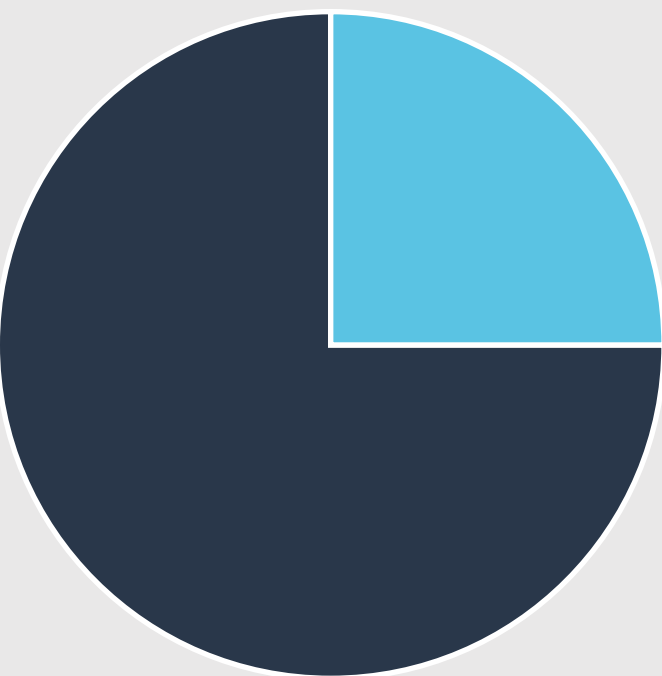
Grant Funding Awarded

\$177,424 total grant funding awarded thanks to our grant writer, including \$87,424 proportional benefit from regional grants and \$90,000 in direct funding for Scappoose.

Outdoor Science School

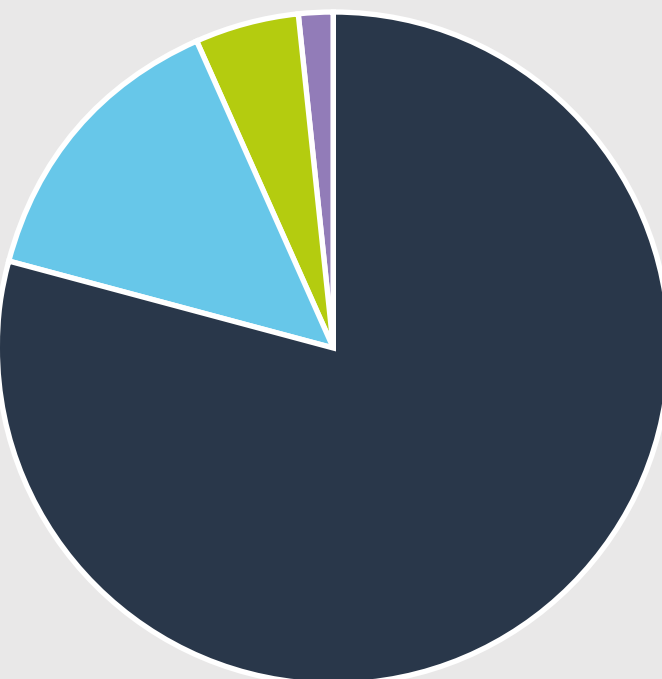
184 students were offered Outdoor School via Comprehensive Distance Learning.

DISTRICT PROFILE: SEASIDE



LOCAL SERVICE PLAN RESOURCES

- Service Credits - \$557,454
- Core Services - \$185,818



SERVICE CREDIT SPENDING BY SERVICE AREA

- Special Education - \$725,400
- Technology - \$130,425
- Instruction - \$43,948
- Administrative - \$14,350

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total	\$14,350
Business Services	14,350
Instructional Services Total	\$43,948
Outdoor School	39,148
Ion MTSS Software	4,800
Special Education Services Total	\$725,400
Staffing Services	675,894
EI/ECSE Evaluations	35,072
Other	14,434
Technology Services Total	\$130,425
Distance Learning Technology	93,715
Infinite Visions	27,247
Other	9,463
Total	\$914,123

SEASIDE PROGRAM HIGHLIGHTS



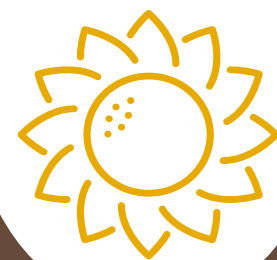
Early Intervention/Early Childhood
Special Education
**49 evaluations were conducted and 62
babies/children received services.**



Autism Services
**17 students supported via consultation,
evaluation, professional learning and
other forms of support for schools and
their special education teams.**



ORVED
**5 ORVED virtual courses taken by
Seaside students.**



Migrant Education Program
**5 Seaside SD students whose families
migrate frequently for work received
academic and social support.**



Deaf/Hard of Hearing
**2 students who are deaf or hard of
hearing received services that helped
them fully access instruction.**



Outdoor Science School
**135 students were offered Outdoor
School via Comprehensive Distance
Learning.**



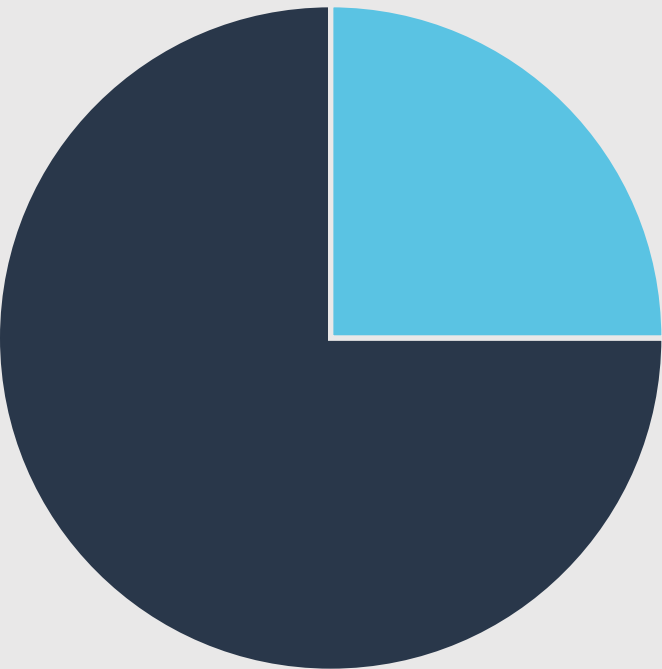
Medicaid Administrative Claiming
**\$102,949 in district funds recovered
through Medicaid claiming.**



Grant Funding Awarded
**\$472,040 total grant funding awarded
thanks to our grant writer, including
\$59,607 proportional benefit from
regional grants and \$412,433 in direct
funding for Seaside.**

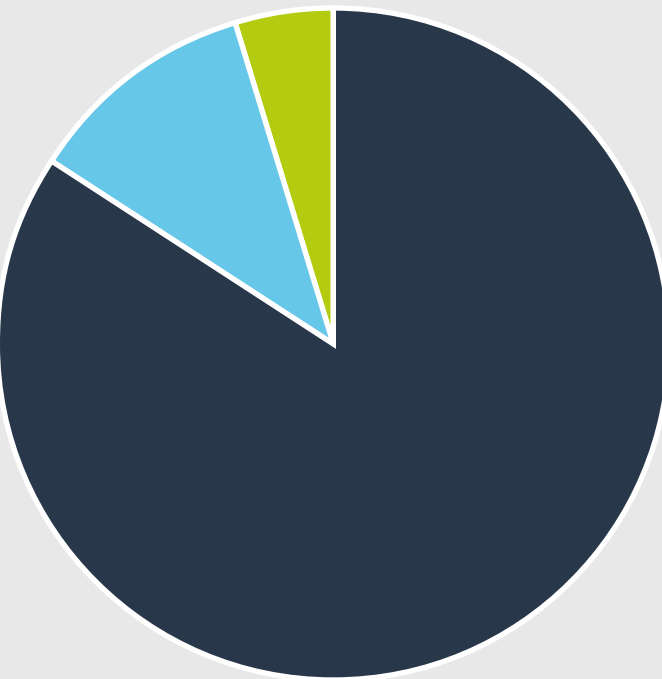
DISTRICT PROFILE: SHERWOOD

LOCAL SERVICE PLAN RESOURCES



■ **Service Credits** - \$1,661,713
■ **Core Services** - \$553,904

SERVICE CREDIT SPENDING BY SERVICE AREA



■ **Special Education** - \$1,280,190
■ **Instruction** - \$168,515
■ **Technology** - \$69,583

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total	\$168,515
Outdoor School	112,520
Northwest Promise	29,095
Diverse Educator Pathways Program	22,400
Preschool Research Project	4,500

Special Education Services Total	\$1,280,190
Student Programs/Classrooms	702,332
Staffing Services	501,354
Other	76,504

Technology Services Total	\$69,583
Infinite Visions	51,304
Regional Data Warehouse	13,805
Other	4,474

Total	\$1,518,288
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Early Intervention/Early Childhood Special Education

62 evaluations were conducted and 110 babies/children received services.

Special Student Services

79 students supported by our autism team, 6 by our deaf/hard of hearing team, 2 by our vision team, and 1 by our orthopedic team.

Social Emotional Learning

8 Sherwood students attended our social emotional learning schools.

Diverse Educator Pathways

1 classified employee, 1 community member and 4 high school students who aspire to teach were coached and supported through the Diverse Educator Pathways program.



Northwest Promise

\$129,355 in tuition cost savings thanks to college credits offered to high school students.

Medicaid Administrative Claiming

\$7,242 in district funds recovered through Medicaid claiming.

Migrant Education Program

10 Sherwood SD students whose families migrate frequently for work received academic and social support.

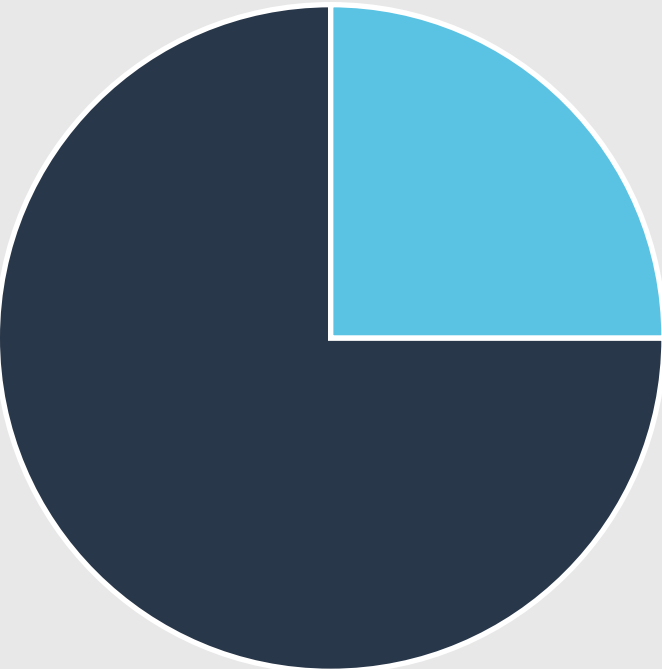
Grant Funding Awarded

Sherwood SD benefited from a \$194,717 proportional benefit from regional competitive grants sought by NWRESA.

Outdoor Science School

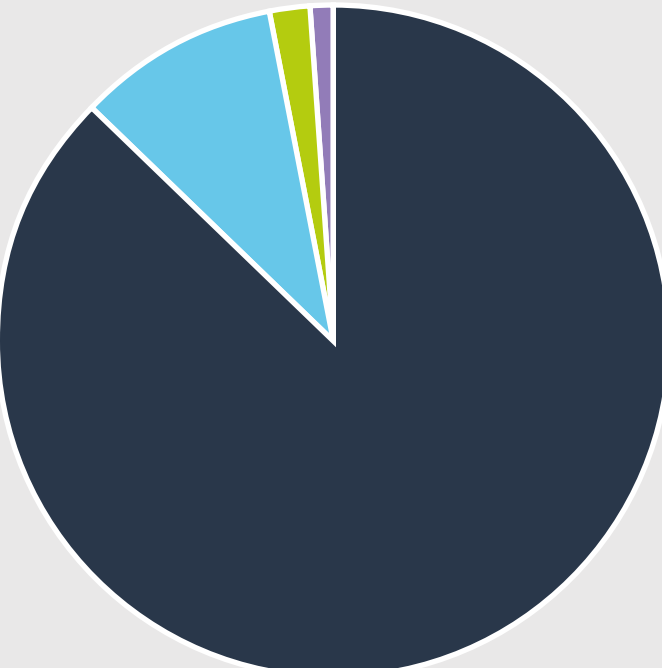
388 students were offered Outdoor School via Comprehensive Distance Learning.

DISTRICT PROFILE: ST. HELENS



LOCAL SERVICE PLAN RESOURCES

- Service Credits - \$951,295
- Core Services - \$317,098



SERVICE CREDIT SPENDING BY SERVICE AREA

- Special Education - \$1,019,363
- Technology - \$112,761
- Instruction - \$21,823
- Administrative - \$11,366

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total	\$11,366
Substitute Services	11,366
Instructional Services Total	\$21,823
Northwest Promise	13,123
Ion MTSS Software	8,700
Special Education Services Total	\$1,019,363
Staffing Services	926,688
EI/ECSE Evaluations	92,489
FM Rentals	186
Technology Services Total	\$112,761
Distance Learning Technology	53,523
Infinite Visions	38,790
Public School Works	7,768
Other	12,680
Total	\$1,165,313

ST. HELENS PROGRAM HIGHLIGHTS



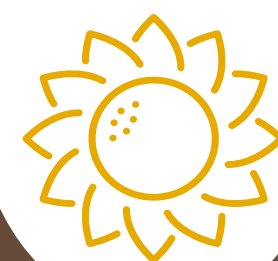
Early Intervention/Early Childhood
Special Education
**84 evaluations were conducted and
145 babies/children received services.**



Special Student Services
**51 students supported by our autism
team, 5 by our orthopedic team, 5 by
our deaf/hard of hearing team and 1 by
our vision team.**



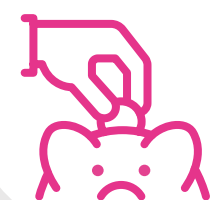
Grant Funding Awarded
**\$735,043 total grant funding awarded
thanks to our grant writer, including
\$107,293 proportional benefit from
regional grants and \$627,750 in direct
funding for St. Helens.**



Migrant Education Program
**7 St. Helens SD students whose
families migrate frequently for work
received academic and social support.**



Substitute Services
617 sub requests filled.

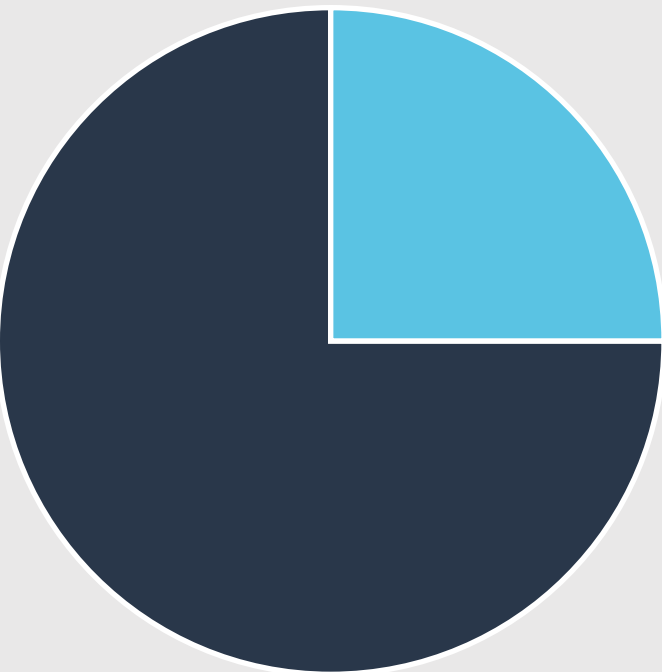


Northwest Promise
**\$16,400 in tuition cost savings thanks
to college credits offered to high
school students.**



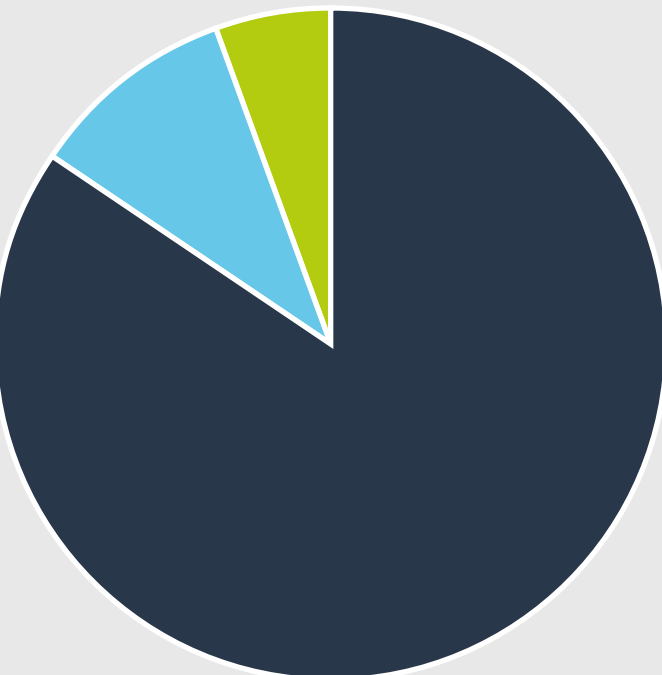
Medicaid Administrative Claiming
**\$22,382 in district funds recovered
through Medicaid claiming.**

DISTRICT PROFILE: TIGARD-TUALATIN



LOCAL SERVICE PLAN RESOURCES

- **Service Credits** - \$4,129,386
- **Core Services** - \$1,376,462



SERVICE CREDIT SPENDING BY SERVICE AREA

- **Special Education** - \$3,351,413
- **Technology** - \$392,872
- **Instruction** - \$214,946

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total	\$214,946
Cascade Education Corps	80,500
Northwest Promise	62,493
Ion MTSS Software	37,500
Diverse Educator Pathways Program	22,400
Preschool Research Project	9,500
Attendance Services	2,553
Special Education Services Total	\$3,351,413
Staffing Services	1,966,662
Student Programs/Classrooms	1,107,218
Other	277,533
Technology Services Total	\$392,872
Infinite Visions	160,199
Technology Support	94,564
District Technology Purchasing	57,543
Synergy/Synergy Applications	43,157
Other	37,409
Total	\$3,959,231

Early Intervention/Early Childhood Special Education

237 evaluations were conducted and 375 babies/children received services.

