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

Board Meeting Agenda
Tuesday, April 26, 2022
5:00 PM

Please note that the estimated times for specific items on Board meeting agendas are subject to change; if audience members wish to be present for specific agenda items, they are encouraged to arrive at least 15 minutes prior to the estimated time.

1. **5:00 PM - Public Hearing**
   A. Call to Order Public Hearing
      Presenter: Mark Watson
      Time: 5:00 PM
   B. Public Hearing
      Presenter: Mark Watson
      Time: 5:00 PM, 60 minutes
      SAMPLE MOTION: ***I move that the Board of Directors (adopt)/(reject) the Superintendent, or designee's, decision as the District's final decision.***
   C. Recess Public Hearing
      Presenter: Mark Watson
      Time: 6:00 PM
2. **6:05 PM - Budget Hearing**
   A. Call to Order
      Presenter: Mark Watson
      Time: 6:05 PM
   B. Budget Committee Meeting
      Presenter: Michelle Morrison
      Time: 6:05 PM, 50 minutes
   C. Recess Budget Committee Meeting
      Presenter: Mark Watson
      Time: 6:55 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
      Presenter: Mark Watson
      Time: 7:05 PM, 5 minutes
   C. Recognition / Proclamations
      Presenter: Mark Watson
      Time: 7:10 PM, 10 minutes
      1. Employee Recognition
         Presenter: Adam Stewart
      2. National School Nurses Week
         Presenter: Yadira Martinez
      3. Asian American & Pacific Islander Heritage Month
         Presenter: See Eun Kim
      4. Teacher Appreciation Week
         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, 5 minutes

F. Consent Agenda
Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.
Presenter: Mark Watson
Time: 7:30 PM, 5 minutes
SAMPLE MOTION: ***I move that the Board of Directors approve the Consent Agenda as printed.***
1. Approve Minutes of March 15, 2022 Board Meeting
2. Approve Minutes of April 12, 2022 Board Meeting
3. Approve Routine Personnel Matters
4. Approve Policies
    a. G -Personnel
        1) GBL: Personnel Records
        Presenter: Kona Lew-Williams
        2) GBLA: Disclosure of Information
        Presenter: Kona Lew-Williams
    b. J - Students
        1) JB: Equal Educational Opportunity
        Presenter: Francesca Sinapi

G. Reports and Discussion
1. City of Hillsboro Levy Presentation
Presenter: City of Hillsboro
Time: 7:35 PM, 10 minutes
2. Financial Report
Presenter: Michelle Morrison
Time: 7:45 PM, 5 minutes

H. Action Items
1. Ratify Agreement with Hillsboro Classified United
Presenter: Kona Lew-Williams
Time: 7:50 PM, 5 minutes
SAMPLE MOTION: ***I move that the Board of Directors approve the three-year collective bargaining agreement with Hillsboro Classified United, effective July 1, 2021, through June 30, 2024, as tentatively agreed to by the District bargaining team.***
2. Approve Purchase of Electric School Buses
Presenter: Michelle Morrison
Time: 7:55 PM, 5 minutes
SAMPLE MOTION: ***I move that the Board of Directors approve the purchase of two (2) vehicles for a total estimated cost of $792,328.***
3. Accept Gifts and Donations
Presenter: Michelle Morrison
Time: 7:55 PM, 5 minutes
SAMPLE MOTION: ***I move that the Board of Directors accept the donation of $7,462.40 from the Orenco Booster Club to Orenco Elementary School for library materials and supplies, recess equipment, and Spanish library books,***

and the donation of $6,394.55 from the North Plains PTO to North Plains Elementary School for computer purchases.

4. Approve Policies {PLACEHOLDER}
   Presenter: Mark Watson
   Time: 8:00 PM, 5 minutes

I. HCU / HEA Reports
   Presenter: Mark Watson
   Time: 8:05 PM, 10 minutes

J. Discussion Time
   Time: 8:15 PM, 30 minutes
   1. NSBA Conference Report
      Presenters: See Eun Kim / Erika Lopez
   2. Student Representatives' Time
   3. Superintendent's Time
   4. Board of Directors' Time

K. Adjourn Regular Session
   Presenter: Mark Watson
   Time: 8:45 PM

L. Next Meetings of the Board of Directors
   • May 10, 2022, Work Session
   • May 24, 2022, Work / Regular Session

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

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

Complaint Hearing
April 26, 2022
5:00 PM

Original Complaint from 02/08/2022

Formal complaint allegation regarding Admission of Foreign Exchange Students (JECBA-AR) as stated by the complainant, "Creation of a policy that is designed to be punitive and punish organizations, host parents and students that the administration take issues with or holds personal grudges against, that have challenged in one way or another."

The Board of Directors will be determining if there was a violation of the policy or policy AR, and if there has been a violation of statute.

Outline the Hearing Process, Clarify the role of the Board, Share Format for the Hearing	Board Chair	5:00 PM	5 minutes
Presentation of Information Supporting the Step Three Decision	Human Resources Officer	5:05 PM	15 minutes
Presentation of Information Supporting the Appeal of the Step Three Decision	Complainant	5:20 PM	15 minutes
Response	Human Resources Officer, Assistant Superintendent, Executive Director of Schools	5:35 PM	10 minutes
Questions	Board Members	5:45 PM	5 minutes
Deliberation and Decision	Board Members	5:50 PM	10 minutes
Recess Complaint Hearing	Board Chair	6:00 PM	

THE
HUNGERFORD LAW FIRM
ATTORNEYS AT LAW

April 21, 2022

Mark Watson
Board Chair
Hillsboro School District

Sent via electronic mail

Re: Board Level Complaint Hearing

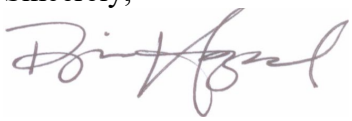
Dear Mark:

As you know, the Hillsboro School District Board of Directors will be convening on April 26, 2022 for the purpose of hearing the appeal of a complaint pursuant to Board Policy KL/KL-AR. My purpose in writing is to clarify the scope and focus of the Board's inquiry.

Attached are documents relevant to the complaint that the Board will hopefully review prior to the hearing. Of note is the fact that the complainant's original complaint included additional allegations that are not being appealed to the Board level. Accordingly, references to those portions of the original complaint have been redacted and would not be within the scope of the Board's inquiry. That is particularly important to adhere to in this case as those additional allegations included complaints against specific personnel, and it would not be appropriate to discuss in open session.

During the hearing, the Board's scope of inquiry should be limited to whether to uphold or overturn the lower level decision on the portion of the complaint that is being appealed. In this capacity, the Board does not act as a fact-finding entity or engage in its own investigation. Instead, the Board's role is to review the handling of the complaint at the lower level and to determine whether there are clear and obvious errors in either procedure or the conclusion that was reached. I will be sitting with the Board during the hearing to answer any questions that may come up, and if there are any issues to be addressed in advance of the hearing please feel free to contact me.

Sincerely,



Brian Hungerford

PO Box 3010
Oregon City OR, 97045
Telephone: 503.805.4755
brian@hungerfordlaw.com

Code: **JECBA**
Adopted: 4/28/09
Revised/Readopted: 12/10/19
Orig. Code: JECBA

Admission of Exchange Students

The District is interested in furthering international understanding through international education and student exchange programs. The District will consider students from international exchange programs endorsed by the Council on Standards for International Educational Travel and approved by the Superintendent or designee.

1. Full-year placements will be limited to the high schools because of age and maturity considerations.

2. Preferential consideration will be given to programs which provide opportunities for District students to participate on a reciprocal basis in full-time study experiences abroad.

3. Exchange student placements per high school will not exceed one-half of one percent of student enrollment, plus an additional placement for each student from that school studying abroad as part of an approved exchange program. Students must apply for admission by July 1.

4. An effort will be made to achieve a balanced representation of international cultures in approving placements.

5. Students shall have English language competence and academic ability to effectively participate in the regular program of the high school in which they are enrolled.

6. Exchange organizations should not charge students significant fees for placement services. The criterion for determining appropriate charges will be the cost of programs provided by organizations known to have quality and cost control practices. Normal transportation and transportation-related expenses are acceptable.

7. Exchange organizations must maintain an easily accessible representative, preferably in the metropolitan area, who can provide counseling to the host family and the exchange student, and who can assist in resolving problems which might arise.

8. Exchange organization representatives must be able to counsel and support the host family, and transfer or return the student to the home country in case of an emergency or other reason.

9. Exchange organizations shall be able to show evidence of bonding and sufficient insurance to pay claims attendant to illness, accident or death of an exchange student, and possible liability of the host family.