Special Student Services

219 students supported by our autism team, 28 by our deaf/hard of hearing team, 20 by our orthopedic team and 17 by our vision team.

Social Emotional Learning

8 TTSD students attended our social emotional learning schools.

Diverse Educator Pathways

11 classified employees and 4 high school students who aspire to teach were coached and supported through the Diverse Educator Pathways program.



Northwest Promise

\$247,640 in tuition cost savings thanks to college credits offered to high school students.

Medicaid Administrative Claiming

\$84,488 in district funds recovered through Medicaid claiming.

Migrant Education Program

38 TTSD students whose families migrate frequently for work received academic and social support.

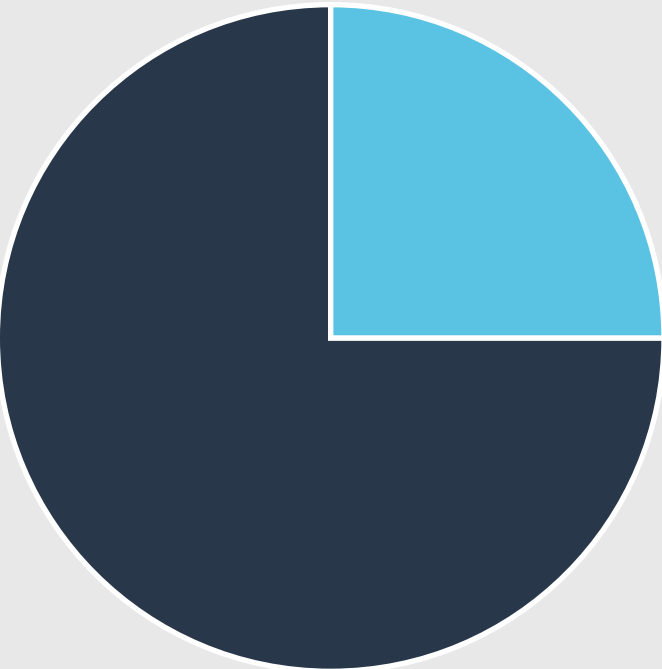
Grant Funding Awarded

Tigard-Tualatin SD benefited from a \$480,833 proportional benefit from regional competitive grants sought by NWRES.

Deaf/Hard of Hearing

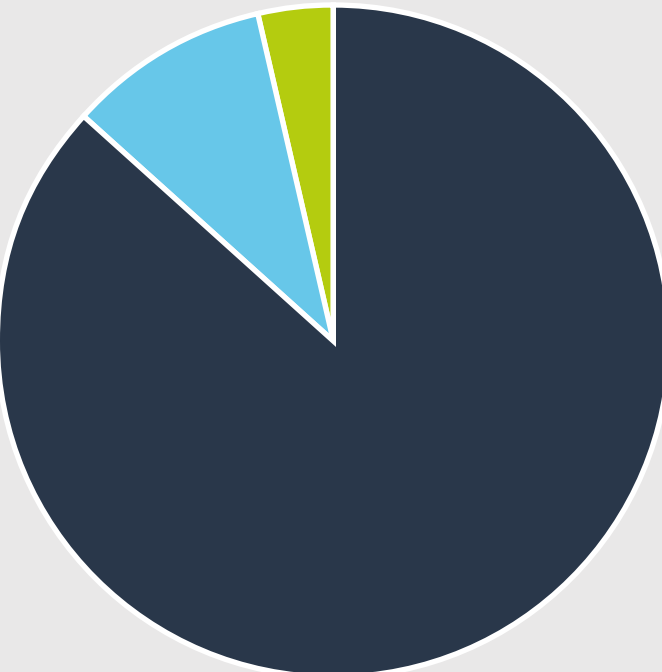
4 students who are deaf or hard of hearing attended our program based at Groner Elementary.

DISTRICT PROFILE: TILLAMOOK



LOCAL SERVICE PLAN RESOURCES

- **Service Credits** - \$749,758
- **Core Services** - \$249,919



SERVICE CREDIT SPENDING BY SERVICE AREA

- **Special Education** - \$635,296
- **Technology** - \$69,506
- **Instruction** - \$26,340

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total	\$26,340
Tillamook Education Consortium	15,000
Northwest Promise	11,340
Special Education Services Total	\$635,296
Staffing Services	583,033
EI/ECSE Evaluations	51,209
FM Rentals	1,054
Technology Services Total	\$69,506
Distance Learning Technology	62,687
Regional Data Warehouse	5,974
Other	845
Total	\$731,142

TILLAMOOK PROGRAM HIGHLIGHTS



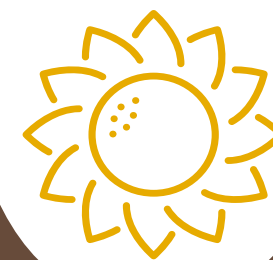
Early Intervention/Early Childhood
Special Education
44 evaluations were conducted and 78 babies/children received services.



Special Student Services
46 students supported by our autism team, 7 by our orthopedic team, 4 by our deaf/hard of hearing team, 3 by our vision team, 1 by our traumatic brain injury team, 1 by our deafblind team.



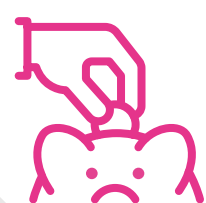
ORVED
1 ORVED virtual course taken.



Migrant Education Program
22 Tillamook SD students whose families migrate frequently for work received academic and social support.



Medicaid Administrative Claiming
\$214,266 in district funds recovered through Medicaid claiming.



Northwest Promise
\$35,260 in tuition cost savings thanks to college credits offered to high school students.

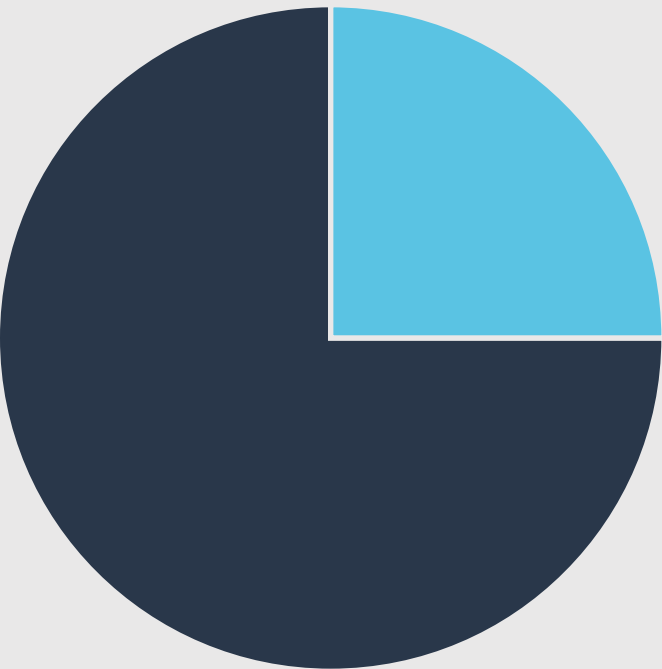


Diverse Educator Pathways
11 aspiring teachers coached and supported through the Diverse Educator Pathways program, including 3 high school students, 6 classified employees and 2 community members.



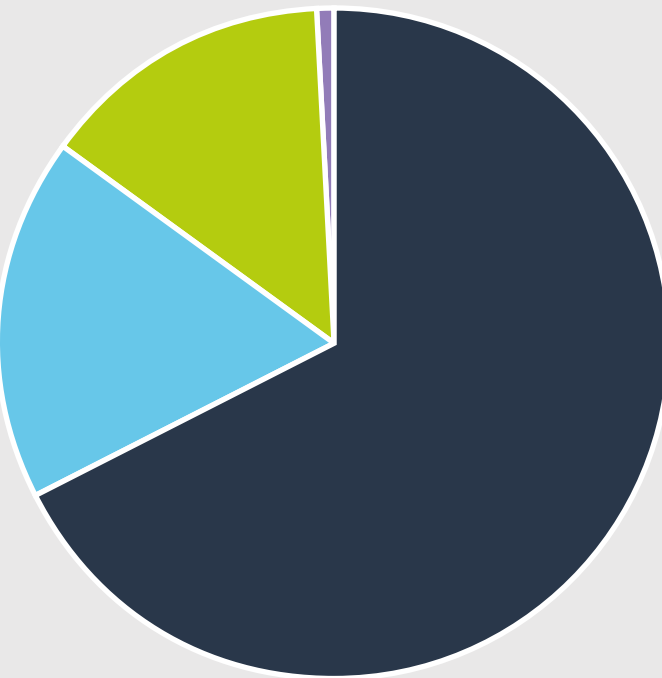
Grant Funding Awarded
\$479,200 total grant funding awarded thanks to our grant writer, including \$83,450 proportional benefit from regional grants and \$395,750 in direct funding for Tillamook.

DISTRICT PROFILE: VERNONIA



LOCAL SERVICE PLAN RESOURCES

- Service Credits - \$211,291
- Core Services - \$70,430



SERVICE CREDIT SPENDING BY SERVICE AREA

- Special Education - \$342,144
- Technology - \$88,966
- Administrative - \$72,086
- Instruction - \$3,253

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total	\$72,086
Business Services	72,086
Instructional Services Total	\$3,253
Northwest Promise	3,253
Special Education Services Total	\$342,144
Staffing Services	222,824
Student Programs/Classrooms	103,864
EI/ECSE Evaluations	15,456
Technology Services Total	\$88,966
Technology Support	27,950
Technology Purchases	19,978
Distance Learning Technology	18,955
Infinite Visions	16,772
Other	5,311
Total	\$506,449

VERNONIA PROGRAM HIGHLIGHTS



Grant Funding Awarded

\$139,869 total grant funding awarded thanks to our grant writer, including \$19,869 proportional benefit from regional grants and \$120,000 in direct funding for Vernonia.



Social Emotional Learning

2 Vernonia students attend our social emotional learning schools.



Early Intervention/Early Childhood Special Education

12 evaluations were conducted and 28 babies/children received services.



Special Student Services

11 students supported by our autism team, 1 by our orthopedic team, 1 by our deaf/hard of hearing team.



Substitute Services

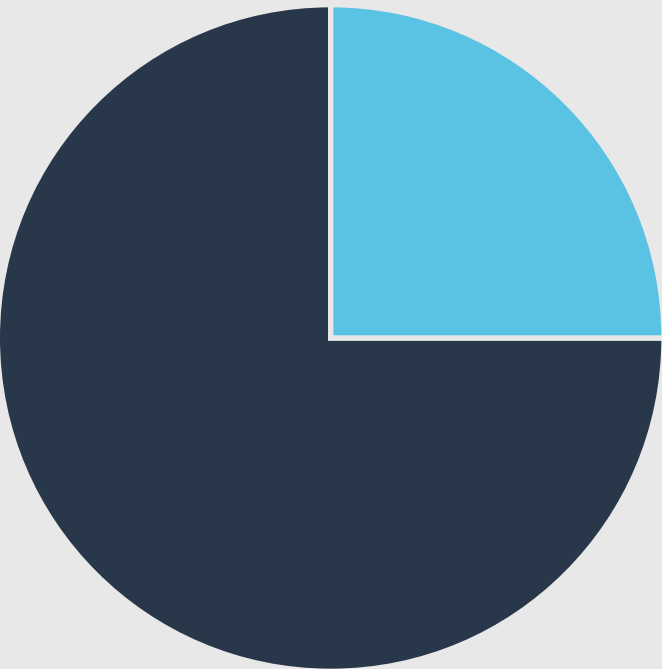
136 sub requests filled.



Medicaid Administrative Claiming

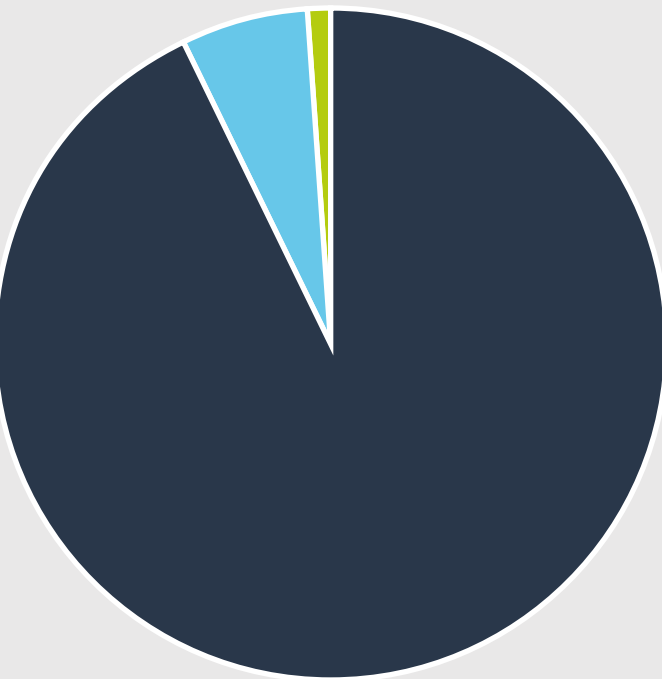
\$80,338 in district funds recovered through Medicaid claiming.

DISTRICT PROFILE: WARRENTON-HAMMOND



LOCAL SERVICE PLAN RESOURCES

- **Service Credits** - \$348,044
- **Core Services** - \$116,015



SERVICE CREDIT SPENDING BY SERVICE AREA

- **Special Education** - \$604,000
- **Technology** - \$39,873
- **Instruction** - \$6,371

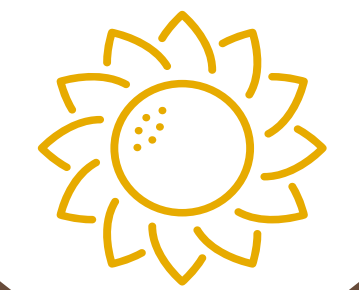
SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total	\$6,371
Northwest Promise	4,991
Attendance	1,380
Special Education Services Total	\$604,000
Staffing Services	556,386
EI/ECSE Evaluations	38,069
Other	9,545
Technology Services Total	\$39,873
Infinite Visions	20,689
Technology Support	10,000
Other	9,184
Total	\$650,244

WARRENTON-HAMMOND PROGRAM HIGHLIGHTS



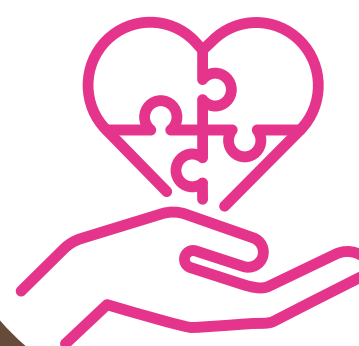
Grant Funding Awarded
Warrenton-Hammond benefited from a \$39,738 proportional benefit from regional competitive grants sought by NWRES.



Migrant Education Program
50 students whose families migrate frequently for work received academic and social support.



Early Intervention/Early Childhood
Special Education
64 evaluations were conducted and 45 babies/children received services.



Special Student Services
28 students were supported by our autism team, 2 by our traumatic brain injury team, 1 by our deaf/hard of hearing team, 1 by our orthopedic team and 1 by our vision team.



Medicaid Administrative Claiming
\$116,047 in district funds recovered through Medicaid claiming.



LOCAL SERVICE PLAN

2022-23 FISCAL YEAR

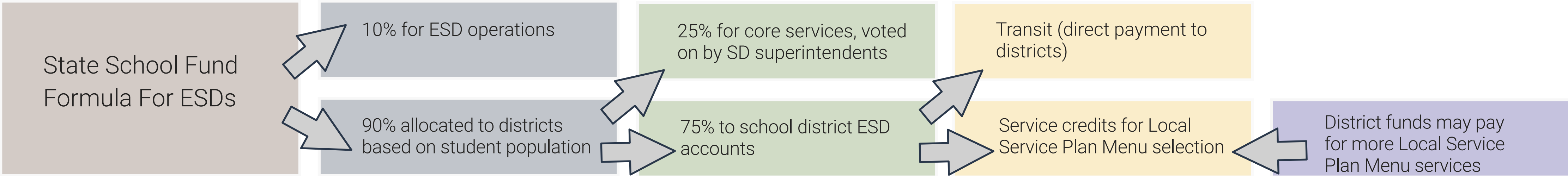
ABOUT THE LOCAL SERVICE PLAN

According to the Oregon State Legislature, “The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.” Toward that end, we work with component school districts annually to develop next school year’s Local Service Plan. The Local Service Plan must address four areas as outlined in ORS 334.175: Special

Education, Technology, Instruction (referred to as school improvement in ORS), Administration. The plan also has three major components: 1) **Core services** are shared among school districts; 2) **Menu services** are available for individual districts to purchase with service credits or through other funding sources; 3) the **Student Success Act plan**, as required by HB 3427 Section 25, defines our role to support districts make progress toward the goals of the Student Success Act.

FUNDING FLOW

The Local Service Plan is funded through the State School Fund (SSF) and local property taxes.



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TIMELINE FOR DEVELOPMENT AND APPROVAL

School district superintendents, NWRES D’s board of directors, and the 20 regional school boards approve the Local Service Plan (LSP) according to the following timeline.

Sept. to Nov. 2021

NWRES D co-developed the LSP with school district superintendents. Superintendents unanimously voted to approve the plan on Nov. 5, 2021.

Dec. 2021

NWRES D’s Board of Directors took formal action on the LSP at the Dec. 14, 2021, meeting.

Jan. to Feb. 2022

Component school districts take formal action on the LSP. Per ORS 334.175, the plan must be approved by March 1.

Feb. to June 2022

NWRES D staff and school district staff determine cost of services and complete service credit worksheets.

July 2022

2022-23 LSP goes into effect.

LOCAL SERVICE PLAN - CORE

PROJECTED CORE SERVICES BUDGET

PROGRAM	2021-22 ADOPTED BUDGET	2022-23 PROJECTED BUDGET
Instructional Services		
Professional Development Strands BSD + HSD	\$355,011	\$368,880
Professional Development Strands CORE Districts	239,961	250,417
ESD Transfer to Instructional Services for Core	180,644	68,050
Attendance Services	-	120,000
Regional Innovations Fund BSD + HSD	634,219	660,222
<i>Total Instructional Services</i>	<i>\$1,409,835</i>	<i>\$1,467,570</i>
Technology		
Network/Security Services	\$348,323	\$412,604
Help Desk	118,658	123,523
Application Support/Development	541,440	513,639
Technical Engineering Coop	451,458	469,968
Student Information System	865,609	901,099
Library Services	173,204	180,305
<i>Total Technology Services</i>	<i>\$2,498,692</i>	<i>\$2,601,138</i>
Miscellaneous		
Home School	\$15,000	\$15,615
Emergency Closure Network	10,500	10,931
County Allocations	1,686,842	1,768,430
Total Miscellaneous Services	\$1,712,342	\$1,794,976
<i>Total Core Services</i>	<i>\$5,620,869</i>	<i>\$5,863,684</i>

TOTAL CORE SERVICES

Core Services - 18 Districts	\$4,834,582
Beaverton SD/Hillsboro SD	1,029,102
<i>Total Core Services</i>	<i>\$5,863,684</i>

PROJECTED COUNTY ALLOCATIONS

School district superintendents in their respective counties decide together how to use county allocations.

Total Available for Allocation	\$1,768,430
Base per county (\$125,000x 4)	500,000
Available by ADMw	\$1,268,430

COUNTY	DISTRICT	RESOLUTION PLAN ADMW WITH GROWTH	COUNTY BASE	ALLOCATION OUTSIDE OF BASE	TOTAL 2022-23 ALLOCATION PER COUNTY	TOTAL 2021-22 ALLOCATION PER COUNTY	INCREASE
Clatsop	Astoria	2,205.7					
	Jewell	302.9					
	Knappa	668.0					
	Seaside	1,981.0					
	Warrenton-Hammond	1,255.7					
	Total	6,413.1	\$125,000	\$162,655	\$287,655	\$276,873	\$10,782
Columbia	Clatskanie	946.2					
	Rainier	1,073.0					
	Scappoose	2,798.8					
	St. Helens	3,348.4					
	Vernonia	781.8					
	Total	8,948.1	\$125,000	\$226,949	\$351,949	\$337,317	\$14,632
Tillamook	Neah-Kah-Nie	1,035.5					
	Nestucca Valley	684.7					
	Tillamook	2,692.0					
	Total	4,412.2	\$125,000	\$111,905	\$236,905	\$229,783	\$ 7,122
Washington	Banks	1,296.4					
	Forest Grove	7,502.8					
	Gaston	748.1					
	Sherwood	5,991.3					
	Tigard-Tualatin	14,699.3					
	Total	30,238.0	\$125,000	\$766,920	\$891,920	\$842,869	\$49,051
	TOTAL	50,011.4	\$500,000	\$1,268,430	\$1,768,430	\$1,686,842	\$81,588

LOCAL SERVICE PLAN - MENU

TOTAL PROJECTED SERVICE CREDITS

School districts receive service credits that they may use to select and purchase services specific to their school district. They may also choose to purchase services above and beyond what is allocated. This section includes information about projected allocations and the menu of available services for purchase in the 2022-23 school year.

	2022-23 PROJECTED \$9.3B	2021-22 SSF ESTIMATE 6/24/21	DIFFERENCE
Est. SSF Allocation	\$53,138,745	\$51,054,873	\$2,083,872
ESD Operations at 10%	5,313,875	5,105,487	208,387
Local Service Plan at 90%	47,824,870	45,949,386	1,875,484
Beaverton (39.49%)	18,885,226	18,232,680	652,546
Hillsboro (20.08%)	9,601,317	9,176,461	424,856
Amount Available for 18 Districts	19,338,327	18,540,245	798,082
Core (25% of Local Service Plan)	4,834,582	4,635,061	199,521
Menu/Service Credits (75% of Local Service Plan)	\$14,503,745	\$13,905,183	\$598,561

PROJECTED SERVICE CREDITS BY SCHOOL DISTRICT

COUNTY	DISTRICT	ODE REPORT 5/1/2021 2019-20 EX. ADMW	ODE REPORT 5/1/2021 2020-21 EX. ADMW	GROWTH	LSP ADMW WITH GROWTH	% OF TOTAL	EST. 2022-23 SERVICE CREDIT ALLOCATION	AMOUNT PER ADMW	2021-22 SSF EST. SERVICE CREDIT ALLOCATION	DIFFERENCE
Clatsop	Astoria	2,205.66	2,197.91	(7.8)	2,205.66	4.41%	\$639,661	\$290.01	\$613,998	\$25,663
	Jewell	302.9	302.90	-	302.90	0.61%	\$87,844	\$290.01	\$83,070	\$4,774
	Knappa	667.96	667.96	-	667.96	1.34%	\$193,714	\$290.01	\$185,622	\$8,092
	Seaside	1,980.96	1,953.35	(27.6)	1,980.96	3.96%	\$574,496	\$290.01	\$557,454	\$17,042
	W.-Hammond	1,255.65	1,255.65	-	1,255.65	2.51%	\$364,150	\$290.01	\$348,043	\$16,107
Columbia	Clatskanie	946.17	923.50	(22.7)	946.17	1.89%	\$274,398	\$290.01	\$268,810	\$5,588
	Rainier	1,073.02	1,026.74	(46.3)	1,073.02	2.15%	\$311,185	\$290.01	\$293,349	\$17,836
	Scappoose	2,798.76	2,781.89	(16.9)	2,798.76	5.60%	\$811,666	\$290.01	\$785,034	\$26,632
	St. Helens	3,348.35	3,259.52	(88.8)	3,348.35	6.70%	\$971,052	\$290.01	\$951,295	\$19,757
	Vernonia	781.8	781.80	-	781.80	1.56%	\$226,729	\$290.01	\$211,291	\$15,438
Tillamook	Neah-Kah-Nie	1,035.54	1,035.54	-	1,035.54	2.07%	\$300,316	\$290.01	\$288,464	\$11,852
	Nestucca Valley	684.65	676.78	(7.9)	684.65	1.37%	\$198,555	\$290.01	\$193,385	\$5,170
	Tillamook	2,691.98	2,691.98	-	2,691.98	5.38%	\$780,698	\$290.01	\$749,758	\$30,940
Washington	Banks	1,296.43	1,296.43	-	1,296.43	2.59%	\$375,976	\$290.01	\$359,240	\$16,736
	Forest Grove	7,502.83	7,502.83	-	7,502.83	15.00%	\$2,175,888	\$290.01	\$2,088,817	\$87,071
	Gaston	748.12	708.32	(39.8)	748.12	1.50%	\$216,962	\$290.01	\$211,841	\$5,121
	Sherwood	5,991.3	5,931.18	(60.1)	5,991.30	11.98%	\$1,737,531	\$290.01	\$1,661,713	\$75,818
	Tigard-Tualatin	14,699.28	14,699.28	-	14,699.28	29.39%	\$4,262,924	\$290.01	\$4,129,385	\$133,539
TOTAL		50,011.36	49,693.56	(317.8)	50,011.36	100.00%	\$14,503,745		\$13,980,569	\$523,176

Assumptions: \$9.3B in SSF Formula. Enrollment stable. Year 2 of Biennium allocated at 51%.

ADMINISTRATION



Spotlight on Administrative Services: Regional Schools Receive More Than \$1 Million in Medicaid Administrative Claiming Reimbursements

Many Oregon families are unaware their children could receive free health care through the Oregon Health Plan. This has been especially true since the start of the pandemic.

That's where schools come in. Teachers and school staff know which families might qualify and benefit from the Oregon Health Plan, the state-sponsored Medicaid program that provides free health care for Oregonians who meet certain income requirements.

In Oregon, school districts that encourage their educators to help families enroll their children in the Oregon Health Plan are eligible for reimbursement through the Medicaid Administrative Claiming program. Time spent helping children and their families access these services is also reimbursable.

Northwest Regional ESD's Medicaid team has helped school district staff navigate the often cumbersome task of reporting this data to the federal government since 2006. This past school year, 13 of the 20 districts in NWRESA's service area participated in the program. Reimbursements totaled just over \$1 million during the 2020-21 school year.

Brenda Van Domelen, a nurse who helps coordinate the Medicaid Administrative Claiming work for Scappoose School District, says the benefits are two-fold: "The funds brought to the district are spent on services to kids and the program itself encourages staff to reach out to families with information about the Oregon Health Plan."

[Read the full story.](#)



COMPLETE LIST OF ADMINISTRATIVE SERVICES

- Business Services
- Cascade Alliance for Equity
- Communications
- Emergency Closure Network
- Equity and Family Partnerships
- Medicaid Reimbursements
- Spanish Language Interpretation and Translation

[Read more detail about these services and learn how to add them to the list of services your district receives.](#)

From left: Lauren Slyh O'Driscoll, board secretary and executive liaison to the superintendent, speaks with Johnna Timmes, executive director of early learning, and Dan Goldman, superintendent, at an equity training. Photo by Kelsey Cardwell.

INSTRUCTION



Students in the Migrant Education Program attend an art camp in Astoria during the summer of 2021. Photo by Kelsey Cardwell.



Spotlight on Instructional Services: Columbia County Student Advocates for More STEM-Related Opportunities for Youth

Northwest Regional ESD's STEM Hub teamed up with Oregon Manufacturing Innovation Center Research & Development (OMIC R&D), Portland Community College and Scappoose High School in 2020 to provide internships for Columbia County students through the Columbia Works program. In March of 2021, Scappoose High School senior Anika Havlik, a summer intern at OMIC R&D through Columbia Works, testified in support of House Bill 2092 to fund more similar opportunities.

Anika, who participated via Zoom, said her experience as an intern at OMIC R&D introduced her to virtual reality programming. Her main focus was to design and build a virtual reality tour of the OMIC R&D building, which is located in Scappoose. Her work included writing code, animating, 3D modeling and then compiling the components into one fluid experience.

Anika said the connections she gained during the internship helped her get a job at the Scappoose Airport and she shared that she had recently received a congressional nomination to the Air Force Academy, where she has been accepted to continue her education and training post-graduation.

"I am more confident in my ability to adapt and am better prepared to go to college and enter the workforce," she said. "My hope is that many more students my age will be able to have a similar opportunity. As one of three females represented in this internship, I especially want to encourage young women to pursue STEM-related experiences such as this." The bill passed on Sept. 25, 2021, and went into effect on Jan. 1, 2022.

[Read the full story.](#)



COMPLETE LIST OF INSTRUCTIONAL SERVICES

- Attendance Services
- Cascade Education Corps (CEC)
- Child Care Resource and Referral
- Diverse Educator Pathways
- Early Learning Hub
- English Language Learner Consortium
- Fire Science Program
- Grant Management
- Home School Notifications
- Ion MTSS Software
- Migrant Education Program (MEP)
- Northwest Promise
- Outdoor Science School
- Professional Learning
- Regional Educator Network
- Regional Innovations
- Research, Assessment and Evaluation
- School Safety and Prevention System
- STEM Hub
- Tillamook Education Consortium

[Read more detail about these services and learn how to add them to the list of services your district receives.](#)



SPECIAL EDUCATION

Spotlight on Special Education Services: Meet the Students Receiving Services



Austin Holz

Austin is a senior at Banks High School and has worked with Carissa Martos, a teacher of the deaf and hard of hearing, for five years. When Austin was asked about the most important lesson he had learned from his teacher, he said:

"I've learned a lot more words and I understand more about the stories in English and in History and see what the point of the story is and how they go together. I also learned how to get my hearing aids to work better and how to ask people to repeat stuff. We also talked about how to act when I am driving and if I get pulled over, and things I can do to stay safe when I am out hunting and tell the other hunters how to work with me."



Jemma Bosotina

Jemma is a third grader at Harvey Clarke Elementary School in Forest Grove. Carissa Martos, a NWRES D teacher of the deaf and hard of hearing, visits her every week during the school year.

Jemma's favorite memory with Ms. Carissa is when Carissa brings in a giant ear. She takes it apart and shows all of the pieces. "I wish it had a hearing aid," Jemma says.

Carissa recently challenged Jemma to find a sound she hadn't heard before. "I'm still searching for it," she says. When Carissa visits, Jemma says she likes reading books and getting stickers and candies. "I like talking with her. We talk about hearing aids. I tell her what's wrong with my hearing aids. There are buttons and she helps me figure that out."



Christian Diehl

Christian is a senior at Cascade Academy. He says his school, which provides individualized behavior support to every student, is a lot like a family.

"It's a good community," he says. "When we have troubles like when someone is having a bad day, they are really understanding about it."

He says he feels his teachers really care for him and his fellow classmates.

Every student at Cascade Academy receives support based on the needs outlined in their individualized education plan. The program uses Positive Behavior Intervention Support, Collaborative Problem Solving and Restorative Justice principles, and all of the educators put positive working relationships with students at the center of their work.

A close-up photograph of a young child with curly brown hair, looking slightly to the right. The child is holding a bright green plastic toy, which appears to be a bucket or a part of a larger structure. In the background, there are other red and yellow plastic toys, suggesting a play area. The child's expression is focused and curious.

COMPLETE LIST OF SPECIAL EDUCATION SERVICES

- Augmentative and Alternative Communication and Assistive Technology
- Autism Spectrum Disorder Services
- Blind Visually Impaired (BVI) Student Services
- Deaf and Hard of Hearing Services (D/HH) and Audiology
- Early Childhood Special Education
- Early Intervention (EI)
- Early Intervention/Early Childhood Special Education (EI/ECSE) Screening and Evaluations
- Nursing Services
- Occupational Therapy (OT) Services
- Physical Therapy (PT) Services
- Regional Equipment Center
- School Psychology Services
- Social Emotional Learning Schools
- Speech-Language Pathology (SLP) Services
- Traumatic Brain Injury (TBI) Services
- Youth Transition Program (YTP)

[Read more detail about these services and learn how to add them to the list of services your district receives.](#)



Spotlight on Technology Services:
Mist Elementary Project Paves the Way
For High-Speed Internet in Oregon’s
Most Rural Schools

Elementary students in the remote community of Mist, located more than an hour northwest of Portland, Oregon, have access to high-speed internet thanks to the installation of SpaceX’s latest Starlink technology.

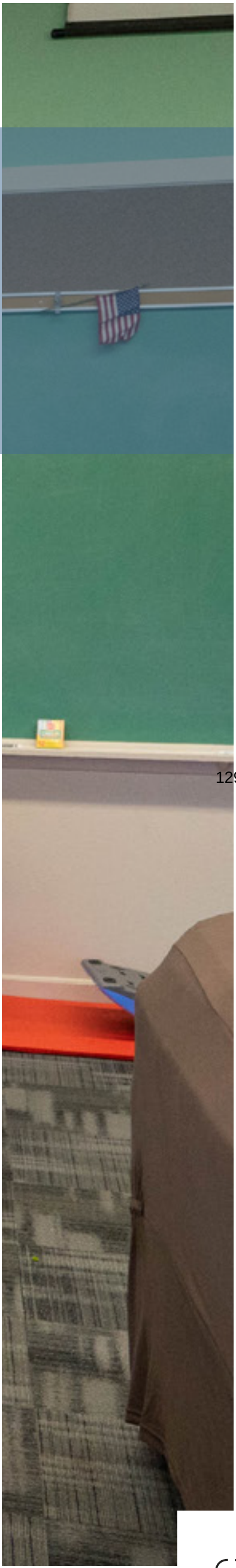
Link Oregon, Northwest Regional ESD and Vernonia School District combined forces to identify funds, personnel and the technological infrastructure that brought high-speed internet to the remote school. Vernonia School District has tried multiple times over the past decade to upgrade the school to fiber-optic internet, but the high costs of running a dedicated fiber line down miles of rural roads always prevented the project from taking off. Starlink bypassed cost-prohibitive construction projects, making it an ideal solution for remote rural communities.

“Before we got the new internet, Ms. Avy’s class couldn’t be on the internet at the same time, so sometimes we would have to reschedule when we did reading and math,” explains McKinley, a fifth grader.

McKinley says that she and her peers commonly use the internet to write stories in Google Docs and interact with Zearn, a math website with video lessons and exercises.

Northwest Regional ESD plans to identify more opportunities to expand internet access for schools and students.