10. Exchange students shall not be over 18 years of age on the first day of attendance, nor have graduated from any secondary school program or equivalent.

11. Students must reside with a host or sponsor family within District boundaries.

12. District personnel are not authorized to sign I-20 forms due to liability considerations.

13. Exchange students will be subject to the same code of conduct as all other students.

14. Exchange students will be eligible for a regular District diploma if they meet all graduation requirements.

END OF POLICY

Legal Reference(s):

ORS 339.133 ORS 433.267 OAR 581-022-2000

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).

Code: **JECBA-AR**
Revised/Reviewed: 4/28/09; 12/10/19; 12/07/21
Orig. Code: JECBA-AR

Admission of Exchange Students

The procedures for approving international exchange programs and accepting exchange students shall be as follows:

Prerequisites

1. State department guidelines stipulate that a group-sponsored student must obtain school approval and family placement before leaving their home country.

2. Exchange students attending District schools through group-sponsored exchange programs must obtain a J-1 Visa from the U.S. Citizenship and Immigration Services which they must show upon registration. Approved group-sponsored exchange programs are those designated by the United States Information Agency and officially recognized by the Board. Exchange students on a J-1 Visa are not required to pay tuition.

3. Exchange students attending District schools through private sponsorship must obtain an F-1 Visa and prior approval required by the U.S. Citizenship and Immigration Services. Pursuant to federal law, foreign students on an F-1 Visa may only attend secondary schools within the District, and are required by law to pay the District's established tuition rate for the period of attendance. The period of attendance may not exceed 12 months.

4. The student or sponsoring organization will provide all dues and fees.

Program Guidelines

1. All exchange organizations must declare to the Executive Director of Schools that oversees high school no later than March 15th their intent to enroll students, the number of desired student placements, and preferred school for the following school year. (Organizations should not contact individual schools.)

~~2.~~ The Hillsboro School District will determine the number of student placements available and may conduct a lottery for placements no later than March 30th. The purpose of the lottery is to determine which exchange organizations will be able to place students, and the number of student placements each organization will be offered in Hillsboro School District schools for the next school year.

3. Exchange student placements per high school will not exceed one-half of one percent of student enrollment, plus an additional placement for each student from that school studying abroad as part of an approved exchange program.

4. Once the number of placements per organization are determined, organizations may work directly with schools for student registration. Students must register for school admission by July 1.

5. All final exchange organization partnerships and student placements are subject to final approval by the Executive Director of Schools.

6. The building administration and/or the Executive Director of Schools reserves the right to terminate attendance if the student does not comply with the high school academic/behavioral standards that apply to that student.

7. An exchange student will receive an honorary Hillsboro School District high school diploma, unless a prescribed course of study includes completion of requirements for a standard diploma. Counselors will review an appropriate course of study and will give a written recommendation to the student. The recommendation will specify either an honorary or standard diploma. All full-year students may participate in graduation ceremonies regardless of diploma received.

New Exchange Organizations

Programs wishing to enroll exchange students in the district must meet the following requirements:

1. New exchange organizations must be approved by the superintendent or designee no later than March 1st;

2. The exchange organization must have a local representative who is available to meet with the designated school administrator representative, the student and the host family.

3. The exchange organization representative must provide information required by the district and have it on file at the district office;

4. The exchange organization must have been approved by and be in good standing for the current school year with the Council on Standards for International Educational Travel (CSIET) and be a United States Information Agency (USIA) designated organization.

5. The exchange organization must be sponsored by a nonprofit organization;

6. The selection of the host family and home placement must be made prior to the student's arrival in Hillsboro. Noncompliance with this provision can result in the immediate suspension or revocation of the approved status of an international exchange program.

Continued Exchange Organizations

1. All exchange organizations must declare no later than March 15th their intent to enroll students the following year.

2. All continuing exchange organizations shall meet the expectations outlined in the "New Exchange Organization" listed above.

Exchange organizations will be evaluated on an as-needed basis. Those programs that fail to meet district expectations will be removed from the approved list.

Redaction statement:

Portions of this document have been redacted because the complainant is not appealing those decisions from the Superintendent's Designee's findings to the Board level. Identity of HSD Employees mentioned in the original complaint have been redacted, as this would constitute a personnel matter, according to guidance from ORS 192.660.

HILLSBORO SCHOOL DISTRICT
Engage and challenge all learners to ensure academic excellence

Complaint Form

Complainant Information

Name of complainant: Ron Babcock

Position / Role of complainant: Parent/Community member

Phone Number: [redacted] **Email:** [redacted]

Complaint Information

Subject of complaint: Foreign Exchange Student policy

Name of alleged offender: [redacted]

Date and place of incident(s): Ongoing

Description of incident(s): Creation of a policy that is designed to be punitive and punish organizations, host parents and students that the administration takes issues with or holds personal grudges against, that have challenged them in one way or another.

[redacted]

[redacted]

Name of witness(es) (if any): Memory Bybee

Evidence to corroborate complaint, if applicable: Emails, Timelines, Correspondence with Department of Education, letter from attorney, etc.

What steps have you taken to resolve the issue(s) (if applicable)? I have emailed and had zoom calls [redacted]. I have contacted the Superintendent, Mayor of Hillsboro, Hillsboro City Council, Hillsboro School Board, local Senator and Representatives, submitted legislative changes around exchange student minimum enrollment standards, filed a complaint with the Department of Education.

What steps would you have the District take to resolve the complaint? Change the Foreign exchange student acceptance policy in the following ways:

1. Equal access to enrolling students at all Hillsboro High Schools
2. School acceptance of students starting mid-March or earlier
3. Acceptance of students up to August 31st.
4. Open enrollment so that everybody that wants to host, is allowed to host, as well as those that wish to host a double placement.
5. Eliminating the lottery system from school policy
6. Eliminating the policy around potential host student country of origin limitations
7. A change in wording from "May" accept students to "Will" accept students under all circumstances outside of full time CDL learning.
8. Eliminating final discretion of placement from the Executive Director of High Schools

I attest that all of the information on this form is accurate and true to the best of my knowledge.

Electronically Submitted by: Ron Babcock **Date/Time:** 2/8/2022 12:42:27

Redaction statement:

Portions of this document have been redacted because the complainant is not appealing those decisions from the Superintendent's Designee's findings to the Board level. Identity of HSD Employees mentioned in the original complaint have been redacted, as this would constitute a personnel matter, according to guidance from ORS 192.660.

DISCUSSION MATERIALS

CONFIDENTIAL

HILLSBORO SCHOOL DISTRICT

OFFICE FOR **SCHOOL PERFORMANCE**

To International Student Exchange Organizations:

Hillsboro School District is interested in furthering global understanding through international education and student exchange programs. The following outlines the general process and protocol for enrolling exchange students in Hillsboro School District high schools for the 2022-2023 school year.

General Provisions:

- Exchange students attending District schools through group-sponsored exchange programs must obtain a J-1 Visa from the U.S. Citizenship and Immigration Services which they must show upon registration. Approved group-sponsored exchange programs are those designated by the United States Information Agency and officially recognized by the Board. Exchange students on a J-1 Visa are not required to pay tuition.
- Exchange students attending District schools through private sponsorship must obtain an F-1 Visa and prior approval required by the U.S. Citizenship and Immigration Services. Pursuant to federal law, foreign students on an F-1 Visa may only attend secondary schools within the District, and are required by law to pay the District's established tuition rate for the period of attendance. The period of attendance may not exceed 12 months.
- The student or sponsoring organization will provide all dues and fees.

Lottery and Student Placement

- All exchange organizations must declare to the Executive Director of Schools that oversees high school no later than March 15th their intent to enroll students, the number of student placements, and preferred school for the following school year. (Organizations should not contact individual schools.) Organizations may do so by emailing [redacted] at [redacted]@hsd.k12.or.us.
- The Hillsboro School District will determine the number of student placements available and may conduct a lottery for placements no later than March 30th. The purpose of the lottery is to determine which exchange organizations will be able to place students, and the number of student placements each organization will be offered in Hillsboro School District schools for the next school year.
- Exchange organizations will be contacted directly by the Executive Director of Schools or designee with the results of the lottery.
- Exchange student placements per high school will not exceed one-half of one percent of student enrollment, plus an additional placement for each student from that school studying abroad as part of an approved exchange program.
- Once placements are determined, organizations may work directly with schools for student registration. Students must register for school admission by July 1.
- All final exchange organization partnerships and student placements are subject to final approval by the Executive Director of Schools.

Please refer to board policy JECBA and JECBA-AR for more information. You may also contact [redacted] at [redacted]@hsd.k12.or.us or 503-844-1500 with any questions.