[Read the full story.](#)



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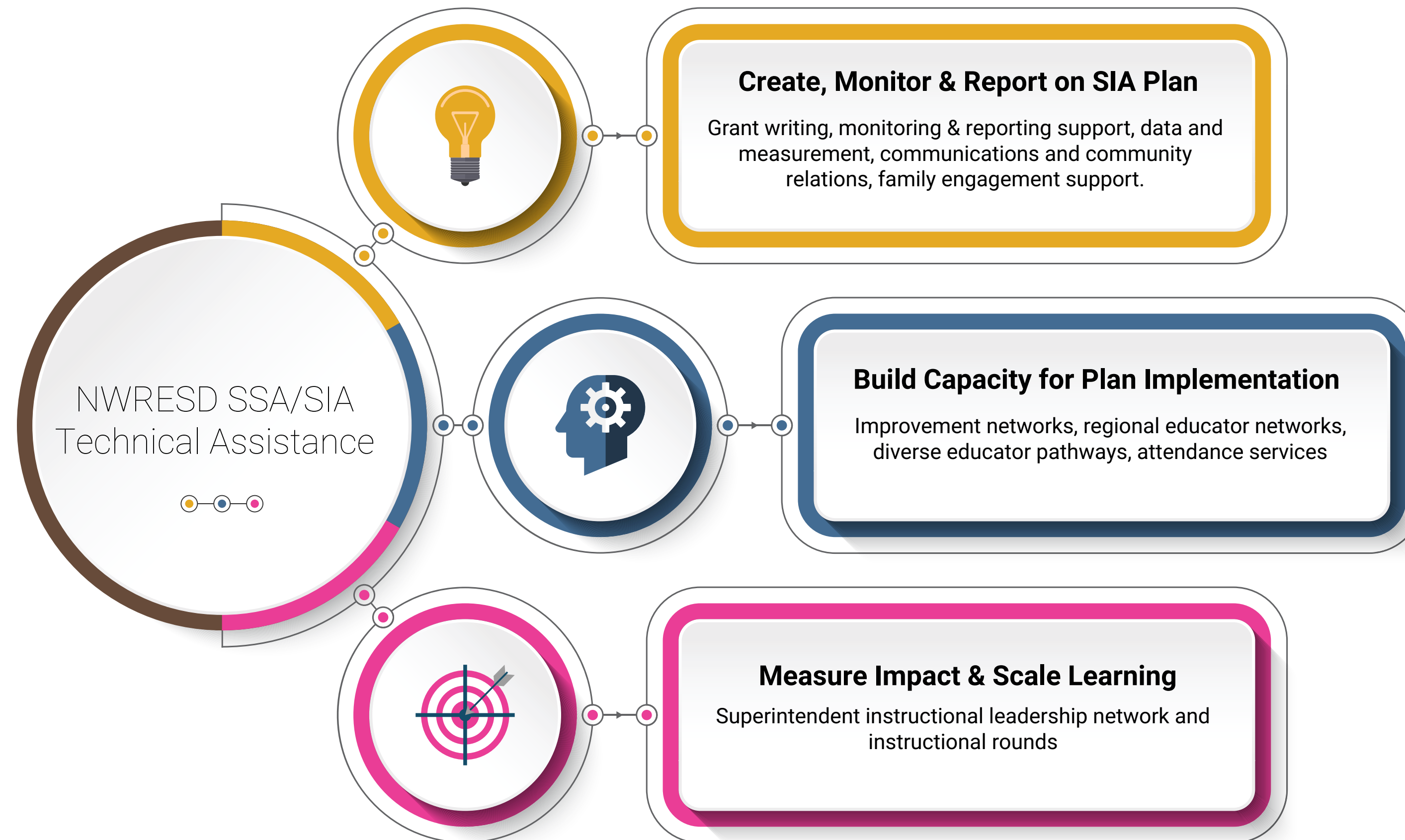
COMPLETE LIST OF TECHNOLOGY SERVICES

- Application Support
- Forecast5
- Help Desk
- Information Systems
- Library Services
- Network Services
- Oregon Virtual Education (ORVED)

- Substitute Services
- Technical Engineering Cooperative

[Read more detail about these services and learn how to add them to the list of services your district receives.](#)

STUDENT SUCCESS ACT (SSA) PLAN



SSA TECHNICAL ASSISTANCE

NWRESD provides SSA technical support by leveraging a cross-department team that brings together Instructional Services; Equity and Family Partnerships; Research, Assessment, Evaluation and Data; and Communications. The technical assistance offered supports student mental health and behavior and aims to improve academic outcomes for all students, with a focus on decreasing disparities and closing the opportunity gap for focal student groups. NWRESD supports component school districts in the implementation of their Student Investment Account (SIA) plans in three ways:

- **Creating, applying, monitoring and reporting on the (SIA)** - provide support to districts in applying for, receiving and monitoring spending of SSA funds to ensure compliance with Oregon Department of Education expectations.

- **Developing the capacity of district and school staff to implement their plans** - improve the abilities, skills, knowledge and expertise of educators and leaders to ensure implementation SIA plans toward the SSA vision are actualized through moving student outcomes.
- **Measuring impact and scaling learning across the region through collaboration** - developing and supporting superintendent collaboration and instructional practice across the region to see what students are doing and saying, and to ensure increased academic outcomes for all students, specifically students in focal groups.

These three areas of work include investments in the following areas:

- Community engagement and communications support
- Assessment and data support for longitudinal performance growth targets
- SIA plan development, monitoring, amending and reporting
- Professional learning networks aligned to district SIA plans
 - Early Literacy Network
 - 9th Grade Success Network
 - Social, Emotional, and Mental Health Network
 - Instructional Coaching Network
 - Equity and family partnerships professional learning
 - Northwest Superintendent Instructional Leadership Network
 - Chronic absenteeism reduction
 - Multi-Tiered Systems of Support and data-based decision-making
- Regional Educator Network (REN)
- Diverse Educator Pathways
- Language interpretation and translation

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
AWARD CONTRACT FOR ROOFING UPGRADES WALNUT ST. TRANSPORTATION
CENTER

SITUATION

One of the projects included in the Hillsboro School District's 2017 Bond Program is to upgrade the roof at the Walnut Street Transportation Center. On December 30, 2021, the District sent an Invitation to Bid to our pre-qualified roofing contractor list. A mandatory pre-bid meeting was held on January 5, 2022. On January 9, 2022, the District received bids from five pre-qualified Contractors to perform this work: Anderson Roofing, Carlson Roofing, Griffith Roofing, Snyder Roofing and Umpqua Roofing. District staff recommends that the contract for roofing upgrades to the Walnut St. Transportation Center be awarded to Snyder Roofing for the bid amount of \$342,495.

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 roofing upgrades to the Walnut St. Transportation Center be awarded to Snyder Roofing for the bid amount of \$342,495.

I move that the Board of Directors award the contract for roofing upgrades at Walnut St. Transportation Center to Snyder Roofing for the bid amount of \$342,495.



BID TABULATION FORM

Transportation Building Improvements - Roofing

OPEN: January 19, 2022 @ 2:00pm

BID PROVIDER	Signed	Addendum 1 Ack.	Bid Bond	1st Tier Disclosure	BASIC QUOTE
Anderson Roofing	yes	yes	N/A		679,326.00
Carlson Roofing	yes	yes	-		362,048.00
Griffith Roofing	yes	yes	-		389,873.00
Snyder Roofing	yes	yes	-		342,495.00
Uniqua Roofing	yes	yes	-		347,916.00

OWNER Representative:

Sharon McCarty 1/19/22

WITNESS:

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
AWARD CONTRACT FOR HILLSBORO HIGH SCHOOL EXTERIOR PAINTING
PROJECT

SITUATION

One of the projects that has come to our attention following the passage of the 2017 Bond is the painting of the exterior of the Hillsboro High School campus. On January 19, 2022, the District published an Invitation to Bid for a painting contractor for this improvement project in the Daily Journal of Commerce. A mandatory pre-bid meeting was held at Hillsboro High School on January 28, 2022. On February 16, 2022, the District received bids from two painting Contractors to perform this work: First Cascade and Williamsen & Bleid. District staff recommends that the contract for Hillsboro High School Concrete Work be awarded to Williamsen & Bleid for the base bid amount of \$168,761 and bid alternate #1 amount of \$45,739.

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 Hillsboro High School Exterior Painting project to Williamsen & Bleid for the base bid amount of \$168,761 and bid alternate #1 amount of \$45,739.

I move that the Board of Directors award the contract for Hillsboro High School Exterior Painting project to Williamsen & Bleid for the base bid amount of \$168,761 and bid alternate #1 amount of \$45,739.



BID TABULATION FORM

Hilhi Exterior Paint Project

OPEN: February 16, 2022 @ 2:00pm

BID PROVIDER	Signed	Addendum 1 - 2 Ack.	Bid Bond	1st Tier Disclosure	Bid Alternate	BASIC QUOTE
First Cascade	yes	yes	yes	yes	89,426 ⁰⁰	289,763 ⁰⁰
Williamson & Bleid	yes	yes	Not Required		45,739 ⁰⁰	168,761 ⁰⁰

OWNER Representative:

Sharon Macarty 2/16/22

WITNESS:

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
AWARD CONTRACT FOR IMPROVEMENTS TO PARENT/BUS DROP-OFF AT
TOBIAS ELEMENTARY SCHOOL

SITUATION

One of the projects included in the Hillsboro School District's 2017 Bond Program is the improvement of the Parent/Bus Drop-Off area at Tobias Elementary School. On January 14, 2022, the District sent an Invitation to Bid to our pre-qualified site contractor list. A mandatory pre-bid meeting was held on January 24, 2022. On February 10, 2022, the District received bids from two pre-qualified contractors to perform this work: Kerr Contractors and Pihl, Inc. District staff recommends that the contract for improvements to the parent/bus drop-off at Tobias Elementary School and Bid Alternate #1 be awarded to Pihl, Inc. for the base bid amount of \$730,000 and Bid Alternate #1 amount of \$38,600.

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 Improvements to the Parent/Bus Drop-Off at Tobias Elementary School and Bid Alternate #1 be awarded to Pihl, Inc. for the base bid amount of \$730,000 and Bid Alternate #1 amount of \$38,600.

I move that the Board of Directors award the contract for improvements to the Parent/Bus Drop-Off at Tobias Elementary School and Bid Alternate #1 be awarded to Pihl, Inc. for the base bid amount of \$730,000 and Bid Alternate #1 amount of \$38,600.



BID TABULATION FORM

Tobias Drop Off Project

OPEN: February 10, 2022 @ 2:00pm

BID PROVIDER	Signed	Addendum 1-2 Ack.	Bid Bond	1st Tier Disclosure	Bid Alternate	BASIC QUOTE
Kerr	yes	yes	yes		8,500 ⁰⁰	852,620 ⁰⁰
Ahl	yes	yes	yes		38,600 ⁰⁰	730,000 ⁰⁰

OWNER Representative:

WITNESS:

2/10/22

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
APPROVE VENDOR CONTRACT FOR BULK FREEZER / WAREHOUSE REPAIR

SITUATION

Nutrition Services operates a dry, frozen and refrigerated warehouse and distribution system out of the Witch Hazel Rd. Facilities location. During the summer of 2016, it was discovered that the floor in the ~3500 square foot freezer was buckling and heaving due to frost and moisture build up under the concrete floor slab. The concrete slab is permanently damaged and has created hazards for forklift and racking systems usage.

In 2017 and based upon best-use of funds the district decided to abandon the cold storage area and build a new freezer in another location inside the warehouse. This new freezer has been in use since that time.

During the COVID-19 pandemic supply chain disruptions and unreliability continue to hamper the procurement of desired foods and quantities for HSD's Nutrition Services programs in serving nearly 14,000 meals per day to district students. HSD is currently leasing cold storage space in Forest Grove, OR to allow for the build-up of inventory of required foods.

This freezer will enable HSD to receive and store additional frozen foods on site relieving the operating costs associated with rental of an offsite cold storage area.

The district, under policy DJC-AR, Exemptions to Public Bidding, identifies the following findings as outlined in ORS 279C.335:

- A) This exemption is unlikely to encourage favoritism or diminish competition [ORS 279C.335(2)(a)]
- B) This exemption and award will result in substantial cost savings and other substantial benefits [ORS 279C.335(2)(b)] to HSD including :
 - a) reclamation of previously unused areas of the district warehouse for cold storage
 - b) discontinuation of ongoing operational fees and rental of off-site 3rd party storage facilities
 - c) use of one-time and temporarily available funds to restore district facilities, thereby improving operational efficiencies in HSD Nutrition Services
- C) Considerations in this finding include:
 - a) Budget and projected operating costs [ORS 279C.335(2)(B)]. Current market conditions and pricing are greatly affected by inflationary pressures, contractor, and labor availability.
 - b) Public benefits that may result [ORS 279C.335(2)(C)]. Including access to one-time funding under the ESSER I program that must be expended by September 2022. Expands capacity to receive and store frozen foods

necessary for the provision of meals provided and available to HSD students. Reduces transport and handling of frozen foods thereby improving product integrity and storage life.

- c) Cost and availability of specialized expertise available [ORS 2797C.335(2)(E)] Project managers of current projects were queried and it has been determined that interest in this project has been low and determined not to be readily available.
- d) Source of Funding [ORS 2797C.335(2)(H)]. This project would be funded with one-time and limited duration funding through the ESSER-I; final expenditures must be paid by September 2022.
- e) Control of Market Conditions [ORS 2797C.335(2)(I)]. The current construction and durable equipment market is on an inflationary and time-delayed trajectory in the current market. Time is of the essence to meet the expenditure requirements of the source funding.
- f) Consideration of new construction or renovation [ORS 2797C.335(2)(K)]. This project includes the renovation of existing space, restoring and enabling fully functional and intentional use of damaged areas
- g) Single or multiple phases of construction [ORS 2797C.335(2)(M)]. The project would have multiple phases of construction, beginning with the excavation and repair of the concrete slab floor, removal of old freezer panels and equipment, and the installation of new freezer components.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the contract with Smith & Greene, in the amount of \$368,807, for construction of a bulk freezer and warehouse repairs.

I move that the Board of Directors approve the contract with Smith & Greene, in the amount of \$368,807 for construction of a bulk freezer and warehouse repairs.

HILLSBORO SCHOOL DISTRICT 1J
February 22, 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 Nutrition Services staff have identified [equipment](#) that is no longer useful to the District and may be disposed of per [District Surplus Procedures](#):

- (9) Milk Coolers
- (2) Refrigerators
- (2) Freezers
- One Delivery Truck
- One Passenger Van

Please contact [Nate Roedel](#), Director of Nutrition Services, for further details regarding equipment disposal.

RECOMMENDATION

The Superintendent recommends the Board of Directors declare the nutrition services equipment surplus, and authorize the disposal in accordance with District Surplus Procedures.

I move that the Board of Directors declare the nutrition services equipment surplus, and authorize the disposal in accordance with District Surplus Procedures.

HILLSBORO SCHOOL DISTRICT 1J
February 22, 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 January 25, 2022:

- 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
 - JBB: Education Equity

RECOMMENDATION

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

I move that the Board approve the policy ACB: Every Student Belongs.

I move that the Board approve the policy ACB-AR: Bias Incident Complaint Procedure.

I move that the Board approve the policy IKF: Graduation Requirements.

I move that the Board approve the policy IL: Assessment Program.

I move that the Board approve the policy JBB: Education Equity.



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: **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

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
FINANCIAL REPORT

Business Office – General Update

The Business Office collaborates with all departments in the District Office to provide a system of support for schools, so that principals can focus their attention on instructional leadership. Financial reports in upcoming months will feature examples of this collaboration, which promotes a culture of continuous improvement, learning, and responding to the changing needs of schools.

Example 56: Business Office Staff Substituting in Schools

“Central office services are designed to anticipate and proactively meet the needs of each school.” With the onset of the COVID Omicron variant after winter break, schools were experiencing a shortage of staff and substitutes. Central office support staff were dispatched as needed to fill support roles in school to ensure they remain open as much as possible. Building feedback has confirmed that the strategy was successful and staff were able to learn more about school operations while dispatched to schools.

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

Finance Manager Jennifer Zavatsky and her team have identified improvements to practice that provide relief to school and department managers when receiving purchased items. This timesaver allows them to focus more on supporting the staff and students in the building while maintaining current internal controls.

Finance Team – Financial Reporting, Contracts and Grants

Manager of Business Services Jeff Jones and Christy Woodard, Fiscal Planning Specialist, have been working closely with the Office of School Performance and Human Resources to prepare the 2022-23 Consolidated Budget Workbooks. These Workbooks provide a central workspace for Administrators to access and plan resource allocations for both staff and discretionary budgets. This collaborative effort is critical to identify staffing levels and sources of funding and is a critical component of overall budget management.

Lisa Hicks Fiscal Planning Specialist, with a focus on contracts and agreements, has joined the Business Office team. Lisa is currently stationed at the Construction Management Office to train with Capital Projects Officer Adam Stewart and Administrative Support Sharon McCarty. This training and other resources will provide the skills, experience, and organizational capacity to centralize services for schools and departments (efficiency and improved services) and standardize contract language for agreements.

Payroll Team and Employee Benefits

Payroll Supervisor Kim Grannis and the payroll team have been working with Human Resources on the employee self-service portal upgrade. The current platform will no longer be supported after the end of the current school year. The upgrade version will have additional security features and increase accessibility for staff to access support services and

communicate via the self-service portal. There is a potential for electronic time sheet workflows as well. Miles Holland in Technology Services is also supporting the transition.

Risk Manager Leah McCarthy continues to provide workplace ergonomics assessment as requested throughout the District. This has been an important support to staff as they return to on site work that may include additional safety protocols. Leah has also been training other staff for preliminary assessments and offering virtual support to maximize the time serving staff.

General Functions

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

Workers' Compensation Report

In order to ensure accurate reports to the Board, and allow adequate time for the claims submitted each month to be fully processed, there is a one-month delay in reporting workers' compensation claims to the Board. The table below includes workers' compensation claims reported in December 2021.

The District received seven workers' compensation claims in December. As of December 31, 2021, there were 36 open claims; 22 were for medical costs only, and 14 included time loss. There were two employees on a modified work plan during December.

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	7
January	14	0	
February	17	0	
March	3	2	
April	0	4	
May	1	7	
June	0	3	
Yearly Total:	99	34	46

Student Incident Report

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

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	77	0.2	2
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	303		8

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 four vehicle accidents in December.

HILLSBORO SCHOOL DISTRICT HILLSBORO SCHOOL DISTRICT 1J
2021-22
MONTHLY FINANCIAL REPORT - as of January 31, 2022

	July	August	September	1st Quarter	October	November	December	2nd Quarter	January	3rd Quarter	4th Quarter	Fiscal YTD	Budget		Fiscal YTD	
Revenues	Actual	Actual	Actual	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	\$0.00	\$15,636,608.73	\$15,742,232.23	\$907,066.78	\$907,066.78	\$0.00	\$16,763,290.68	\$85,131,045.00	19.69%	\$77,571,435.97	94.02%
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	\$32,848.83	\$32,848.83	\$0.00	\$129,315.13	\$500,343.00	25.85%	\$207,348.98	17.28%
Local Sources	\$10,563.48	\$29,191.00	\$17,377.68	\$57,132.16	\$18,174.86	\$65,544,084.04	\$55,057.96	\$65,617,316.86	\$48,705.41	\$48,705.41	\$0.00	\$65,723,154.43	\$3,111,507.00	2112.26%	\$270,351.51	9.78%
Total Local	\$23,089.90	\$41,409.92	\$144,997.75	\$209,497.57	\$133,733.25	\$65,556,599.69	\$15,727,308.71	\$81,417,641.65	\$988,621.02	\$988,621.02	\$0.00	\$82,615,760.24	\$88,742,895.00	93.10%	\$78,049,136.46	90.26%
County/ESD	\$0.00	\$0.00	\$2.39	\$2.39	\$1,325,703.50	\$299,401.00	\$331,697.06	\$1,956,801.56	\$402,223.14	\$402,223.14	\$0.00	\$2,359,027.09	\$3,775,652.00	62.48%	\$2,531,606.55	66.80%
State Sources	\$23,511,820.36	\$11,748,791.18	\$11,748,791.18	\$47,009,402.72	\$11,748,791.18	\$11,520,238.53	\$11,293,674.18	\$34,562,703.89	\$12,418,345.14	\$12,418,345.14	\$0.00	\$93,990,451.75	\$148,923,304.00	63.11%	\$93,126,044.58	65.05%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$44,025.66	0.00%
Beginning Balance*	\$9,494,012.00	\$0.00	\$0.00	\$9,494,012.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,494,012.00	\$9,494,012.00	100.00%	\$9,409,091.00	100.00%
Total Revenue	\$33,028,922.26	\$11,790,201.10	\$11,893,791.32	\$56,712,914.68	\$13,208,227.93	\$77,376,239.22	\$27,352,679.95	\$117,937,147.10	\$13,809,189.30	\$13,809,189.30	\$0.00	\$188,459,251.08	\$250,935,863.00	75.10%	\$183,159,904.25	75.41%
Expenditures																
Instruction																
Salaries	\$72,130.56	\$89,892.68	\$7,185,708.10	\$7,347,731.34	\$7,330,578.34	\$7,346,609.34	\$7,305,979.10	\$21,983,166.78	\$7,252,179.39	\$7,252,179.39	\$0.00	\$36,583,077.51	\$82,611,861.05	44.28%	\$34,123,760.21	42.95%
Benefits	\$25,554.68	\$39,265.48	\$3,763,224.07	\$3,828,044.23	\$3,907,327.00	\$3,859,604.31	\$3,838,321.02	\$11,605,252.33	\$3,796,815.22	\$3,796,815.22	\$0.00	\$19,230,111.78	\$43,980,029.26	43.72%	\$19,149,041.15	42.04%
Purchased Service	\$372,495.83	\$253,293.23	\$277,420.76	\$903,209.82	\$270,752.38	\$728,034.90	\$647,552.76	\$1,646,340.04	\$238,441.21	\$238,441.21	\$0.00	\$2,787,991.07	\$14,722,372.52	18.94%	\$2,223,484.05	15.47%
Supplies/Materials	\$485,483.30	\$137,473.38	\$130,756.23	\$753,712.91	\$272,123.47	\$245,412.44	\$168,196.85	\$685,732.76	\$88,497.99	\$88,497.99	\$0.00	\$1,527,943.66	\$4,697,968.00	32.52%	\$1,100,005.96	23.30%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$84,112.00	\$10,900.00	\$9,304.00	\$104,316.00	\$67,615.31	\$2,516.00	\$8,273.00	\$78,404.31	\$1,675.71	\$1,675.71	\$0.00	\$184,396.02	\$1,020,362.19	18.07%	\$152,438.94	15.62%
Total Instruction	\$1,039,776.37	\$530,824.77	\$11,366,413.16	\$12,937,014.30	\$11,848,396.50	\$12,182,176.99	\$11,968,322.73	\$35,998,896.22	\$11,377,609.52	\$11,377,609.52	\$0.00	\$60,313,520.04	\$147,032,593.02	41.02%	\$56,748,730.31	39.12%
Support Services																
Salaries	\$1,914,240.90	\$2,057,302.93	\$3,660,811.89	\$7,632,355.72	\$3,629,389.82	\$3,616,896.10	\$3,494,588.53	\$10,740,874.45	\$3,516,829.76	\$3,516,829.76	\$0.00	\$21,890,059.93	\$52,364,058.48	41.80%	\$18,686,310.45	39.56%
Benefits	\$1,075,135.28	\$1,161,006.26	\$2,125,917.21	\$4,362,058.75	\$2,092,181.96	\$2,041,182.59	\$2,054,753.96	\$6,188,118.51	\$2,066,582.86	\$2,066,582.86	\$0.00	\$12,616,760.12	\$27,877,023.92	45.26%	\$12,259,245.10	45.27%
Purchased Service	\$989,501.08	\$1,201,184.64	\$1,238,299.48	\$3,428,985.20	\$1,351,267.46	\$1,188,437.26	\$1,218,176.48	\$3,757,881.20	\$1,679,667.87	\$1,679,667.87	\$0.00	\$8,866,534.27	\$9,331,870.33	95.01%	\$6,245,658.45	73.09%
Supplies/Materials	\$497,483.86	\$608,834.46	\$557,141.64	\$1,663,459.96	\$893,790.73	\$708,739.79	\$216,941.82	\$1,819,472.34	\$342,275.13	\$342,275.13	\$0.00	\$3,825,207.43	\$2,977,837.18	128.46%	\$3,181,653.58	113.35%
Capital Purchases	\$0.00	\$0.00	\$34,716.33	\$34,716.33	\$5,767.80	\$16,135.49	\$0.00	\$21,903.29	\$12,607.00	\$12,607.00	\$0.00	\$69,226.62	\$0.00	0.00%	\$90,688.56	0.00%
Other	\$1,596,760.49	\$113,372.11	\$15,203.70	\$1,725,336.30	\$35,936.53	\$29,561.57	\$5,952.20	\$71,450.30	-\$13,800.05	-\$13,800.05	\$0.00	\$1,782,986.55	\$646,763.12	275.68%	\$1,566,985.74	270.13%
Total Support	\$6,073,121.61	\$5,141,700.40	\$7,632,090.25	\$18,846,912.26	\$8,008,334.30	\$7,600,952.80	\$6,990,412.99	\$22,599,700.09	\$7,604,162.57	\$7,604,162.57	\$0.00	\$49,050,774.92	\$93,197,553.03	52.63%	\$42,030,541.88	48.73%
Community Services																
Salaries	\$17,052.17	\$32,368.72	\$29,072.91	\$78,493.80	\$26,055.63	\$32,977.26	\$30,471.31	\$89,504.20	\$28,128.07	\$28,128.07	\$0.00	\$196,126.07	\$375,481.49	52.23%	\$180,779.61	57.67%
Benefits	\$8,709.92	\$13,787.18	\$17,966.09	\$40,463.19	\$17,250.18	\$20,573.84	\$17,860.20	\$55,684.22	\$17,792.24	\$17,792.24	\$0.00	\$113,939.65	\$199,894.87	57.00%	\$103,161.48	57.40%
Purchased Service	\$169.00	\$1,300.00	\$495.00	\$1,964.00	\$4,872.45	\$4,083.87	\$361.79	\$9,318.11	\$0.00	\$0.00	\$0.00	\$11,282.11	\$66,915.07	16.86%	\$745.00	1.31%
Supplies/Materials	\$372.64	\$491.97	\$15.20	\$879.81	\$0.00	\$398.51	\$1,505.68	\$1,904.19	\$0.00	\$0.00	\$0.00	\$2,784.00	\$21,352.87	13.04%	\$31.37	0.17%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$800.00	\$800.00	\$0.00	\$800.00	\$4,637.65	0.00%	\$0.00	0.00%
Total Community Services	\$26,303.73	\$47,947.87	\$47,549.20	\$121,800.80	\$48,178.26	\$58,033.48	\$50,198.98	\$156,410.72	\$46,720.31	\$46,720.31	\$0.00	\$324,931.83	\$668,281.95	48.62%	\$284,717.46	49.74%
Debt Service Payment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	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	\$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	\$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	\$5,720,473.04	\$19,046,052.61	\$41,943,162.36	\$19,904,909.06	\$19,841,163.27	\$19,008,934.70	\$58,755,007.03	\$19,028,492.40	\$19,028,492.40	\$0.00	\$119,726,661.79	\$250,935,863.00	47.71%	\$110,055,281.99	45.31%

Does not include "Future Years Expenses" in CAFR or any other unappropriated funds.

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
ACCEPT GIFTS AND DONATIONS
(as of January 31, 2022)

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 January that are valued at \$5,000 or more.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2021
INTER-DISTRICT TRANSFER PLAN DEVELOPMENT

SITUATION

House Bill 2747, passed by the Legislature during the 2013 full session, governs the process by which students are allowed to transfer between school districts. Under House Bill 2747, district school boards must take action to announce the number of students who will be allowed to leave and enter their district for the following school year. They must also determine the process by which transfer requests will be considered, the length of the transfer approval, and any other terms associated with the approval. Students wishing to leave their district of residence to seek enrollment in a non-resident district must obtain a release from their district of residence.

It is recommended that the District participate in this process, both to accept transfers to the District and release students to attend other districts.

Due to the time-sensitive nature of the materials, we are gathering the most current information and details of the proposed plan and will share it at the March Board meeting. The attached document is an example of what will be presented to you for approval.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to the report and ask any questions they may have about the development of the 2022-23 inter-district transfer plan.

Hillsboro School District - 2021-22 Open Slots for HB 2747 Inter-District Transfer

A total of 100 slots will be opened in Hillsboro School District for the 2021-22 school year as indicated below. HSD will release up to 70 students wishing to transfer to a different district. Please note that students need approval from their home district to be released, and also need to be accepted by the receiving district for inter-district transfers to be final. Students must meet the stated criteria for the transfer to remain in place - districts do have the right to revoke.

School	Slots*	Notes
Century Feeder		
Butternut Creek	Up to 8	Grades K-6
Imlay	Up to 10	Grades K-6
Indian Hills	Up to 10	Grades K-6
Ladd Acres	Up to 7	Grades 1-5
Reedville	Up to 12	K-2, 5 (max of 3 at grade 5) [School-wide Dual Language, 5th graders only accepted if they have at least two years of Dual Language experience or have Spanish as their first language]
Tobias	Up to 5	Grades K-2,6
Brown	Up to 5	Grades 7,8
Century	Up to 8	Grades 9-12
Glencoe Feeder		
Free Orchards	Up to 7	Grades K-6
Jackson	Up to 7	Continuation requests for current students only
Lincoln Street	Up to 5	Grades 1-3
McKinney	Closed	
North Plains	Up to 5	Grades K-6
Patterson	Closed	
Evergreen	Up to 5	Grades 7,8
Glencoe	Up to 8	Grades 9-12
Hilhi Feeder		
Brookwood	Up to 5	Grades K-6
Farmington View	Up to 10	Grades K-6
Groner K-8	Up to 5	Grades K,6, 7, 8
Minter Bridge	Up to 5	Grades K,1 (Dual Language); Grades 4-6 (English only)
Rosedale	Up to 4	Grades 2,6
Witch Hazel	Up to 5	Grades K-6
W.L. Henry	Up to 5	Grades K-6 (max of 2 each per grade level; school-wide Dual Language, 3rd graders and beyond only accepted if they have at least two years of Dual Language experience or have Spanish as their first language)
South Meadows	Up to 5	Grades 7,8
Hilhi	Up to 15	Grades 9-12
Liberty Feeder		
Eastwood	Up to 8	Grades K-6 (3rd graders and beyond only accepted if they have at least two years of Dual Language experience or have Spanish as their first language)
Lenox	Up to 15	Grades 1-6
Mooberry	Up to 4	Grades 1-6
Orenco	Up to 3	Grades K-3
Quatama	Up to 9	Grades 1-4
West Union	Up to 8	Grades K-6
Poynter	Up to 10	Grades 7,8
Liberty	Up to 15	Grades 9-12
Alternative Learning Options		
Miller Big Picture	Closed**	**Interview process required; must be accepted to comprehensive high school first.
Hillsboro Online Academy	Up to 15	Grades 2-12

**The number of slots indicated in the chart are not intended to add to 100, they are merely upper limits for the lottery process to ensure there won't be too many transfers concentrated in individual schools.*

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
2022-2023 ADJUSTED 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 of Family Connections before the Labor Day holiday. During the January 25, 2022 board meeting, there was a request to edit the proposed calendar draft to adjust winter break from Wednesday, December 21, 2022 to Tuesday, January 3, 2023, and locate two days in the calendar to create two contiguous weeks of winter break to be scheduled from Monday, December 19, 2022 to Monday, January 2, 2023. 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 Inservice will move to Monday through Wednesday, August 22, 23, 24, 2022 rather than Wednesday through Friday to start the week with professional development time.
- A slight adjustment for Licensed Staff Inservice will be Monday, August 29, Tuesday, August 30, Thursday, September 1, and Friday, September 2, 2022
- The start of the year will be one day for Family Connections (K-12) on Wednesday, August 31, 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 Tuesday, September 6, 2022, followed by kindergarten, grades 8, and 10-12 on Wednesday, September 7, 2022.
- For the 2022-23, calendar, Veterans Day, a federal holiday, is observed on Friday, November 11, 2022.
- Our Staff Development/Family Conferences will be held November 21, 22 and 23, 2022. The conference dates in November have been scheduled in order to have the least impact on contiguous instruction.
- New Year's Day will be observed federally on Monday, January 2, 2023, our winter break will be: Monday, December 19, 2022 through January 2, 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 adjusted first reading of the proposed 2022-2023 calendar, provide feedback, and ask any questions they may have.

2022-2023 Calendar
DRAFT - Adjusted First Rdg
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 – NO SCHOOL Licensed Non-Contract Days 16 – NO SCHOOL Licensed Non-Contract Day Martin Luther King Jr. Day	JANUARY 2023 20						
	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 – Family Connections & Transitions (K-12)	AUGUST 2022 1							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
	21	22	23	24	25	26	27		19	20	21	22	23	24	25
	28	29	30	31					26	27	28				
1-2 – In-Service 5 – NO SCHOOL Holiday – Labor Day 6 – First Day of School for grades 1-6, 7 and 9 7 – 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
	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 SCHOOL Licensed Non-Contract Day	OCTOBER 2022 20							13 - End of 3rd Quarter 14 – 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
	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 – End of 1st Quarter 10 – NO SCHOOL Elementary – Work Day 11 – NO SCHOOL Holiday – Veterans Day 21 – NO SCHOOL Elementary-Staff Development and Family Conference Prep 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
	20	21	22	23	24	25	26		21	22	23	24	25	26	27
	27	28	29	30					28	29	30	31			
19 - 30 – NO SCHOOL Licensed Non-Contract Days (Winter Break)	DECEMBER 2022 12							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 2023 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
	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	

Días Laborales de los Maestros



Sem. 1 = 89 Todos los estudiantes
Sem. 2 = 85 Todos los estudiantes
SD excede los requisitos de cupo de
DE. Pulse [HERE](#) para más información



JULIO 2022

D	L	M	M	J	V	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

2: NO HAY CLASES

Día sin contrato personal licenciado

16: NO HAY CLASES

Día sin contrato personal licenciado

Día de Martin Luther King Jr.

22-24: Nuevos Maestros en Servicio

25-26: Día sin Contrato Personal Licenciado

29-30: En Servicio

31: Conexiones con las Familias y Transiciones (K-12)

AGOSTO 2022

1

D	L	M	M	J	V	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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 Presidente

1-2: En Servicio

5: NO HAY CLASES

Festivo: Día del Trabajo

6: Primer día de Clases para los grados 1-6, 7 y 9

7: Todos los Estudiantes (Primer día para K, 8, 10-12)

SEPTIEMBRE 2022

19

D	L	M	M	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

27-31: NO HAY CLASES

Día sin contrato personal licenciado (vacaciones de Primavera)

7: NO HAY CLASES

Día sin Contrato Personal Licenciado

OCTUBRE 2022

20

D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

13: Fin del 3er cuarto

14: NO HAY CLASES

Primarias: Día de Trabajo

Secundarias: Preparación de Calificaciones

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

D	M	L	M	M	J	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

29: NO HAY CLASES

Festivo: Día del Recordatorio

19-30: NO HAY CLASES

Días sin Contrato Personal Licenciado (Vacaciones de invierno)

DICIEMBRE 2022

12

D	L	M	M	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

15: SALIDA TEMPRANA

Último día de clases para K-11

16: Último día para Personal Licenciado

19: Día sin contrato para los maestros/ Día Juneteenth

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.

ENERO 2023

20

D	L	M	M	J	V	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRERO 2023

17

D	L	M	M	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARZO 2023

18

D	L	M	M	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

ABRIL 2023

19

D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAYO 2023

22

D	L	M	M	J	V	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNIO 2023

11

D	L	M	M	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
INFORMATION – ADMINISTRATIVE REGULATION UPDATE

SITUATION

Updated administrative regulations (ARs) that do not require Board action will be posted in the Board meeting packet for the information of the Board, staff members, and the public.

Policy language must meet the following criteria:

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

The following administrative regulation (AR) has proposed changes:

- LBE-AR: Public Charter Schools

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the updated administrative regulation.



Code: **LBE-AR**
Revised/Reviewed: 4/28/20

Public Charter Schools

(Version 1)

(This version is now outdated; rewritten and deletion of expired law for weighted lottery practice for underserved populations. See new version 2.)

1. Definitions

- a. “Applicant” means any person or group that develops and submits a written proposal for a public charter school to the district.
- b. “Public charter school” means an elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between the district and an applicant.
- c. “Virtual public charter school” means a public charter school that provides online courses, but does not primarily serve students in a physical location.
 - (1) For the purpose of this definition, an “online course” is a course in which instruction and content are delivered on a computer using the internet, other electronic network or other technology such as CDs or DVDs; the student and teacher are in different physical locations for the majority of instructional time; the student is not required to be in a physical location of a school while participating in the course; and the online instruction is integral to the academic program of the charter school.
 - (2) For the purpose of this definition, “primarily serving students in a physical location” means that more than 50 percent of the core courses offered are not online courses; more than 50 percent of the total number of students attending the school are not receiving instructional services in an online course; and more than 50 percent of the school’s required instructional hours are not through an online course.
- d. “Remote and necessary school district” means a school district that offers kindergarten through grade 12 and has: (a) an average daily membership (ADM), as defined in Oregon Revised Statute (ORS) 327.006, in the prior fiscal year of less than 110; and (b) a school that is located, by the nearest traveled road, more than 20 miles from the nearest school or from a city with a population of more than 5,000.
- e. “Sponsor” means the district Board.