My goal of this meeting: To implement changes to the new Foreign Exchange student policy created by HSD for the 22/23 school year. The new policy is exclusionary, discriminatory and potentially unethical or could lead to illegal actions by administrators.

I would like to see a policy that is inclusive, non-discriminatory, with a focus on Diversity, Equity and Inclusion, that allows all families living in the HSD school boundaries that wish to host a student the opportunity to do so, regardless of school location.

[redacted] stated, the new policy was created by issues that programs ran into from the original policy, and that the old system was ~~chaos~~ confusing:

- Local Coordinators dealt with the schools directly, giving counselors the paperwork and having the principals sign off on the school acceptance forms
- Principals would severely limit enrollment, and acceptance rates would vary from school to school
- School acceptance start dates varied from January to May with no set times of when acceptance would start/end … they were never defined

The new policy has created a whole new set of problems that are even more worrisome than the previous policy:

- **Exclusionary** - Extremely narrow enrollment window
- **Exclusionary** - Limited enrollment
- **Exclusionary** - Potential elimination of programs or families from placing or hosting students
- **Exclusionary** - Deny exchange student programs access to enrollment of students
- **Exclusionary** - Deny specific families from receiving school acceptance, thus denying their ability to host
- **Discriminatory** - Allows the administration to limit the number of students from any country creating a discriminatory practice toward countries around the world.
- **Unethical** - Be provided "Incentives" by programs to give them priority in the acceptance process

Changes to this new policy will create a win/win situation by:

- Increasing enrollment in HSD high schools, during times of declining enrollment
- Increase funding for HSD high schools
    - The state gives the same amount of money per year for an exchange student as a regular student ($12,450 per year for the 20/21 academic school year)
- Cultural exchange and exposure to students from around the world, their cultures, study habits, economic, social and political differences, etc.
- The community will gain the ability to have all families that wish to host exchange students, the ability to do so without denial, regardless of High School.
- Programs will benefit from easier enrollment procedures, and placement of students in the HSD school district.
- Strong foreign exchange programs will strengthen program and potentially bring in increased talent for companies based in Hillsboro.

What changes need to be made to the current policy:

1. **Inclusionary** Equal access to enrolling students at all Hillsboro High Schools
2. **Inclusionary** - School acceptance of students starting mid-March or earlier
3. **Inclusionary** Acceptance of students up to August 31st.
4. **Inclusionary** Enough spots that everybody that wants to host, is allowed to host, and for those that want to host a double placement
5. **Nondiscriminatory** Eliminating the lottery system from school policy
6. **Nondiscriminatory** - Eliminating the policy around potential country limitations and diversity
7. **Inclusionary** A change in wording from "May" accept students to "Will" accept students under all circumstances outside of full time CDL learning.

Questions for [redacted]:

- Why did HSD deny enrollment of already established exchange students during the 21/22 school year? This involved a simple transfer from a private to public school.
- Why was HSD the only school in the region to not host exchange students during the entire 21/22 school year?
- How do we fix this policy?
- Why did HSD create an exclusionary foreign exchange student policy or allow it to be put in place?
- Who was involved in the process of creating the new Foreign Exchange student policy?
    - Exchange programs were asked three basic questions, with no follow up during the creation of the policy. Why was consultation with community partners not continued?
- Will this new policy comply with Oregon Department of Education standards against discrimination?
    - This year is still under review by both the Department of Education and the Department of Justice for discriminatory actions.
    - The complaint department does feel the actions taken, as stated by [redacted] at ODE, however is waiting on a legal decision from the Department of Justice.
- Why are there limitations put on the number of foreign exchange students enrollment?
    - New policy limits enrollment to .005% of school enrollment
    - HSD student enrollment is down, with Hillsboro High School listed at 1288 students with is around 300 students down from several years ago.
    - The state reimburses at the same rate as regular students $12,450 per year, why are they denying additional funding for teachers, support staff, administration and supplies?
- Why is there a lottery system in place?
    - Is this not by nature an exclusionary policy?
    - Who will conduct the lottery?
    - How will programs know it was completed honestly?
    - What is the procedure for the lottery?
    - Who determines what programs are in the lottery?
    - How will HSD ensure the lottery is not punitive?
    - Does the policy of a lottery bring in the opportunity for programs to provide "Incentives" to administrators making decisions?
- Why did they build in the ability to deny organizations, host families or students for any reason?

- Why is HSD creating such a small window for enrollment of exchange students? New policy requires all program, family and student decisions made by March 15th. With notifications of who will get to host by March 30th … which is not only exclusionary, but discriminatory in nature.

- Why must registration of students take place by July 1st?
  - What is involved in the registration process?
  - How has this process changed from previous years?
  - When will school acceptance forms be signed?

- Why is the Executive Director being allowed to have final approval of all placements?
  - Does this give this position the power to pick and choose who gets to host?
  - Does this give this position the power to limit the number of students from specific countries?
  - Does this give programs the ability to provide "Incentives" to the Executive Director for special privilege placements?

Example of a district that understands the need for Foreign Exchange Students:

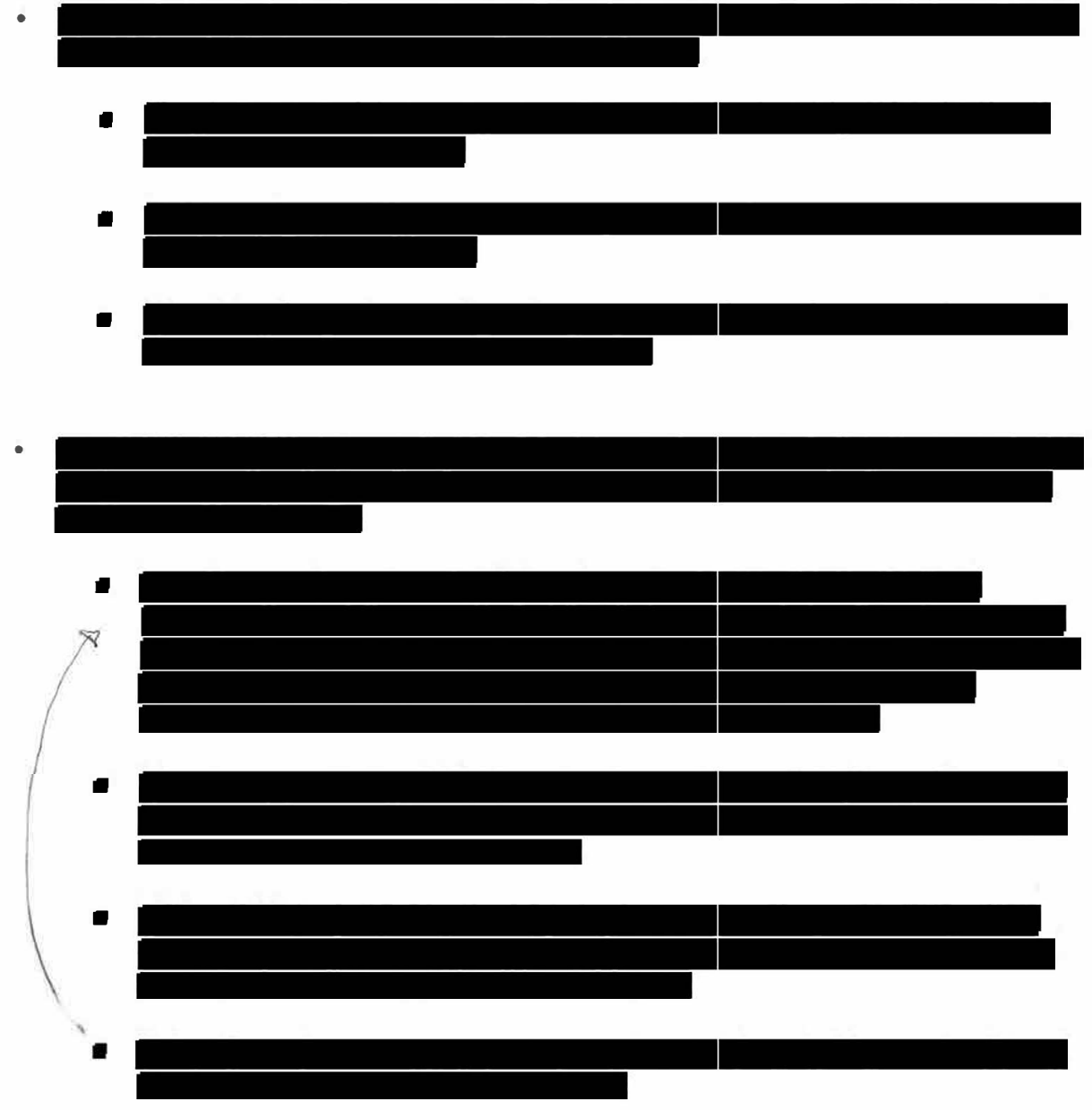
- When our former students enrolled in Southridge High School last Friday 2/7/22, they were met by the principal. The Principal welcomed them to the school and stated "We are so excited to have exchange students in our school again!".

- HSD however has done everything possible to deny the enrollment of exchange students, past, present and future.

[redacted]

[redacted]

- [redacted]
  - [redacted]
  - [redacted]
  - [redacted]
  - [redacted]
- [redacted]
  - [redacted]
  - [redacted]
  - [redacted]
  - [redacted]



- [redacted]

Series of events during 21/22 year with [redacted] and [redacted]

January 4th, 2021

Foreign Exchange student [redacted], [redacted] received school acceptance form signed by [redacted], [redacted] High School for the 21/22 school year.

January 14th, 2021

I contacted [redacted] High School around the enrollment of exchange students that my wife and I had selected to host during the 21/22 school year.

I explained how the U.S. Department of state allows students to complete an exchange year even if a school only opens to a hybrid model, the need for enrollment as soon as possible so students can get visas, vaccination, and start preparing to spend a year in the United States.

[redacted] stated they were not making decisions at that time, and would get back to me when decisions had been made, even though just 10 days earlier principals were accepting students as noted by, a student from [redacted] already receiving school acceptance at [redacted] High School, with paperwork signed by [redacted] for a full year placement during the 21/22 school year.

No further contact with [redacted] took place after several emails.

March 1st, 2021

I emailed [redacted] to enquire about exchange students for the 21/22 school year, [redacted] stated [redacted] was looking into it and would get back to me the following week.

Follow up on March 17th and a reply from [redacted] on March 25th, this was followed up with an email around COVID regression, business openings and which schools were already accepting full year placement of exchange students in the region.

Events

April 6th, 2021

A scheduled Zoom meeting with [redacted] took place. The regional coordinator for the program my family works with, joined me in the meeting.

[redacted] brought [redacted] into the meeting with [redacted].

[redacted]

I was thanked for my advocacy and told, the school would not accept full year placement exchange students for the 21/22 school year.

During the meeting, we were told consideration would be made for 2nd semester students and [redacted] would look forward to working with us at that time.

April 6th, 2021

[redacted] emailed me stating the one student admitted to [redacted] High School, [redacted], was on a conditional basis and she would send me emails regarding the conditional basis.

I have yet to see any documentation this acceptance was conditional, and the student began school in September of 2021 and continues their academic exchange year at [redacted] High School.

Shortly after this contact, [redacted], Principal at [redacted] School contacted the host family in an attempt to talk them out of hosting the student they had chosen.

[redacted]

[redacted] eventually contacted the host family and stated "This is on me, I will honor the placement", and in the end the family did decide to with the placement and the student has been enrolled at [redacted] High School for the full academic year.

April 19th, 2021

[redacted]

May/June 2021

Conditions around COVID continued to change, restrictions were dropped and schools in the region were accepting exchange students for the 21/22 school year. At this time, the only schools not accepting students in the region were Hillsboro, Beaverton and Tigard/Tualatin school districts.

Portland Public Schools ended up taking students living in Beaverton so they could attend full year placements at public schools.

June 16th, 2021

[redacted] informed me they would not accept full year placements for the academic year, end of discussion.

October 8th, 2021

[redacted] reached out to myself and other programs with three questions around what programs would like to see changed:

1. By what date in the Spring would you need to know the number of students and the schools that will be able to welcome students?

2. We expect to have multiple partners/companies work with us and ask for spots for their students. If companies ask for spots and then choose not to fill them, what is the latest date that you would be interested in having additional spots be made available to you/your company?

3. What other processes might be helpful in smooth and clear placement of students?

Based on the policy released, [redacted] did not listen to any suggestions by companies ... or chose the ones [redacted] wanted to listen to and ignored the rest.

No further follow up was given on the writing of the new policy, no review was offered and no further guidance asked.

November 9th, 2021

I emailed [redacted] to have the two students we were hosting that were attending a private school in Hillsboro to be enrolled in HSD for the 2nd semester. This was a formal request/complaint that was filed with [redacted].

Beaverton had announced they were accepting 2nd semester students. Without enrollment in HSD, the students would have to move families at semester to be able to attend a public school ... the primary purpose of exchange programs.

[redacted] stated: "I am forwarding this request to [redacted], the new [redacted] who will be handling the exchange student process. [redacted] will get back to you."

No further contact took place with [redacted] until the release of [redacted] new policy around foreign exchange students in the Hillsboro School District on 2/2/22.

November 11th,

Having researched state residency law, I contacted an attorney, for confirmation, to look into the residency standards for the state of Oregon for assistance in enrolling our two exchange students.

During their investigation, they determined that HSD was engaged in discriminatory enrollment practices and detailed the instances and areas of discrimination in the letter.

[redacted]

November 30th,

I had not heard a reply from [redacted] and emailed [redacted] about the status of our request.

[redacted] replied: **"Thanks for the update. I am in the process of having your request reviewed by the district's legal counsel**. I do not have any additional information at this time. I will be in touch as soon as possible."

It appears after responding on November 19th, something changed in [redacted] dealing with our request.

The question is whether [redacted] intervened in the enrollment of our students for 2nd semester, and required the legal department to review the situation and find any possible reason not to admit both students.

[redacted]

December 9th, 2021

Exactly 30 days after filing my initial complaint with the school, the maximum time required to respond to a complaint by the Oregon Department of Education.

[redacted] responded: "Thank you once again for your patience for the time it has taken to get an answer to your request. Unfortunately we will not be able to approve your request for placement of the two foreign exchange students for second semester. **Our interpretation of the Oregon statute and ODE guidance you cited is that foreign exchange students do not qualify as resident students of the district,** and as you are aware we are not accepting foreign exchange students this school year. I look forward to working with you in once again welcoming foreign exchange students for the 22-23 school year."

[redacted]

[redacted] stated: "Oregon statute **and ODE guidance** you cited is that foreign exchange students do not qualify as resident students of the district."

The Oregon Department of Education also released their "Ready Safe Learners" guidelines early in 2021 that clearly states: The Department of Educations "Ready Safe Learners" guidance, **Enrollment 2a, Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.**

In an email exchange with [redacted] **at the Oregon Department of Education** ... Exchange students do qualify as residents by ODE and are treated as such by the ODE.

In conversations with [redacted] **at the Oregon Department of Education**, there is no record of [redacted] contacting or consulting ODE in regards to this issue/complaint.

[redacted]

[redacted]

[redacted]

HSD is the only school in the region that did not accept either full year or 2nd semester placements.

December 21st, 2020

Law firm Kivel and Howard, sent a letter detailing discriminatory enrollment practices in regards to our students to [redacted]. No response was ever sent by [redacted], nor HSD in regards to this letter.

I forwarded this letter for review to the Oregon Department of Education. The Oregon Department of Education is currently consulting with the Department of Justice around the discriminatory actions taken by both [redacted].

January 30th, 2021

[redacted]

February 2nd, 2022

New policy received by [redacted], and sent to all interested parties in enrolling exchange students for the 22/23 school year.

This new policy shows bias toward programs, uses exclusionary practices (going against HSD's stated belief in Diversity, Equity and Inclusion), has no definitions to any of their stated policies such as the lottery and can be used in a punitive manner toward people and programs the administrators of the district disagree with.

Based on the series of events, the new exchange student policy, [redacted] intimidation attempts, [redacted] potential falsification of discussions with the Oregon Department of Education, and discriminatory enrollment practices by both individuals ... It is in my opinion that [redacted] created the new HSD Foreign Exchange policy as a way to take punitive action not only toward myself and my family, but also the organization I work with and allow [redacted] to do so with any organization or family in the future.

[redacted]

INCLUDED IN FILED Complaint
With the School Board & district

In regards to the new HSD Policy:

How did such a poorly written, poorly thought out, poorly executed policy make it past the school board?

This is a policy that is designed to be punitive and punish organizations, host parents and students that the administration takes issues with or holds personal grudges against, that have challenged them in one way or another, etc.

This policy can work also work in the opposite manner by having programs provide "Incentives" to district administrative personnel to get their students selected.

It is my opinion that this policy should be scrapped and a new one instituted that is actually developed in coordination with exchange program agencies, and is inclusionary for students, and families that live in Hillsboro.