2. Proposal Process

- a. The public charter school applicant shall submit the proposal to the district no later than January 31 for a September starting date.
- b. To be considered complete, the proposal for a public charter school shall include the following:
 - (1) The identification of the applicant;
 - (2) The name of the proposed public charter school;
 - (3) A description of the philosophy and mission of the public charter school and how it differs from the district’s current program and philosophy;
 - (4) A description of any distinctive learning or teaching techniques to be used;

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- (5) A description of the curriculum of the public charter school;
- (6) A description of the expected results of the curriculum and the verified methods of measuring and reporting results that will allow comparisons with district schools;
- (7) The governance structure public charter school board membership, selection, duties and responsibilities;
- (8) The projected enrollment including the ages or grades to be served;
- (9) The target population of students the public charter school is designed to serve;
- (10) The legal address, facilities and physical location of the public charter school and applicable occupancy permits and health and safety approvals;
- (11) A description of admission policies and application procedures;
- (12) The statutes and rules that shall apply to the public charter school;
- (13) The proposed budget and financial plan including evidence that the proposed budget and financial plan are financially sound;
- (14) A financial management system that includes:
 - (a) A description of a financial management system for the public charter school. The financial management system must include a budget and accounting system that:
 - (i) Is compatible with the budget and accounting system of the sponsor of the school; and
 - (ii) Complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education under Oregon Administrative Rule (OAR) 581-023-0035.
 - (b) A plan for having the financial management system in place at the time the school begins operating.
- (15) The standards for behavior and the procedures for the discipline, suspension or expulsion of students;
- (16) The proposed school calendar, including the length of the school day and length of the school year;
- (17) A description of the proposed school staff and required qualifications of teachers including a breakdown of professional staff who hold a valid teaching license issued by the Teacher Standards and Practices Commission (TSPC) and those who do not hold a license but are registered with the TSPC (At least one-half of the full-time equivalent teaching and administrative staff of the public charter school shall be licensed.);
- (18) The date upon which the public charter school would begin operating;
- (19) The arrangements for any necessary special education and related services for students with disabilities who qualify under the Individuals with Disabilities Education Act (IDEA) and special education or regular education and related services for students who qualify under Section 504 of the Rehabilitation Act of 1973 who may attend the public charter school;
- (20) Information on the manner in which community groups may be involved in the planning and development process of the public charter school;
- (21) The term of the charter;
- (22) The plan for performance bonding or insuring the public charter school, including buildings and liabilities;
- (23) A proposed plan for the placement of public charter school teachers, other employees and students upon termination or nonrenewal of a charter;
- (24) The manner in which the public charter school program review and fiscal audit will be conducted;
- (25) In the case of a district school's conversion to charter status, the following additional criteria must be addressed:

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- (a) The alternate arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school;
 - (b) The relationship that will exist between the public charter school and its employees including terms and conditions of employment.
- (26) The district will not complete the review required under ORS 338.055 of an application that does not contain the required components listed in ORS 338.045(2)(a)-(y). A good faith determination of incompleteness is not a denial for purposes of requesting state board review under ORS 338.075;
- (27) In addition to the minimum requirements enumerated in ORS 338.045(2)(a)-(y), the district, under ORS 338.045(3), may require the applicant to submit any of the following information as necessary to add detail or clarity to the minimum requirements or that the Board considers relevant to the formation or operation of the public charter school:

(a) Curriculum, Instruction and Assessment

- (i) Description of a curriculum for each grade of students, which demonstrates in detail alignment with Oregon's academic content standards;
- (ii) Description of instructional goals in relationship to Oregon's academic content standards and benchmarks;
- (iii) A planned course statement for courses taught in the program, including related content standards, course criteria, assessment practices and state required work samples that will be collected;
- (iv) Documentation that reflects consideration of credits for public charter school course work a student may perform at any other public school;
- (v) Explanation of grading practices for all classes and how student performance is documented;
- (vi) Explanation of how the proposed academic program will be aligned with that of the district. (If an applicant is proposing an elementary level public charter school, please describe how the curriculum is aligned at each grade level with the district's curriculum, including an explanation of how a student in the public charter school will be adequately prepared to re-enter the district's public school system after completing the charter school's program.);
- (vii) Description of the student assessment system, including how student academic progress will be measured at each grade level and any specific assessment instruments that will be used;
- (viii) Description of the plan for reporting student progress to parents, students and the community;
- (ix) Description of policies and procedures regarding diplomas and graduation;
- (x) Description of policies and practices for meeting the needs of students who are not successful in the regular program;
- (xi) Identification of primary instructional materials by publisher, copyright date, version and edition for each academic content area in each grade;
- (xii) Identification of major supplementary material in core academic content areas and the criteria for use with students;
- (xiii) Description of how the public charter school will meet the unique learning needs of students working above and below grade level, including but not limited to, talented and gifted students;
- (xiv) Description of how the public charter school staff will identify and address students' rates and levels of learning;
- (xv) Description of strategies the public charter school staff will use to create a climate conducive to learning and positive student engagement;
- (xvi) Documentation that demonstrates improvements in student academic performance over time (both individual and program/grade level) from any

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private alternative school operated by the public charter school applicant, if applicable;

- (xvii) Description of how teachers will utilize current student knowledge and skills to assist in the design of appropriate instruction;
- (xviii) Identification of how the public charter school will provide access to national assessments such as PSAT, SAT and ACT, if applicable;
- (xix) Description of parental involvement, content of planned meetings and how the school will adjust any meeting to meet the needs of working parents;
- (xx) Description of distance learning options available to students, including the grade levels and amount of instruction offered to students, if applicable.

(b) State and Federal Mandates/Special Education

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- (i) Description of how the public charter school will meet any and all requirements of Every Student Succeeds Act (ESSA), which also specifically addresses adequate yearly progress (AYP) and the safe schools aspects of the law;
- (ii) Description of how the public charter school will collect AYP information on all subgroup populations in the school;
- (iii) Description of specific program information regarding curriculum and how specially designed instruction is delivered for special education students. (Include methodologies, data collection systems and service delivery models used.);
- (iv) Description of how the public charter school will serve the needs of talented and gifted students, including screening, identification and services;
- (v) Description of how the public charter school will deliver services and instruction to English Language Learners (ELL), including descriptions of curriculum, methodology and program accommodations;
- (vi) Description of how the public charter school will work with the district to comply with Section 504 accessibility requirements and nondiscrimination requirements in admissions and staff hiring;
- (vii) Explanation of how the public charter school will work with the district to implement Child Find requirements;
- (viii) Explanation of how the public charter school will work with the district to manage IDEA 2004 mandates regarding eligibility, individualized education program (IEP) and placement meetings;
- (ix) Explanation of how the public charter school will work with the district in which the public charter school is located to implement accommodations and modifications contained in the IEP or Section 504 plan;
- (x) Explanation of how the public charter school will work with the district to include parents in implementing IEPs;
- (xi) Explanation of how the public charter school intends to work with the district in which the public charter school is located to provide special education services for eligible students.

(c) Teacher Certification

- (i) Identification regarding the training and/or certification of staff, including areas of industry training, endorsements and the TSPC licensure;
- (ii) Explanation of how the public charter school will comply with the TSPC requirements for all staff, including all TSPC Oregon Administrative Rules pertaining to its staff.

(d) Professional Development

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- (i) Provide the public charter school's plan for comprehensive professional development for all staff;
- (ii) Identification of how the public charter school's licensed staff will obtain their required Continuing Professional Development units for licensure renewal.

(e) Budget

- (i) Explanation of projected budget item for the Public Employees Retirement System (PERS) contributions that would be required of the public charter school;
- (ii) Description of planned computer and technology support;
- (iii) Description of planned transportation costs, if applicable;
- (iv) Explanation of projected budget items for teaching salaries and other personnel contracts;
- (v) Explanation on facilities costs, including utilities, repairs, and rent;
- (vi) Copies of municipal audits for any other public charter school operated by the public charter school applicant, if applicable.

(f) Policy

Copies of any policy that the public charter school intends to adopt:

- (i) Which address expectations of academic standards for students and transcribing of credits;
- (ii) On student behavior, classroom management, suspensions and expulsions, which must contain an explanation of how the charter school will handle a student expelled from another district for reasons other than a weapons violation;
- (iii) Regarding corporal punishment including descriptions;
- (iv) Regarding dispensing of medication to students who are in need of regular medication during school hours;
- (v) Regarding reviewing and selecting instructional materials;
- (vi) Regarding solicitation/advertising/fundraising by nonschool groups;
- (vii) Regarding field trips;
- (viii) Regarding student promotion and retention;
- (ix) Regarding student publications;
- (x) Regarding staff/student vehicle parking and use;
- (xi) Regarding diplomas and graduation, and also participation in graduation exercises;
- (xii) Regarding student/parent/public complaints;
- (xiii) Regarding visitors;
- (xiv) Regarding staff discipline, suspension or dismissal.

(g) Other Information

- (i) Plans for use of any unique district facilities including, but not limited to, gymnasiums, auditoriums, athletic fields, libraries, cafeterias, computer labs and music facilities;
- (ii) Plans for child nutrition program(s);
- (iii) Plans for student participation in extracurricular activities pursuant to Oregon School Activities Association and Board policy, regulations and rules;
- (iv) Plans for counseling services;
- (v) Explanation of contingency plans for the hiring of substitute professional and classified staff;

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- (vi) Description of how the public charter school will address the rights and responsibilities of students;
- (vii) Description of how the public charter school will handle situations involving student, possession, use or distribution of illegal drugs, weapons, flammable devices and other items that may be used to injure others;
- (viii) Description of procedures on how the public charter school will handle disciplinary referrals and how they will impact student promotion and advancement;
- (ix) Copies of program reviews conducted by other school districts that may have referred students to another public charter school operated by the public charter school applicant, if applicable;
- (x) Description of the typical school day for a student, including a master schedule, related activities, breaks and extracurricular options;
- (xi) Description of how student membership will be calculated, including a description of the type of instruction and location of instruction that contributes to ADM;
- (xii) Documentation and description of how long most students remain in the program, and documentation of student improvement in academic performance, disciplinary referrals, juvenile interventions or any other disciplinary action while in the program;
- (xiii) Explanation of the legal relationship between the public charter school and any other public charter school, if applicable. (Please provide any contracts or legal documents that will create the basis of the relationship between the entities. Please also provide all financial audits and auditor's reports.);
- (xiv) If a public charter school applicant is operating any other public charter school, documentation that the public charter school applicant has established a separate Oregon nonprofit corporation, legally independent of any other public charter school in operation;
- (xv) If a public charter school applicant has not secured a facility at the time of submitting a public charter school proposal, a written and signed declaration of intent that states:

If given any type of approval (conditional or unconditional), the public charter school applicant promises to provide to the school district liaison, at least sixty (60) days before the intended date to begin operation of the public charter school, proof that it will be able to secure, at least thirty (30) days before the intended date to begin operation of the public charter school, a suitable facility, occupancy and safety permits and insurance policies with minimum coverages required by the school district in school board policy and administrative regulation LBE that sets forth the requirements and process for the school board in reviewing, evaluating and approving a public charter school.

If the public charter school applicant fails to provide proof of an ability to secure a facility and all necessary occupancy and safety permits and insurance that is required by the school district as a condition of approval by the due date, it will withdraw its application to begin operation of a public charter school for the upcoming school year.

By signing this document, I affirm that I am authorized to make the promises stated above on behalf of the public charter school applicant. I understand that failure to fulfill the conditions listed above will result in an approval becoming void, and will automatically revoke any type of approval that the school board previously granted to the public charter school applicant.

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Name
On behalf of the [ADD APPLICANT'S NAME]

Date

The public charter school applicant will organize and label all information required in section 27 to correspond to the requested numbers.

- (28) Each member of the proposed public charter school's governing body must provide an acknowledgment of understanding of the standards of conduct and the liabilities of a director of a nonprofit organization in ORS 65.

3. Proposal Review Process

- a. The superintendent may appoint an advisory committee to review public charter school proposals and submit a recommendation to the Board. The committee will consist of district representatives, community members and others as deemed appropriate.
- b. Within 30 business days of receipt of a proposal, the district will notify the applicant as to the completeness of the proposal and identify the specific elements of the proposal that are not complete. The district shall provide the applicant with a reasonable opportunity to complete the proposal.
- c. Within 60 days after the receipt of a completed proposal that meets the requirements of law and the district, the Board shall hold a public hearing on the provisions of the public charter school proposal.
- d. The Board must evaluate a proposal in good faith using the following criteria:
 - (1) The demonstrated sustainable support for the proposal by teachers, parents, students and other community members, including comments received at the public hearing;
 - (2) The demonstrated financial stability of the proposed public charter school including the demonstrated ability of the school to have a sound financial management system that:
 - (a) Is in place at the time the school begins operating;
 - (b) Is compatible with the budget and accounting system of the sponsor of the school; and
 - (c) Complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education under OAR 581-023-0035.
 - (3) The capability of the applicant in terms of support and planning to provide comprehensive instructional programs;
 - (4) The capability of the applicant in terms of support and planning to provide comprehensive instructional programs to students identified by the applicant as academically low achieving;
 - (5) The adequacy of the information provided as required in the proposal criteria;
 - (6) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the district.

A "directly identifiable, significant and adverse impact" is defined as an adverse loss or reduction in staff, student, program or funds that may reduce the quality of existing district educational programs. This may include, but not be limited to, the following current data as compared to similar data from preceding years:

- (a) Student enrollment;
- (b) Student teacher ratio;
- (c) Staffing with appropriately licensed or endorsed personnel;
- (d) Student learning and performance;

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- (e) Specialty programs or activities such as music, physical education, foreign language, talented and gifted and English as a second language;
 - (f) Revenue;
 - (g) Expenditure for maintenance and upkeep of district facilities.
- (7) Whether there are arrangements for any necessary special education and related services;
 - (8) Whether there are alternative arrangements for students, teachers and other school employees who choose not to attend or be employed by the public charter school if the public charter school is converting an existing district school;
 - (9) The prior history, if any, of the applicant in operating a public charter school or in providing educational services.
- e. The Board must either approve or deny the proposal within 30 days of the public hearing.
 - f. Written notice of the Board's action shall be sent to the applicant. If denied, the notice must include the reasons for the denial with suggested remedial measures. The applicant may then resubmit the proposal. The Board must either approve or deny the resubmitted proposal within 30 days. The Board may, with good cause, request an extension in the approval process timelines from the State Board of Education.

4. Terms of the Charter Agreement

- a. Upon Board approval of the proposal, the Board will become the sponsor of the public charter school. The district and the applicant must develop a written charter agreement, subject to Board approval, which shall act as the legal authorization for the establishment of the public charter school.
 - b. The charter agreement shall be legally binding and must be in effect for a period of not more than five years but may be renewed by the district.
 - c. The district and the public charter school may amend a charter agreement through joint agreement.
 - d. It is the intent of the Board that the charter agreement be detailed and specific to protect the mutual interests of the public charter school and the district. The agreement shall incorporate the elements of the approved proposal and will address additional matters, statutes and rules not fully covered by law or the proposal that shall apply to the public charter school including, but not limited to, the following:
 - (1) Sexual harassment (ORS 342.700, 342.704);
 - (2) Pregnant and parenting students (ORS 336.640);
 - (3) English language learners (ORS 336.079);
 - (4) Student conduct (ORS 339.250);
 - (5) Alcohol and drug abuse policy and plan (ORS 336.222);
 - (6) Student records (ORS 326.565);
 - (7) Oregon Report Card (ORS 329.115);
 - (8) Recovery of costs associated with property damage (ORS 339.270);
 - (9) Use of school facilities (ORS 332.172);
 - (10) Employment status of public charter school employees:
- (a) Public charter school law requires the following:
 - (i) Employee assignment to a public charter school shall be voluntary;
 - (ii) A public charter school or the sponsor of the public charter school may be considered the employer of any employees of the public charter school;
 - (iii) If the Board is not the sponsor of the public charter school, it shall not be the employer and shall not collectively bargain with the employees;
 - (iv) A public charter school employee may be a member of a labor organization or organize with other employees to bargain collectively. The bargaining unit may be separate from other bargaining units of the district;

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- (v) The public charter school governing body shall control the selection of employees at the public charter school;
- (vi) The Board shall grant a leave of absence to any employee who chooses to work in the public charter school. The length and terms of the leave of absence shall be set by collective bargaining agreement or by Board policy; however, the length of leave of absence may not be less than two years unless:
 - 1) The charter of the public school is terminated or the public charter school is dissolved or closed during the leave of absence; or
 - 2) The employee and the Board have mutually agreed to a different length of time.

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- (vii) An employee of a public charter school operating within the district who is granted a leave of absence and returns to employment with the district shall retain seniority and benefits as an employee, pursuant to the terms of the leave of absence.

- (b) The terms and conditions of employment addressed in the agreement may include, but not limited to, the following provisions:

- (i) A proposed plan for the placement of teachers and other school employees upon termination or nonrenewal of the charter;
- (ii) Arrangements for employees who choose not to be employed or participate in the public charter school, if a district school has been converted to a public charter school;
- (iii) Salary for professional staff or wages for classified staff;
- (iv) Health benefits;
- (v) Leaves, including timing, commencement and duration of leave; voluntary and involuntary termination and return to work; whether the leave is paid or unpaid; and a description of benefits upon termination of leave (i.e., same, similar or available position and salary schedule placement);
- (vi) Work year;
- (vii) Working hours;
- (viii) Discipline and dismissal procedures;
- (ix) Arrangements to secure substitutes;
- (x) Arrangements to ensure that 50 percent of the total full-time equivalent teaching and administrative staff are licensed;
- (xi) Hiring practices;
- (xii) Evaluation procedures.