The policy states (with my response):

- **All exchange organizations must declare to the Executive Director of Schools that oversees high school no later than March 15th their intent to enroll students, the number of student placements, and preferred school for the following school year. (Organizations should not contact individual schools.) Organizations may do so by emailing [redacted] at [redacted]@hsd.k12.or.us.**

Complaint

This shows a complete lack of understanding of how exchange programs work. Students become available for selection starting in November of the previous year (this year, approximately 11/3/21).

Students are continually added over the course of the year early November, through approximately th 3rd week of August. Most families select a student (or two students for dual placements, the best opt for families that no longer have children in the home) for the year between January and June of the current academic year.

By expecting exchange programs to know how many students and which schools they will need to be placed in by March 15th is unrealistic and in my opinion designed to decrease the number of students enrolled in HSD, with the end result being the future elimination of the exchange student program.

Enrollment or notifications such as this should START on March 15th, not end. Students should be allowed to be placed throughout the year, up until August 31st when all students must be placed (federal department of state rules) ... last year the organization my family works with had to turn away over 70 students due to lack of school placements around the country.

Having a central person to work with, however, was a suggestion by most agencies and is a good idea. This eliminates local coordinators contacting the school counselors before acceptance and takes the decision making process off of the Principals duties.

- **The Hillsboro School District will determine the number of student placements available and may conduct a lottery for placements no later than March 30th. The purpose of the lottery is to determine which exchange organizations will be able to place students, and the number of student placements each organization will be offered in Hillsboro School District schools for the next school year.**

HSD is going to conduct a lottery?

- How will this lottery be conducted?
- Who will conduct the lottery?
- How will exchange programs know the lottery was conducted in a fair manner?
- Will entire programs be eliminated from enrolling students through this lottery?
- When will programs be notified?
- How will students be divided up by this lottery?
- Why is a lottery needed at all?

None of this is explained in the policy and sets up a situation for bias, exclusion, and elimination of agencies that HSD doesn't like or disagrees with because those programs have challenged policy decisions in the past.

The policy clearly states "The purpose of the lottery **is to determine which exchange organizations will be able to place students**, and the number of student placements each organization will be offered in Hillsboro School District schools for the next school year."

This reads ... They will pick and choose which organizations can not only place students, but which organizations they will work with ... this is automatically an exclusionary policy and is punitive in nature.

For a district that states they believe in Diversity, Equity and Inclusion, this policy is counter to everything that statement stands for.

- **Exchange organizations will be contacted directly by the Executive Director of Schools or designee with the results of the lottery.**

Again ... Why do we have a Lottery? One that is not clearly defined, one that is going to provide exclusion to many programs, families and students.

Why is HSD creating exclusionary policy, with discriminatory practices?

- **Exchange student placements per high school will not exceed one-half of one percent of student enrollment, plus an additional placement for each student from that school studying abroad as part of an approved exchange program.**

Why is HSD limiting enrollment of exchange students to .005% of the student population? That should be a MINIMUM standard, not a maximum limit.

- Is this percentage for the entire district?
- For each individual school?
- What number of students is the district going to enroll?
- How will enrollment numbers be determined for each high school?
    - By the principal? That was one of the primary issues that was complained about with the original policy.

Based on no defined policy definition it could be anywhere between 1 and 31 if you use the 20/21 enrollment numbers of 6199 enrolled students.

It is not clearly stated in the policy how this number is to be determined ... and it's a MAXIMUM, which means this policy was written with the intent to limit enrollment to fewer than .005% of the student population.

Why is HSD limiting enrollment access in the first place? They have stated enrollment in the district is down, and I've heard Hill High is as low as the 1200's.

[redacted]

[redacted]

[redacted]

This was reinforced by [redacted] at the Oregon Department of Education in the following statement: **In regard to your question about funding for exchange students and the distributions from the State School Fund (SSF), we don't differentiate SSF funding for these students, where they are part of an exchange program. They are considered residents of the school districts where they reside.**

Since the average amount per student paid to schools by the state of Oregon is $12,450 per student ... limiting the students to .005% of enrollment, and maximizing exchange student enrollment (20/21 enrollment is stated as 6199 high school students which equates to 31 exchange students) caps the amount of revenue brought into the district at $385,950. If enrollment were not capped, there could be

as many as 45+ students enrolled (though, I do not believe it has ever been that high) bringing revenue up to $560,250 ... which could fund additional teachers, support staff, administration, supplies, etc.

Since a primary complaint by the HSD is that enrollment is dropping in HSD, why are they limiting exchange student enrollment, thus decreasing revenue at the same time? There appears to be plenty of space in the schools to enroll exchange students with minimal impact on staff or administrative time needed to work with exchange students.

Exchange students tend to perform better than their American peers in school, have fewer if any disciplinary actions and actually tend to help the schools by having a counseling period on their schedule where they are helping the counseling staff. They provide cultural diversity, international exchange of ideas with students, provide insight to other parts of the world, create families in the United States and create friendships that last a lifetime.

- **Once placements are determined, organizations may work directly with schools for student registration. Students must register for school admission by July 1.**

Again, HSD is ending all placements by July 1st, when it has been clearly stated to administrators in HSD that students can be placed up until August 31st.

My family's first time hosting a student didn't happen until the first week of August, when the student was accepted by [redacted] high school. If enrollment had been limited to July 1st, that student not only wouldn't have been placed in our family, but may not have been able to complete their exchange year.

That student was from [redacted], and not only made many friends here, [redacted] participated on the school dance team, held a 4.0 average ... then returned home and went on to attend King's College in London and Bath University where [redacted] completed [redacted] Master's degree in Marketing, all in the course of 4 years.

- **All final exchange organization partnerships and student placements are subject to final approval by the Executive Director of School**

This reads ... the Executive Director of High Schools can deny students and organizations from even participating in the process. No explanation is needed, just pure exclusionary policy.

Complaint filed with OREGON Department of Education

I am writing this complain in regards to the Hillsboro School district and the 2nd semester enrollment of two foreign exchange students in our care.

According to the Oregon Department of Education, section 2a, exchange students should have been enrolled at the beginning of the year:

> 2a. Enrollment (Note: Section 2a does not apply to private schools or summer programs.) Enrollment processes support strong school operations and are needed for the financial allocations of the State School Fund. For the 2020-21 school year, the State Board of Education is taking action to suspend the "10-day drop," with the expectation that a student will only be unenrolled when a school or district has received notice that they've been enrolled in another setting. This change of practice is being made to ensure continuity of service and lean into a culture of care across the state. By not allowing a student to be dropped for enrollment until another school notifies of their enrollment in another school, we significantly increase the role, responsibility, and trust in districts to keep reaching out and attending to students and families who might be experiencing challenges of access, health, or resources.
>
> **Required ❑ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.**

However, the Hillsboro school district ([redacted]) declined enrollment of Foreign Exchange students.

However, this same person did allow one exchange student, an [redacted] student, to enroll at [redacted] High school, which I believe set precedent for the year that they ignored for all other students wishing to enroll in the district for the 21/22 school year. This student has been enrolled and attending since school began, has participated on the Cross Country team and is currently participating on the Swim team.

After the final denial (we had gone back and forth for approximately 4 months), my family gave up on the idea of hosting students this year as we couldn't get them into a local school. However, in early August, one program in Europe was willing to pay private school tuition allowing them to still participate in their exchange year.

With this information, my family decided to host two students and enroll them in a nearby private school. However, we were unaware of the small size and lack of opportunity offered by the private school (Life Christian School), which only has approximately 20 high school students, no after school activities, no sports and no clubs.

During my conversation with the [redacted] of Hillsboro School District ([redacted]), it was emphasized that 2nd semester students would be considered by HSD. We were hoping to transfer our two students to either Hillsboro High School or Century High School at semester to give them an

opportunity to experience an actual high school that offered sports, clubs, class options and activities. However, in early November we were notified that they would not accept any exchange students for the 21/22 school year.

At this time, it appears HSD is the only school not offering this opportunity for exchange students in Washington County.

Beaverton School District has stated they will offer 2nd semester exchange students, after not offering full year students at the beginning of the year. Portland, Banks, Sherwood, Forest Grove, Gaston, Yamhill/Carlton, Scappoose, and St. Helens school districts all accepted full year students, just to name a few of the school districts in the area that accepted full year students.

Reading through Senate Bill 1566, it appears that since the students we are hosting are currently residing in Oregon and attending a private school, they are considered residents in the state of Oregon:

339.133.

(1) ORS 339.133, as amended by section 10, chapter 781, Oregon Laws 2015, is amended to read:

(a) **Except as provided in subsections (2) to (6) of this section, children between the ages of 4 and 18 shall be considered resident for school purposes in the school district in which their parents, their guardians or persons in parental relationship to them reside.**

(b) Nonemancipated individuals between the ages of 4 and 18 living outside the geographic area of the school district for such reasons as attending college, military service, hospital confinement or employment away from home shall be considered resident in the district in which their parents, their guardians or persons in parental relationship to them reside.

(c) Persons living temporarily in a school district for the primary purpose of attending a district school may not be considered resident in the district in which they are living temporarily, but shall be considered resident in the district in which they, their parents, their guardians or persons in parental relationship to them reside.

(7) For the purposes of this section: (a) "Person in parental relationship" means an adult who has physical custody of a child or resides in the same household as the child, interacts with the child daily, provides the child with food, clothing, shelter and incidental necessaries and provides the child with necessary care, education and discipline. "Person in parental relationship" does not mean a person with a power of attorney or other written delegation of parental responsibilities if the person does not have other evidence of a parental relationship.

With this information, I have asked the [redacted] at the Hillsboro School District ([redacted] to enroll our students based on these criteria. At this point, [redacted] only response is that [redacted] is having the school attorney's looking into it, of which they have been doing for approximately the past 3 weeks.

We have also looked into having the students participate in after school sports based on OSAA rules, allowing students from Private Schools or Home-Schooled students to participate in athletics at their local public high schools.

When we asked [redacted] High School, the closest school to us, to allow our students to participate on the Cheer team, we were denied because we technically live in the [redacted] High School feeder and the Athletic Director stated OSAA would not allow them to participate at [redacted] High School.

Upon asking the [redacted] High School Cheer coach to allow them to participate on their team, they were denied yet again with the cheer coach stating they had 25 participants already and didn't have room for them.

At every turn, Hillsboro School District has denied opportunities for these two students based solely on their country of origin and duration of time in Oregon. They have ignored ODE's recommended opening guidelines as well as Oregon state law and regulations.

If not allowed into [redacted] or [redacted] High School, the only option will be to seek a transfer into another area high school, which would necessitate finding a new host family mid-way through their academic year, upending their experience and requiring them to leave both a family they care a great deal for and an area they enjoy living in. This would also pull them from the few friends they have been able to make during their first 3 months in Oregon.

I am asking that the Oregon Department of Education consider this complaint and assist with the immediate enrollment of [redacted] from [redacted], and [redacted] from [redacted] into the Hillsboro School District at the earliest possible time.

Sincerely,

Ron Babcock

KIVEL & HOWARD LLP
ATTORNEYS AT LAW
1530 SW TAYLOR STREET
PORTLAND, OREGON 97205
TELEPHONE (503) 796-1225
TOLL FREE TELEPHONE (800) 699-9025
FACSIMILE (503) 802-4757

December 21, 2021

[redacted]
Hillsboro School District
Administration Center
3083 NE 49th Street, Suite 200
Hillsboro, OR 97124-6009

Re: Ron Babcock
Our File No. OR-FNS-6KW

Dear [redacted]:

This letter is written as an attempt to settle a legal dispute outside of litigation, and as such, is subject to the terms of OEC 408 (ORS 40.190).

I am writing on behalf of Mr. Ron Babcock. Mr. Babcock has informed our office that in spite of numerous attempts to discuss the enrollment of two foreign exchange students, Hillsboro School District has refused their enrollment in the District's public high school.

Mr. Babcock alleges the following:

On or about March 1, 2021, Mr. Babcock contacted you to discuss enrolling two foreign exchange students into the Hillsboro School District (hereafter "HSD"), as he had done in the past. Mr. Babcock informed that other schools in the metro area were accepting foreign exchange students.

Mr. Babock was informed by [redacted] that he would receive a response the following week.

On or about March 25, 2021, Mr. Babcock received correspondence from [redacted] stating the district was denying admittance to these foreign exchange students in favor of focusing resources into "the potential unexpected needs of our students."

On or about March 31, 2021, Mr. Babcock responded to this rejection of all foreign exchange students with concern for a third foreign exchange student who had already received acceptance into the HSD for the 2021/2022school year. In this correspondence Mr. Babcock cited the additional financial resources distributed to the school from the federal stimulus and how the approval and availability of COVID-19 vaccinations was likely to allow for more in-person opportunities within HSD. Mr. Babcock advocated in favor of allowing these two additional foreign exchange student admittance into HSD and provided case studies illuminating the concrete, positive benefits associated with past enrollment and experiences of foreign exchange students.

In [redacted] response on or about April 1, 2021, [redacted] merely stated many "other people" had "discussed this challenge in depth" and [redacted] agreed there were "multiple advantages...in welcoming exchange students." [redacted] again cited "too many unknowns" as the reason for denying admittance to these foreign exchange students.

Further communication with [redacted] and [redacted] evidenced that approval for the third foreign exchange student had already been given. HSD attempted to argue this approval was "conditional," however, HSD was not able to provide any evidence of such and the third foreign exchange student was admitted for the 2021/2022school year.

Further investigation indicated [redacted] had contacted the host family of the third foreign exchange student and attempted to convince them to pull out of the program, which would have left this student without a place to live and which would have most likely resulted in this student having to withdraw from the program.

To date, neither [redacted] or any administrative staff at HSD has been able to proffer any concrete explanation or justification for their denial of these foreign exchange students. In fact, the actions of HSD and its administration have seemed to provide more effort in keeping these students out than would have been exerted had they been allowed to attend school at the beginning of the school year. This seems to be especially concerning since conserving resources has been the only argument cited for keeping out foreign exchange students.

Denial of enrollment is depriving these minors access to social and educational experiences, and which would allow these students to provide cultural diversity to HSD. Without concrete evidence of the hardship, this discriminatory conduct towards foreign exchange students is completely without justification and indicates a larger, more worrisome state of affairs within HSD. Especially since, as Mr. Babcock pointed out in his correspondence with [redacted], enrollment for HSD has declined in recent years and accommodating two new students could hardly be considered a hardship.

Mr. Babcock strongly urges you to conform to the practices of the neighboring school districts in Oregon and allow these foreign exchange students admittance into your school district for the remainder of the 2021/2022school year.

Mr. Babcock is able to provide further documentation to prove the above events and will happily provide those upon request. Please feel free to communicate directly with Mr. Babcock, as this office has not yet been retained.

Your prompt attention to this matter is appreciated.

Sincerely,

S/ Chantal Guzman

Chantal Guzman
Attorney at Law

CRG/cjc
cc: Ron Babcock, *via email*
Mark Mayer, Oregon Department of Education, *via email*
[mark.mayer@ode.state.or.us]

Redaction statement:

Portions of this document have been redacted because the complainant is not appealing those decisions from the Superintendent's Designee's findings to the Board level. Identity of HSD Employees mentioned in the original complaint have been redacted, as this would constitute a personnel matter, according to guidance from ORS 192.660.

Emails

CONFIDENTIAL

[redacted]

[redacted]

[redacted]

[redacted]

Ron Babcock

Sent from Frontier Yahoo Mail on Android

Addendum from Ron Babcock Feb. 9 and 10, 2022

Email #1–Feb. 9, 2022

[redacted]

[redacted]

Ron Babcock

Sent from Frontier Yahoo Mail on Android

Email #2–Feb. 10, 2022

[redacted] and [redacted],

One important piece I forgot to mention yesterday, and it is in the "Timeline of events" that I gave you.

On January 4th, 2021 school acceptance was given to ONE student from [redacted], from [redacted] High School. The only student that was accepted into HSD for the year.

On April 6th, after our Zoom meeting, I emailed [redacted] about the placement of this student since [redacted] stated HSD would not accept students. This student had already been placed and I wanted to know if the student would be able to keep their placement since the family had already had contact with [redacted]. [redacted] stated [redacted] would talk to the principa, [redacted] about this.

April 6th, I received an email from [redacted] stating it was conditional and [redacted] would send me documentation of this, however was never able to produce any documentation to myself, nor the school [redacted]. Shortly after emailing me, [redacted] contacted the host family and attempted to talk them out of hosting this student.

[redacted]

A day or two later, [redacted] contacted them and owned up to the fact it was [redacted] fault for accepting the student and [redacted] would allow the placement to continue. With this informaiton the [redacted] family decided to continue with the placement.

Please Note:

Executive Order 21-15 rescinded Executive Order 21-06 on June 30, 2021. On the same date, ODE's new Ready Schools, Safe Learners Resiliency Framework replaced Ready Schools, Safe Learners: Guidance for School Year 2020-21 version 7.5.2 issued on May 28, 2021. The Resiliency Framework may be used for summer school 2021 as well as school year 2021-22.

READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020-21

VERSION 7.5.2
May 28, 2021

Material Provided for Reference Only

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

Oregon Health Authority

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for instructional and extra curricular activities requiring additional considerations (see section 5f).

2a. Enrollment

(Note: Section 2a does not apply to private schools or summer programs.)

Enrollment processes support strong school operations and are needed for the financial allocations of the State School Fund. For the 2020-21 school year, the State Board of Education is taking action to suspend the "10 day drop," with the expectation that a student will only be unenrolled when a school or district has received notice that they've been enrolled in another setting. This change of practice is being made to ensure continuity of service and lean into a culture of care across the state. By not allowing a student to be dropped for enrollment until another school notifies of their enrollment in another school, we significantly increase the role, responsibility, and trust in districts to keep reaching out and attending to students and families who might be experiencing challenges of access, health, or resources.

Required

- ❑ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.
- ❑ The temporary suspension of the 10 day drop rule does not change the rules for the initial enrollment date for students:
    - The ADM enrollment date for a student is the first day of the student's actual attendance.
    - A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.
    - If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance.
    - Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.
- ❑ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
- ❑ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581 021 0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
- ❑ Design attendance policies to account for students who do not attend in person due to student or family health and safety concerns.

Material provided for Reference Only

sep. by date

[redacted]

RE: Exchange student School Acceptance

From: [redacted] ([redacted]@hsd.k12.or.us)
To: babcockron[redacted]
Cc [redacted]@hsd.k12.or.us; [redacted]@hsd.k12.or.us
Date: Thursday, March 25, 2021, 12:27 PM PDT

Every district except HSD & BSD accepted Full year placements
BSD accepted 2nd Semester

Ron-

Thank you for your inquiry. After much discussion, and consulting with neighboring districts as well, I believe we will not be starting the year allowing for exchange students to attend our high schools. With so many unknowns in the air, and the potential unexpected needs of our students and therefore demands on our staff, high school principals and our team feel we should prioritize getting the year off on the right foot with HSD students and staff first before folding in others.

We will certainly reevaluate this once the year is rolling, and then perhaps be able to welcome exchange students to our schools mid-year. We value the opportunity for our schools, students and our community to host exchange students which expands our world view, friendships and understanding and respect of other cultures. Unfortunately there are too many things that have yet to be determined- state budget, schedule, staffing, structures- at this time we simply must focus on developing our school year for the students in our district boundaries.

Thank you,

[redacted]

[redacted]

From: babcockron@[redacted]>
Sent: Wednesday, March 17, 2021 8:51 AM
To: [redacted] <[redacted]@hsd.k12.or.us>
Cc: [redacted] <[redacted]@hsd.k12.or.us>
Subject: Re: Exchange student School Acceptance

This is from a Non-HSD email address: Please only click links and attachments if you are sure they are safe

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Hello [redacted],

I just wanted to follow up on our previous emails since I have not heard on anything yet. Any assistance would be appreciated.

Sincerely,

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Ron Babcock

On Thursday, March 4, 2021, 08:33:34 PM PST, [redacted] <[redacted]@hsd.k12.or.us> wrote:

I am looking into this and should have an answer by next week. Thank you!

From: babcockron@[redacted]>
Sent: Monday, March 1, 2021 9:31 AM
To: [redacted] <[redacted]@hsd.k12.or.us>
Subject: Exchange student School Acceptance

This is from a Non-HSD email address: Please only click links and attachments if you are sure they are safe

---

Good morning [redacted],

I'm contacting you to try and get an idea of when HSD will start accepting exchange students for the 21/22 school year.

At this point, HSD will start hybrid learning on April 19th (one day in person per week), and already has specific students attending in person schooling (students with disabilities, tech disadvantaged students, etc.).

Teachers are receiving vaccinations, eligibility started on January 25th and many have already received full vaccination through Moderna or Pfizer vaccines.

The CDC states there will be enough vaccinations available for the entire country by June and trials have already begun for students, and should be completed by early summer.

This all points to the fact that full in person learning will take place during the 21/22 school year ... and even if HSD, for whatever reason, opens to a hybrid schedule, this still falls in line with the State Department in regards to exchange students completing their exchange years.

Schools in the metro area are already accepting students, and those students accepted are already in contact with their host families, this again makes it clear that schools are preparing for in person schooling for the 21/22 school year.

All we need at this time is school acceptance, which is **just a signature by the principal of the High School, nothing more.**

This allows students to begin preparing: arranging to get their Visa's, get in line for vaccinations (COVID when approved for those under 18), travel arrangements, meeting their host families via Zoom, Skype, etc.

If for whatever reason HSD opens up completely CDL for the 21/22 school year alternate arrangements would be made for students as the State Department requires at least hybrid in person learning for a student to complete their school year.

There are many students currently on hold waiting for school approval from HSD Principals ... the longer this continues, the shorter the time they have available to get ready for the school year.

Any information or assistance would be appreciated.

Sincerely,

Ron Babcock

Re: A follow up on exchange students

From: [redacted] ([redacted]@hsd.k12.or.us)

To: babcockron@[redacted], [redacted]@hsd.k12.or.us

Date: Thursday, April 1, 2021, 05:27 PM PDT

Ron:

Thank you for your email and I respect your advocacy for welcoming exchange students into our schools.

You are correct; there have been changes to the guidance for this year that we are working through. We also know more funding is coming.

→ Changed Response

In terms of this decision, however, please know this decision has been made in collaboration with many other people who discussed this challenge in depth. We do see the multiple advantages to students and our community in welcoming exchange students to our families, schools and communities.

Yet, as I shared before, there are simply too many unknowns for the fall for our high school leaders to feel like they can say yes to exchange students at this time. As you are well aware, the guidance and information continues to change and evolve day by day and week by week and with each change we must reevaluate the impact and possibilities. We too are hoping for a "normal return" to school but that has not been made clear to us by ODE or OHA. At this time, we need to maintain that we cannot accommodate exchange students for Fall 2021.

Thank you,

[redacted]

From: babcockron@[redacted] <babcockron@[redacted]>
Date: Wednesday, March 31, 2021 at 8:18 AM
To: [redacted] <[redacted]@hsd.k12.or.us>
Subject: A follow up on exchange students

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[redacted],

I just have a follow up to your response about exchange students.

50

First, I had a question about a student that already received school acceptance for the 21/22 school year with the [redacted] family. They have been in contact with their student since January and they are waiting to hear whether they will still be able to continue to host her this upcoming year.

I also wanted to follow up as information continues to change around vaccinations and schools returning to normal in the fall:

In the last stimulus bill:

- The bill sets aside almost $130 billion to help K-12 schools reopen. That money would go to improving ventilation systems, reducing class sizes, buying personal protective equipment and implementing social distancing.

Oregon has already received 1,056,000,000 (1.056 Billion) in educational assistance from the COVID relief packages as of March 17th, and that number is going to increase as the year goes on and schools open up.

How Much Coronavirus Funding Has Gone to Your State? (pgpf.org)

How Much Coronavirus Funding Has Gone to Your State?

The effects of COVID-19 have prompted policymakers to provide financial aid across the U.S. Find out how much co...

Pfizer released their preliminary data on youth aged 12-16 today.

- Pfizer said its coronavirus vaccine was 100% effective in preventing Covid-19 in children ages 12 to 15.
- Pfizer plans to submit the new vaccine data to the FDA "as soon as possible," CEO Albert Bourla said.
- Kids in the age group could be eligible for the vaccine before the new school year.

Pfizer-BioNTech says Covid vaccine is 100% effective in kids ages 12 to 15 (msn.com)

As more information comes in, It's becoming more than apparent that schools will open up full time based on the data coming in and HSD schools opened up to K, 1, 2 this week and will be opening up other grade levels over the next few weeks.

Social distancing in classrooms has already been decreased from 6 feet to 3 feet ... allowing a doubling of the number of students in school at this time.

Teachers are also being given their teaching assignments for next year and most are being placed in their previous positions.

This would lead everybody to believe teachers, administrators, support personnel will be working in the same capacity as before the pandemic. Adding 4-8 students into a school is very minimal overall effort and most of the work is completed by one assigned school counselor.

Forecasting is currently taking place for next year by students, so personnel numbers for each school should be known by mid April.

Essentially ... all signs point to school returning to normal for fall.

The United States will have enough vaccines to fully vaccinate 300,000,000+ people by May 1st ... and it appears youth 12-16 will become available, likely in July with an emergency authorization. And the vaccinations will already be available.

I'm asking for a re-evaluation based on continuing changes as more and more information becomes available.