- (11) Student enrollment, application procedures and whether the public charter school will admit nonresident students and on what basis:

- (a) Public charter school law requires the following:

- (i) Student enrollment shall be voluntary. If the number of applicants exceeds the capacity, students shall be selected through a lottery process. An equitable lottery may incorporate a weighted lottery for historically underserved students. All resident applicants will have their names written on a uniform-sized card to be placed in a covered container. Names will be drawn individually until all available slots are filled. If slots remain after resident applicants are placed, the remaining slots may be filled by nonresident applicants using an identical process. The drawing shall be made in the presence of at least two employees of the public charter school and two employees of the district. If the public charter school has been in

operation one or more years, priority enrollment may be given to those students who:

- 1) Were enrolled in the public charter school the prior year;
- 2) Have siblings who are presently enrolled in the public charter school and who were enrolled the prior year;
- 3) Only when the public charter school is party to a cooperative agreement for the purpose of forming a partnership to provide educational services, reside in:
 - a) The public charter school's sponsoring district; or
 - b) A district which is a party to the cooperative agreement.

(ii) A public charter school may not limit student admission based on ethnicity, national origin, race, religion, disability, sex, sexual orientation, income level, proficiency in the English language or athletic ability but may limit admission within a given age group or grade level and may implement a weighted lottery for historically underserved students. Historically underserved students are at risk because of any combination of two or more factors including their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, disability and geographic location.

(12) Transportation of students:

(a) Public charter school law requires the following:

- (i) The public charter school shall be responsible for providing transportation for its students and may negotiate with the district for the provision of transportation services;
- (ii) The district shall provide transportation for public charter school students pursuant to ORS 327.043. Resident public charter school students will be transported under the same conditions as students attending private or parochial schools located along or near established district bus routes. The district shall not be required to add or extend existing bus routes;
- (iii) Public charter school students who reside outside the district may use existing bus routes and transportation services of the district in which the public charter school is located;
- (iv) Any transportation costs incurred by the district shall be considered approved transportation costs.

(13) The plan for performance bonding or insuring the public charter school sufficient to protect the district. Documentation shall be submitted prior to agreement approval.

(a) Insurance¹:

- (i) Commercial General Liability Insurance in an amount of not less than \$1,000,000 combined single limit per occurrence/\$3,000,000 annual aggregate covering the public charter school, the governing board, employees and volunteers against liability for damages because of personal injury, bodily injury, death or damage to property including the loss of use thereof. Coverage to include, but not limited to, contractual liability,

¹ Insurance requirements for individual public charter schools may vary and should be reviewed by legal counsel and an insurance representative.

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advertisers' liability, employee benefits liability, professional liability and teachers' liability;

- (ii) Liability Insurance for Directors and Officers in an amount not less than \$1,000,000 each loss/\$3,000,000 annual aggregate covering the public charter school, the governing board, employees and volunteers against liability arising out of wrongful acts and employment practices. Continuous "claims made" coverage will be acceptable, provided the retroactive date is on the effective date of the charter;
- (iii) Automobile Liability Insurance in an amount not less than \$1,000,000 combined single limit covering the public charter school, the governing board, employees and volunteers against liability for damages because of bodily injury, death or damage to property, including the loss of use thereof arising out of the ownership, operation, maintenance or use of any automobile. The policy will include underinsured and uninsured motorist vehicle coverage at the limits equal to bodily injury limits;
- (iv) Workers' Compensation Insurance shall also be maintained pursuant to Oregon laws (ORS Chapter 656). Employers' liability insurance with limits of \$100,000 each accident, \$100,000 disease each employee and \$500,000 each policy limit;
- (v) Honesty Bond to cover all employees and volunteers. Limits to be determined by the governing board, but no less than \$25,000. Coverage shall include faithful performance and loss of moneys and securities;
- (vi) Property Insurance shall be required on all owned or leased buildings or equipment. The insurance shall be written to cover the full replacement cost of the building and/or equipment on an "all risk of direct physical loss basis," including earthquake and flood perils.

(b) Additional requirements:

- (i) The district shall be an additional insured on commercial general and automobile liability insurance. The policies shall provide for a 90-day written notice of cancellation or material change. A certificate evidencing all of the above insurance shall be furnished to the district;
- (ii) The public charter school shall also hold harmless and defend the district from any and all liability, injury, damages, fees or claims arising out of the operations of the public charter school operations or activities;
- (iii) The district shall be loss payee on the property insurance if the public charter school leases any real or personal district property;
- (iv) The coverage provided and the insurance carriers must be acceptable to the district.

- e. If the district and the public charter school enter a cooperative agreement with other school districts for the purpose of forming a partnership to provide educational services, then the agreement must be incorporated into the charter of the public charter school.
- f. In addition to any other terms required to be in the charter agreement, a virtual public charter school must have in the charter of the school, a requirement that the school:
 - (1) Monitor and track student progress and attendance; and
 - (2) Provide student assessments in a manner that ensures that an individual student is being assessed and that the assessment is valid.

5. Public Charter School Operation

- a. The public charter school shall operate at all times in accordance with the public charter school law, the terms of the approved proposal and the charter agreement.

- b. Statutes and rules that apply to the district shall not apply to the public charter school except the following, as required by law, shall apply:

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- (1) Federal law, including applicable provisions of the ESSA;
 - (2) ORS 30.260 to 30.300 (tort claims);
 - (3) ORS 192.311 to 192.478 (Public Records Law);
 - (4) ORS 192.610 to 192.690 (Public Meetings Law);
 - (5) ORS Chapters 279A, 279B and 279C (Public Contracting Code);
 - (6) ORS 326.565, 326.575 and 326.580 (student records);
 - (7) ORS 297.405 to 297.555 and 297.990 (Municipal Audit Law);
 - (8) ORS 181A.195, 326.603, 326.607 and 342.223 (criminal records checks);
 - (9) ORS 336.840 (use of personal electronic devices);
 - (10) ORS 337.150 (textbooks);
 - (11) ORS 339.119 (considerations for educational services);
 - (12) ORS 339.141, 339.147 and 339.155 (tuition and fees);
 - (13) ORS 342.856 (core teaching standards);
 - (14) ORS 659.850, 659.855 and 659.860 (discrimination);
 - (15) ORS Chapter 657 (Employment Department Law);
 - (16) Health and safety statutes and rules;
 - (17) Any statute or rule listed in the charter;
 - (18) The statewide assessment system developed by the Oregon Department of Education (ODE) for mathematics, science and English under ORS 329.485 (2);
 - (19) ORS 329.045 (academic content standards and instruction);
 - (20) Any statute or rule that establishes requirements for instructional time;
 - (21) ORS 329.496 (physical education);
 - (22) ORS 339.250 (9) (prohibition of infliction of corporal punishment);
 - (23) ORS 339.326 (notice concerning students subject to juvenile court petitions);
 - (24) ORS 339.370, 339.372, 339.388 and 339.400 (reporting of suspected abuse of a child and suspected sexual conduct, and training on prevention and identification of abuse and sexual conduct);
 - (25) ORS 329.451 (diploma, modified diploma, extended diploma and alternative certificate standards);
 - (26) Statutes and rules that expressly apply to public charter schools;
 - (27) Statutes and rules that apply to special government body as defined in ORS 174.117, or public body as defined in ORS 174.109; and
 - (28) ORS Chapter 338.

- c. The public charter school may employ as a teacher or administrator a person who is not licensed by the TSPC; however, at least one-half of the total full-time equivalent teaching and administrative staff at the public charter school shall be licensed by the commission, pursuant to ORS 342.135, 342.136 or 342.138.
- d. A board member of the school district in which the public charter school is located may not serve as a voting member of the public charter school's board, yet may serve in an advisory capacity.
- e. The public charter school shall participate in the PERS.
- f. The public charter school shall not violate the Establishment Clause of the First Amendment to the United States Constitution or Section 5, Article I of the Oregon Constitution, or be religion based.
- g. The public charter school shall maintain an active enrollment of at least 25 students, unless the public charter school is providing educational services under a cooperative agreement entered into for the purpose of forming a partnership to provide educational services.
- h. The public charter school may sue or be sued as a separate legal entity.
- i. The public charter school may enter into contracts and may lease facilities and services from the district, education service district, state institution of higher education, other governmental unit or any person or legal entity.

- j. The public charter school may not levy taxes or issue bonds under which the public incurs liability.
- k. The public charter school may receive and accept gifts, grants and donations from any source for expenditure to carry out the lawful functions of the school.
- l. The district shall offer a high school diploma, modified diploma, extended diploma, alternative certificate to any public charter school student located in the district who meets the district's and state's standards for a high school diploma, modified diploma, extended diploma, alternative certificate.
- m. A high school diploma, modified diploma, extended diploma, alternative certificate issued by a public charter school shall grant to the holder the same rights and privileges as a high school diploma, modified diploma, extended diploma, alternative certificate issued by a nonchartered public school.
- n. Upon application by the public charter school, the State Board of Education may grant a waiver of certain public charter school law provisions if the waiver promotes the development of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students or permits high quality programs of unusual cost. This waiver request must specify the reasons the public charter school is seeking the waiver and further requires the public charter school to notify the sponsor if a waiver is being considered.

6. Virtual Public Charter School Operation

- a. In addition to the other requirements for a public charter school, a virtual public charter school must have:
 - (1) A plan for academic achievement that addresses how the school will improve student learning and meet academic content standards required by ORS 329.045;
 - (2) Performance criteria the school will use to measure the progress of the school in meeting the academic performance goals set by the school for its first five years of operation;
 - (3) A plan for implementing the proposed education program of the school by directly and significantly involving parents and guardians of students enrolled in the school and involving the professional employees of the school;
 - (4) A budget, business plan and governance plan for the operation of the school;
 - (5) An agreement that the school will operate using an interactive, Internet-based technology platform that monitors and tracks student progress and attendance in conjunction with performing other student assessment functions;
 - (6) A plan that ensures:
 - (a) All superintendents, assistant superintendents and principals of the schools are licensed by the TSPC to administrate; and
 - (b) Teachers who are licensed to teach by the TSPC, teach at least 95 percent of the school's instructional hours.
 - (7) A plan for maintaining student records and school records, including financial records, at a designated central office of operations;
 - (8) A plan to provide equitable access to the education program of the school by ensuring that each student enrolled in the school:
 - (a) Has access to and use of a computer and printer equipment as needed;
 - (b) Is offered an Internet service cost reimbursement arrangement under which the school reimburses the parent or guardian of the student, at a rate set by the school, for the costs of obtaining Internet service at the minimum connection speed required to effectively access the education program provided by the school; or
 - (c) Has access to and use of computer and printer equipment and is offered Internet service cost reimbursement.

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- (9) A plan to provide access to a computer and printer equipment and the Internet service cost reimbursement as described in (8) above by students enrolled in the school who are from families that qualify as low-income under Title I of the ESSA;
 - (10) A plan to conduct school-sponsored optional educational events at least six times each school year at locations selected to provide convenient access to all students in the school who want to participate;
 - (11) A plan to conduct biweekly meetings between teachers and students enrolled in the school, either in person or through the use of conference calls or other technology;
 - (12) A plan to provide opportunities for face-to-face meetings between teachers and students enrolled in the school at least six times each school year;
 - (13) A plan to provide written notice to both the sponsoring district and the district in which the student resides upon enrollment or withdrawal for a reason other than graduation from high school:
 - (a) If notice is provided due to enrollment, then the notice must include the student's name, age, address and school at which the student was formerly enrolled;
 - (b) If notice is provided due to withdrawal for a reason other than graduation from high school, then notice must include the student's name, age, address, reason for withdrawal (if applicable) and the name of the school in which the student intends to enroll (if known).
 - (14) An agreement to provide a student's education records to the student's resident school district or to the sponsor upon request of the resident school district or sponsor.
- b. The sponsor of a virtual public charter school or a member of the public may request access to any of the documents described in a. above.
- c. If a virtual public charter school or the sponsor of a virtual public charter school contracts with a for-profit entity to provide educational services through the virtual public charter school, the for-profit entity may not be the employer of any employees of the virtual public charter school.
- d. The following limitations apply:
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- (1) School board members of the virtual public charter school's sponsoring district may not be:
 - (a) An employee of the virtual public charter school;
 - (b) A member of the governing body of the virtual public charter school;
 - (c) An employee or other representative of any third-party entity with which the virtual public charter school has entered into a contract to provide educational services.
 - (2) Members of the governing body of the virtual public charter school may not be an employee of a third-party entity with which the virtual public charter school intends to enter or has entered into a contract to provide educational services;
 - (3) If a third-party entity contracts with a virtual public charter school to provide educational services to the school, then:
 - (a) No third-party entity's employee or governing board member may attend an executive session of the sponsoring district's school board;
 - (b) No virtual public charter school employee may promote the sale or benefits of private supplemental services or classes offered by the third-party entity;
 - (c) The educational services must be consistent with state standards and requirements;
 - (d) The virtual public charter school must have on file the third-party entity's budget for the provision of educational services, including itemization of:

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- (i) The salaries of supervisory and management personnel and consultants who are providing educational or related services for a virtual public charter school in this state; and
- (ii) The annual operating expenses and profit margin of the third-party entity for providing educational services to a virtual public charter school in this state.

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7. Charter Agreement Review

- a. The public charter school shall report at least annually on the performance of the school and its students to the State Board of Education and the district.
- b. The Board or designee shall visit the public charter school at least annually to assure compliance with the terms and provisions of the charter.
- c. The public charter school shall be audited annually in accordance with the Municipal Audit Law. After the audit, the public charter school shall forward a copy of the audit to ODE and the following to the sponsoring district:
 - (1) A copy of the annual audit;
 - (2) Any statements from the public charter school that show the results of operations and transactions affecting the financial status of the charter school during the preceding annual audit period for the school; and
 - (3) Any balance sheet containing a summary of the assets and liabilities of the public charter school and related operating budget documents as of the closing date of the preceding annual audit period for the school.
- d. The sponsoring district may request at any time an acknowledgment from each member of the public charter school governing body that the member understands the standards of conduct and liabilities of a director of a nonprofit organization.
- e. The public charter school shall submit to the Board quarterly financial statements that reflect the school's financial operations. The report shall include, but not be limited to, revenues, expenditures, loans and investments.

8. Charter School Renewal

- a. The first renewal of a charter shall be for the same time period as the initial charter. Subsequent renewals of a charter shall be for a minimum of five years but may not exceed 10 years.
- b. The Board and the public charter school shall follow the timeline listed below, unless a different timeline has been agreed upon by the Board and the public charter school:
 - (1) The public charter school shall submit a written renewal request to the Board for consideration at least 180 days prior to the expiration of the charter;
 - (2) Within 45 days after receiving a written renewal request from a public charter school, the Board shall hold a public hearing regarding the renewal request;
 - (3) Within 30 days after the public hearing, the Board shall approve the charter renewal or state in writing the reasons for denying charter renewal;
 - (4) If the Board approves the charter renewal, the Board and the public charter school shall negotiate a new charter within 90 days unless the Board and the public charter school agree to an extension of the time period. Notwithstanding the time period specified in the charter, an expiring charter shall remain in effect until a new charter is negotiated;
 - (5) If the Board does not renew the charter, the public charter school may address the reasons stated for denial of the renewal and any remedial measures suggested by the Board and submit a revised request for renewal to the Board;
 - (6) If the Board does not renew the charter based on the revised request for renewal or the parties do not negotiate a charter contract within the timeline established in this policy, the public charter school may appeal the Board's decision to the State Board of Education for a review of whether the Board used the process required by Oregon law in denying the charter renewal.
 - (a) If the State Board of Education finds that the Board used the appropriate process in denying the request for renewal, it shall affirm the decision of the Board. A public charter may seek judicial review of this order.

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- (b) If the State Board of Education finds that the Board did not use the appropriate process in denying the request for renewal, it shall order the Board to reconsider the request for renewal. If after reconsideration the Board does not renew the charter, the public charter school may seek judicial review of the Board's decision.
- (7) The Board shall base the charter renewal decision on a good faith evaluation of whether the public charter school:
 - (a) Is in compliance with all applicable state and federal laws;
 - (b) Is in compliance with the charter of the public charter school;
 - (c) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the Board and the public charter school;
 - (d) Is fiscally stable and used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter agreement; and
 - (e) Is in compliance with any renewal criteria specified in the charter of the public charter school.
- (8) The Board shall base the renewal evaluation described above primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review and any other information mutually agreed upon by the public charter school and the Board;
- (9) For purposes of this section, the phrase "good faith evaluation" means an evaluation of all criteria required by this section resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.

9. Charter School Termination

- a. The public charter school may be terminated by the Board for any of the following reasons:
 - (1) Failure to meet the terms of an approved charter agreement or any requirement of ORS Chapter 338 unless waived by the State Board of Education;
 - (2) Failure to meet the requirements for student performance as outlined in the charter agreement;
 - (3) Failure to correct a violation of federal or state law;
 - (4) Failure to maintain insurance;
 - (5) Failure to maintain financial stability;
 - (6) Failure to maintain, for two or more consecutive years, a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under ORS 338.065;
 - (7) Failure to maintain the health and safety of the students.
- b. If a public charter school is terminated by the Board for any reason listed in sections a. (1) through a. (7) above, the following shall occur:
 - (1) The district shall give the public charter school a 60-day written notification of its decision;
 - (2) If the grounds for termination include failure to maintain financial stability or failure to maintain a sound financial management system, the sponsor and the public charter school may agree to develop a plan to correct deficiencies. The plan to correct deficiencies will follow the process as per ORS 338.105;
 - (3) The district shall state the grounds for termination and deliver notification to the business office of the public charter school;
 - (4) The public charter school may request a hearing by the district. The request must be made in writing and delivered to the business address of the sponsor;

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- (5) Within 30 days of receiving the request for a hearing, the sponsor must provide the public charter school with the opportunity for a hearing on the proposed termination;
 - (6) The public charter school may appeal the decision to terminate to the State Board of Education;
 - (7) If the public charter school appeals the decision to terminate to the State Board of Education, the public charter school will remain open until the State Board issues its final order;
 - (8) If the State Board's final order upholds the decision to terminate and at least 60 days have passed since the notice of intent to terminate was received by the public charter school, the district's sponsorship of the public charter school will terminate;
 - (9) The final order of the State Board may be appealed under the provision of ORS 183.484;
 - (10) Throughout the ORS 183.484 judicial appeals process the public charter school shall remain closed;
 - (11) If terminated or dissolved, assets of the public charter school purchased by the public charter school with public funds, shall be given to the State Board of Education.

c. If the public charter school is terminated by the Board for any reason related to student health or safety as provided in section a. (7) above, the following shall occur:

- (1) If the district reasonably believes that a public charter school is endangering the health or safety of the students enrolled in the public charter school, the district may act to immediately terminate the approved charter and close the public charter school without providing the notice required in section b. (1) above;
- (2) A public charter school closed due to health or safety concerns may request a hearing by the sponsor. Such a request must be made in writing and delivered to the business address of the district;
- (3) Within 10 days of receiving the request for a hearing, the district must provide the public charter school with the opportunity for a hearing on the termination;
- (4) If the district acts to terminate the charter following the hearing, the public charter school may appeal the decision to the State Board of Education;
- (5) The State Board will hold a hearing on the appeal within 10 days of receiving the request;
- (6) The public charter school will remain closed during the appeal process unless the State Board orders the district not to terminate and to re-open the public charter school; and
- (7) The final order of the State Board may be appealed under the provisions of ORS 183.484.

d. If the public charter school is terminated, closed or dissolved by the governing body of the public charter school, it shall be done only at the end of a semester and with 180 days' notice to the district, unless the health and safety of the students are in jeopardy. Such notice must be made in writing and be delivered to the business address of the sponsor.

Assets of a terminated, closed or dissolved public charter school that were obtained with grant funds will be dispersed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets of a terminated, closed or dissolved public charter school, all assets will be given to the State Board of Education for disposal.

10. District Immunity

The district, members of the Board and employees of the district are immune from civil liability with respect to the public charter school's activities.

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Code: LBE-AR

Revised/Reviewed:

Note: Content denoted with { } are for information to guide decision making to choose content kept in this administrative regulation for implementation, and should be deleted after final language is selected.

Public Charter Schools

(Version 2)

(New version of this AR. Resolve/review all bracketed language and modify as necessary. Remove all {braced} language as it is included for information only.)

1. Definitions

- a. “Applicant” means any person or group that develops and submits a written proposal for a public charter school to the district.
- b. “Public charter school” means an elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between the district and an applicant.
- c. “Virtual public charter school” means a public charter school that provides online courses, but does not primarily serve students in a physical location as described in Oregon Administrative Rule (OAR) 581-026-0300.
- d. “Remote and necessary school district” means a school district that offers kindergarten through grade 12 and has: (a) an average daily membership (ADM), as defined in Oregon Revised Statute (ORS) 327.006, in the prior fiscal year of less than 110; and (b) a school that is located, by the nearest traveled road, more than 20 miles from the nearest school or from a city with a population of more than 5,000.
- e. “Sponsor” means the district or Board.

2. Proposal Process

- a. [An applicant will issue a written statement of its intent to submit a proposal not less than 30 days prior to the submission date outlined below.]
- b. An applicant shall submit a complete proposal for sponsorship of a public charter school by the Board, including items outlined in ORS 338.045,[and any additional requirements as are required in the Board’s application for sponsorship,] to the district office {1}[no less than 180 days prior to the proposed starting date of the proposed public charter school] [by [October 15] during the hours the district office is open to the public for a start date in a subsequent school year] [by [insert district’s identified date]]no later than January 31 for a September starting date. The applicant shall also submit a copy of the same proposal to the State Board of Education.
- c. The district will complete the review process as outlined in Section 3 below.

¹ {The date shall be at least 180 days prior to the date that the public charter school would begin operating and give a reasonable period of time for the school district board to complete the approval process and the public charter school to begin operating by the beginning of the desired school year. Choose one of the proposed options or make other edits.}

- d. As part of the proposal, each member of the proposed public charter school's governing body must provide an acknowledgment of understanding of the standards of conduct and the liabilities of a director of a nonprofit organization, as described in ORS Chapter 65, if the public charter school is organized as required by ORS 338.035(2)(a)(B) and (C).

3. Proposal Review Process

- a. Within 30 business days of receipt of a proposal, the district will notify the applicant as to the completeness of the proposal.
 - (1) If the Board determines the proposal is incomplete, the district will identify the specific elements of the proposal that are not complete and provide the applicant with a reasonable opportunity, as determined by the Board, to complete the proposal.
 - (2) If after given a reasonable opportunity the applicant does not complete the required elements, the Board may disapprove² the proposal.
 - (3) An applicant, that has had a proposal disapproved pursuant to section (2) may appeal the Board's decision to the State Board of Education within 30 days of the disapproval.
 - (4) A good faith disapproval is not a denial for purposes of requesting a review by the State Board of Education under ORS 338.075.
- b. Within 60 days after the receipt of a completed proposal, or a final order issued by the Superintendent of Public Instruction remanding the proposal to the Board for consideration following a decision on an appeal, the Board shall hold a public hearing on the provisions of the public charter school proposal.
- c. The Board must evaluate a proposal in good faith using the following criteria:
 - (1) The demonstrated sustainable support for the proposed charter school by teachers, parents, students and other community members, including comments received at the public hearing;
 - (2) The demonstrated financial stability of the proposed public charter school including the demonstrated ability of the school to have a sound financial management system that
 - (3) is in place at the time the school begins operating and meets requirements of ORS 338.095(1);
 - (4) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs;
 - (5) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students identified as academically low achieving;
 - (6) The adequacy of the information provided as required in the proposal criteria;
 - (7) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact³ on the quality of the public education of students residing in the district in which the public charter school will be located.
 - (8) Whether there are arrangements for any necessary special education and related services for students with disabilities;

² The term "disapprove" is used for a proposal that is rejected due to being incomplete. See ORS 338.055(1)(c).

³ A determination of whether an impact is directly identifiable, significant and adverse may include, but is not limited to student enrollment, student-teacher ratios, staff with requisite licensure or endorsement, student learning and performance, specialty programs, financial considerations, and maintenance capabilities.

- (9) Whether there are alternative arrangements for students, teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school; and
 - (10) The prior history, if any, of the applicant in operating a public charter school or in providing educational services.
- d. The Board must either approve or deny the proposal within 30 days of the public hearing. Written notice of the Board's action shall be sent to the applicant by the district.
 - (1) If approved, the applicant shall also submit a copy of the approval to the State Board of Education.
 - (2) If denied, the notice must include the reasons for the denial with suggested remedial measures. The Board shall provide a reasonable opportunity for the applicant to amend and resubmit the proposal. The Board must either approve or deny the resubmitted proposal within 30 days of receipt. The Board may, with good cause, request an extension in the approval process timelines from the State Board of Education.
 - e. If the Board denies the resubmitted proposal, the process ends. An applicant whose resubmitted proposal is not approved by the Board may request a review of that decision to the State Board of Education within 30 days of the disapproval.

4. Terms of the Charter Agreement

- a. Upon the approval of a proposal by the Board, the applicant, in cooperation with the district, must prepare and execute a written charter agreement, subject to Board approval, which shall act as the legal authorization for the establishment of the public charter school.
- b. The charter agreement shall be legally binding and must be in effect for a period of not more than five years but may be renewed by the Board.
- c. The Board and the public charter school may amend a charter agreement through joint agreement.
- d. The agreement shall incorporate the elements of the approved proposal, will address the requirements outlined in OAR 581-026-0100(2) and any additional requirements that may apply to the public charter school including, but not limited to, the following:
 - (1) ^{4} ^{5} [Pregnant and parenting students (ORS 336.640);]
 - (2) ^{6} [English language learners (ORS 336.079);]
 - (3) ^{7} [Student conduct (ORS 339.250);]
 - (4) ^{8} [Alcohol and drug abuse policy and plan (ORS 336.222);]

⁴ {Many education laws do not directly apply to public charter schools. If the district would like to require a public charter school to follow any of these laws, we recommend that those laws be included here and in the charter agreement. The district can include laws that the public charter school is required to follow for reference.}

⁵ {Will the Board require the public charter school to comply with this statute?}

⁶ {Will the Board require the public charter school to comply with this statute?}

⁷ {Will the Board require the public charter school to comply with this statute? Includes policy requirements, see ORS 339.250.}

⁸ {Will the Board require the public charter school to comply with this statute?}

- (5) {⁹} [Oregon Report Card (ORS 329.115);]
 - (6) [Employment status of public charter school employees pursuant to ORS 338.135;]
 - (7) [Student enrollment, application procedures and whether the public charter school will admit nonresident students and on what basis pursuant to ORS 338.125.¹⁰]
 - (8) [Transportation of students shall comply with ORS 338.145;]
 - (9) [The plan for performance bonding or insuring the public charter school sufficient to protect the public charter school and the district from loss and liability and comply with Oregon law. Documentation shall be submitted prior to agreement approval.]
- e. If the district and the public charter school enter a cooperative agreement with other school districts for the purpose of forming a partnership to provide educational services, then the agreement must be incorporated into the charter of the public charter school.

5. Public Charter School Operation

- a. The public charter school shall operate at all times in accordance with the laws and rules governing public charter school operation in the state of Oregon, including but not limited to ORS Chapter 338 and applicable OAR Chapter 581 Division 22, and the charter agreement.
- b. Upon application by the public charter school, the State Board of Education may grant a waiver of certain public charter school law provisions if the waiver promotes the development of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students or permits high quality programs of unusual cost. This waiver request must specify the reasons the public charter school is seeking the waiver and further requires the public charter school to notify the sponsor if a waiver is being considered.

6. Virtual Public Charter School Operation

In addition to the other requirements for a public charter school, a virtual public charter school must comply with additional requirements pursuant to ORS 338.120.

7. Charter Agreement Review

- a. The public charter school shall report at least annually on the performance of the school and its students to ODE and the district.
- b. The public charter school shall be audited annually in accordance with the Municipal Audit Law. After the audit, the public charter school shall forward a copy of the annual audit to ODE and the following to the sponsoring district:

- (1) A copy of the annual audit;

⁹ {Will the Board require the public charter school to comply with this statute and provide the data the district is required to report to ODE?}

¹⁰ Student enrollment shall be voluntary. A public charter school may not limit student enrollment based on ethnicity, national origin, race, religion, disability, sex, sexual orientation, gender identity,¹⁰ income level, the terms of an individualized education program, proficiency in the English language or athletic ability but may limit admission within a given age group or grade level. A public charter school must select students through ~~and may implement~~ an equitable lottery selection process if the number of student applicants exceeds ~~applications for enrollment exceed~~ the capacity of a program, class, grade level or building. A public charter school may implement a weighted lottery that favors historically underserved students and may give priority for admission ~~pursuant to~~ students when in accordance with ORS 338.125(3)(c) (as amended by HB 2954 (2021)).

- (2) Any statements from the public charter school that show the results of operations and transactions affecting the financial status of the public charter school during the preceding annual audit period for the school; and
- (3) A balance sheet containing a summary of the assets and liabilities of the public charter school as of the closing date of the preceding annual audit period for the school.
- c. The district may request at any time an acknowledgment from each member of the public charter school board that the member understands the standards of conduct and liabilities of a director of a nonprofit organization, as those standards and liabilities are described in ORS Chapter 65.
- d. The public charter school shall submit to the district [quarterly] financial statements that reflect the school's financial operations. The report shall include, but not be limited to, revenues, expenditures, loans and investments.

8. Authorizing Duties

- a. [The district shall designate a liaison^{11} to the public charter school for ease of communication between the district and the public charter school.]
- b. The district shall ensure at all times that both the public charter school and the district are in compliance with the charter agreement, as per ORS 338.065(2).
- c. The district shall conduct:
 - (1) A comprehensive annual visit to the public charter school and written evaluation of the charter school's program, which should include an audit of the public charter school's academic, financial, and operational performance.
 - (2) A review of public charter school staff credentials to ensure that public charter school staff are properly licensed and/or registered with TSPC.
 - (3) A collection and review of all deliverables specified in the agreement.
 - (4) A review of data to ensure the public charter school is making progress on reasonable, measurable written goals for academic, financial, and operational performance.
 - (5) A review to ensure the public charter school is providing appropriate services to students who qualify, e.g., English learner supports.

9. Complaints Heard by the Charter School Board

^{12} (see existing policy language if adopted in KL and AC to align)

~~[A final decision reached by the public charter school board for a complaint that alleges a violation of ORS 339.285 – 339.303 or OAR 581-021-0550 – OAR 581-021-0570 (Restraint or Seclusion), ORS 659.850 (Discrimination), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), may be appealed to the Board of the [insert full name of district]¹³. The complainant may file such appeal with the [superintendent] [Board chair] of the [insert full name of district]. A final decision reached by the Board of the [insert full name of~~

¹¹ {This designated staff member may be the superintendent or other designee.}

¹² {The district is strongly encouraged to have a discussion with any sponsored public charter school, about the next step for a complaint – choose one of the presented options. Refer to language chosen in policy AC - Nondiscrimination or its administration regulation and/or KL - Public Complaints or its administrative regulation, if present, and align.}

¹³ The district Board will hear this appeal as established through [the charter agreement] [Board policy] [resolution].

~~district] will be the district's final decision and may be appealed to the Oregon Department of Education under OAR 581-002-0003 - 581-002-0005.]~~

OR

[A final decision reached by the public charter school board for a complaint that alleges a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - OAR 581-021-0570 (Restraint or Seclusion), ORS 659.850 (Discrimination), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), is recognized as the final decision regarding this complaint¹⁴ by the Board of the Hillsboro School District 1J. A final decision may be appealed to the Oregon Department of Education under OAR 581-002-0003 - 581-002-0005.]

10. Charter School Renewal

- a. The first renewal of a charter agreement shall be for the same time period as the initial charter. Subsequent renewals of a charter agreement shall be for a minimum of five years but may not exceed 10 years.
- b. The Board and the public charter school shall follow the timeline listed below, unless a different timeline has been agreed upon by the Board and the public charter school:
 - (1) The public charter school board shall submit a written renewal request to the Board for consideration at least 180 days prior to the expiration of the charter agreement;
 - (2) Within 45 days after receiving a written renewal request from a public charter school, the Board shall hold a public hearing regarding the renewal request;
 - (3) Within 30 days after the public hearing, the Board shall approve the charter renewal or state in writing the reasons for denying charter renewal;
 - (4) If the Board approves the charter renewal, the district and the public charter school shall negotiate a new charter agreement within 90 days unless the district and the public charter school agree to an extension of the time period. Notwithstanding the time period specified in the charter agreement, an expiring charter agreement shall remain in effect until a new charter agreement is negotiated;
 - (5) If the Board does not renew the charter agreement, the public charter school board may address the reasons stated for denial of the renewal and any remedial measures suggested by the district and submit a revised request for renewal to the Board;
 - (6) If the Board does not renew the charter agreement based on the revised request for renewal the public charter school may appeal the Board's decision to the State Board of Education for a review of whether the Board used the process required by Oregon law in denying the charter agreement renewal pursuant to ORS 338.065(6).
 - (7) The Board shall base the charter agreement renewal decision on a good faith evaluation pursuant to ORS 338.065(8) and shall base the renewal evaluation described primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school board and the Board.

¹⁴ The public charter school board is given this authority by the district Board as established by ~~[the charter agreement]~~ [Board policy] [resolution].

For purposes of this section, the phrase “good faith evaluation” means an evaluation of all criteria required by ORS 338.065 resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.

11. Charter School Termination

- a. The public charter school may be terminated by the Board for any of the following reasons:
 - (1) Failure to meet the terms of an approved charter agreement or any requirement of ORS Chapter 338 unless waived by the State Board of Education.
 - (2) Failure to meet the requirements for student performance as outlined in the charter agreement.
 - (3) Failure to correct a violation of federal or state law that is described in ORS 338.115.
 - (4) Failure to maintain insurance as described in the charter.
 - (5) Failure to maintain financial stability.
 - (6) Failure to maintain, for one or more consecutive years, a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under ORS 338.065.
 - (7) Failure to maintain the health and safety of the students.
- b. If a public charter school is terminated by the Board for any reason listed in sections a.(1) through a.(6) above, the following shall occur:
 - (1) The Board shall give the public charter school board, at least 60 days prior to the proposed effective date of termination, written notification of its decision which shall state the grounds for termination.
 - (2) If the grounds for termination include failure to maintain financial stability or failure to maintain a sound financial management system, the Board and the public charter school may agree to develop a plan to correct deficiencies. The plan to correct deficiencies will follow a process outlined in ORS 338.105.
 - (3) The public charter school may request a hearing with the Board in relation to a termination or a plan to correct deficiencies. The request must be made in writing and delivered to the business address of the district.
 - (4) Following a hearing, a decision reached by the Board to terminate may be appealed by the public charter school to the State Board of Education.
- c. The Board may terminate a charter immediately and close the public charter school for endangering the health or safety of the students enrolled in the public charter school under ORS 338.105(4):
 - (1) A public charter school board may request, in writing and delivered to the business address of the district, a hearing with the Board.
 - (2) Within 10 days of receiving the request for a hearing, the Board must hold a hearing on the termination.
 - (3) If the Board acts to terminate the charter following the hearing, the public charter school may appeal the decision reached by the Board to the State Board of Education.
 - (4) The public charter school will remain closed during the appeal process at the discretion of the Board unless the State Board of Education orders the Board not to terminate and to re-open the public charter school.

- d. If the charter agreement is terminated or a public charter school is closed or dissolved by the governing body of the public charter school, it shall be done only at the end of a semester and the public charter school board shall notify the district at least 180 days' prior to the proposed effective date of the termination, closure or dissolution. [Such notice must be made in writing and be delivered to the *designated district representative business address of the district.*] *Electronic would be acceptable.*
- e. If a charter agreement is terminated or a public charter school is dissolved, assets that were obtained with grant funds will be dispersed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets of a terminated, closed or dissolved public charter school, all assets will be given to the State Board of Education for disposal.

Corrected 10/21/21