To me, it would be a travesty to deny exchange students given what they bring to schools and the community. The friendships, cultural experiences, study habits, and positivity they bring during their school year can be far reaching.

Given the amount of racial/cultural division in this country, exchange student provide a pathway to education and a way to bring down walls that are currently being built in this country. This helps not only in our country, but around the world ... our first exchange student we hosted is now a marketing manager for a multinational corporation and often uses [redacted] experience [redacted] learned here in [redacted] presentations to corporations in Europe ([redacted] exchange year was what gave [redacted] that opportunity ... it was stated by [redacted] College, it was that opportunity that gained [redacted] acceptance to their college ... basically Ivy League in [redacted]).

Our second is finishing up Veterinary school, and [redacted] best friend from [redacted] is in law school.

Our third is now a spokesperson for anorexia/bulimia in [redacted]

Our 4th is finishing up high school.

Our 5th is now in college working toward a degree in theater.

Exchange years are important for everybody involved, and I hop you will reevaluate your current position for the 21/22 school year.

Sincerely,

Ron Babcock

one student

From: [redacted] ([redacted]@hsd.k12.or.us)

To: babcockron@[redacted]; [redacted]@hsd.k12.or.us

Date: Tuesday, April 6, 2021, 08:51 PM PDT

Hello Ron-

Thanks for your time and discussion today. I checked in with [redacted], who I have cc-ed on this email, and [redacted] does not recall signing permission for an exchange student for the Fall of 2021. Can you provide the name of the student so [redacted] can look into it?

Thank you,

[redacted]

Re: one student

From: [redacted]@hsd.k12.or.us)

To: babcockron@[redacted]; [redacted]@hsd.k12.or.us

Date: Tuesday, April 6, 2021, 09:15 PM PDT

Hi Ron,

The e-mail that went with this form stated the approval was conditional depending on whether or not we were accepting students. I will find the e-mail.

Get Outlook for iOS

From: babcockron@[redacted] <babcockron@[redacted]>
Sent: Tuesday, April 6, 2021 9:05:00 PM
To: [redacted]@hsd.k12.or.us>; [redacted] <[redacted]@hsd.k12.or.us>
Subject: Re: one student

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[redacted],

The students name is [redacted], [redacted] is a student from [redacted]. the school acceptance was signed by [redacted] on 1/4/21.

I have attached the form with this email.

If you have any questions, please let me know.

Ron Babcock
On Tuesday, April 6, 2021, 08:51:42 PM PDT, [redacted] <[redacted]@hsd.k12.or.us> wrote:

Hello Ron-

Thanks for your time and discussion today. I checked in with [redacted], who I have cc-ed on this email, and [redacted] does not recall signing permission for an exchange student for the Fall of 2021. Can you provide the name of the student so [redacted] can look into it?

Thank you,

[redacted]

Exchange students - continued updates

From: babcockron[redacted] (babcockron@[redacted])

To: [redacted]@hsd.k12.or.us; schoolboard@hsd.k12.or.us

Date: Thursday, May 13, 2021, 12:34 PM PDT

[redacted],

I'm following up again, as there continue to be updates around the country in regards to things returning to normal.

At this point, I have a very hard time understanding why HSD would not accept exchange students for the full 21/22 school year.

If the answer is still ... "HSD is not accepting full year placement of foreign exchange students", I would appreciate a "Fact" based reasoning for the decision and not a "Feelings" based decision.

At this time, all obstacles toward schools reopening in the fall full time have been eliminated.

- Oregon has started vaccinating youth ages 12-15 as of today
- **According to the Oregon Department of Education:** ODE does not have guidance for this (exchange students) and it's a district-level decision.
  - This is from [redacted], [redacted], [redacted] and [redacted], [redacted], [redacted].
- The CDC announced today that individuals fully vaccinated can go without masks both outdoors and indoors: People vaccinated against Covid-19 can go without masks indoors and outdoors, CDC says

People vaccinated against Covid-19 can go without masks indoors and outd...

Elizabeth Cohen and John Bonifield, CNN

Updated guidance from the US Centers for Disease Control and Prevention says people fully vaccinated against Cov...

Thank you,

Ron Babcock

Re: Exchange students - continued updates

From: babcockron@[redacted] (babcockron@[redacted])

To: schoolboard@hsd.k12.or.us; [redacted]@hsd.k12.or.us

Cc: [redacted]@hsd.k12.or.us; [redacted]@hsd.k12.or.us

Date: Thursday, May 13, 2021, 04:05 PM PDT

First, I am sorry I was not able to respond to your email yesterday. I try to do my best to answer emails in a timely fashion- usually within 24 hours- but it just wasn't possible for me to respond until now.

- Thank you for getting back to me quickly today, it's appreciated and I understand that you are busy.
- I'm really not trying to be a pain, however the changes currently taking place are rapid and the previous unknowns around the virus are no longer applicable.
- I understand the difficulties of opening back up after the past year and a half, my company is going through a similar situation ... however, the difference being we never completely stopped working face to face with our clients, we however did have a large shift to telehealth of which we are transitioning back from now.

As we have discussed over the past few months, we enjoy welcoming exchange students; we feel great about having them in our schools.

- I appreciate your sentiment
- Historically however, as I've mentioned in the past, as evidenced by the actions taken by the schools do not reinforce your statement, which is why I've been so persistent in following up on the situation not only this year, but in years past.
- Local coordinators have literally had to beg principals to accept students.
- Schools have limited exchange students to as few as 2 students "Total" for all exchange programs
- We have no range of dates of which schools accept students, so we have contacted schools to be told they are not accepting them with no date in which to send it back in for acceptance.
    - This is sometimes due to forecasting, or other reasons, none of which really have to do with the acceptance of exchange students.
- Basically, the acceptance of exchange students in HSD appears to be less a cooperative effort and more antagonistic in nature.

Our decision to hold off on accepting exchange students for fall continues to be a concern about not having solidified plans for the fall, and welcoming additional students to our schools without feeling confident that we can serve students in our Hillsboro community.

- This is a feeling statement, not a factual statement. I understand there are concerns and many details to work out, however, I fail to see how the admittance of a handful of exchange students change any planning on the schools part.
- Not only has HSD stated they will be returning to full schedules in the fall (though, it sounds as if Zero Periods are potential sticking point), the CDC recommendations for schools are to be open 5 days a week, in person.
- Knowing the statement from HSD, the recommendations from the CDC, the funding solutions from the pandemic bills passed and already received ... I'm failing to understand, again, how a handful of exchange students are going to affect any decision moving forward ... hence, my asking for a fact based reasoning for denying exchange students at this time.

There are many layers to fall planning. For example we recently completed a survey of stakeholders (parents, students and staff) for input about a HS instructional model/schedule for the fall. Soon we will be discussing that feedback with our union

- I'm sure that you know I'm aware of the survey, which again, exchange students have no bearing on the results of the survey.

Again, I know you are eager for a different decision related to exchange students. I will continue to work with administrators, attending to the resources and information we have, and promise I will let you know immediately if adjustments or changes to our current plan can be made. I have not forgotten!

- I thank you for continuing to work with us on exchange students, given your busy schedule, I really wish there was somebody else I could bother with this, however, it always ends up back with you. For this I apologize.
- With that said, to this point, I have not been given any factual, research driven data or other as to why exchange students can not be admitted at this point, other than a feeling or having concerns.
- This leads me to continue to ask questions as to why HSD is struggling with this decision when other districts in the area have already worked out those issues and have moved forward with the acceptance of exchange students ... districts as small as Banks and Yamhill/Carlton and as large as Portland Public Schools.
- So, I again ask you to please explain on a fact driven basis why HSD is not accepting exchange students at this time.

The other area of concern on my end is time. School ends in a few weeks, at which time teachers and counselors go on summer break. Between that time and the week leading up to school starting, counselors are not available to send information to for placement of students. The longer the delay in the decision, the less chance students have the opportunity to be accepted and the shorter the time exchange students and host families have to plan.

I look forward to, and hope that you will accept exchange students this year as all indications point toward it being a relatively normal school year. It does sadden me that the relationship appears to be more antagonistic than cooperative when it comes to exchange programs and students, and I would love to work toward a way to change this moving forward.

Sincerely,

Ron Babcock

RE: Exchange student follow up again

From: [redacted] ([redacted]@hsd.k12.or.us)

To: babcockron@[redacted]; [redacted]@hsd.k12.or.us; schoolboard@hsd.k12.or.us; [redacted]@hsd.k12.or.us

Cc: memory.bybee@cetusa.org; [redacted]@hsd.k12.or.us

Date: Monday, May 31, 2021, 10:03 PM PDT

Hello Ron:

I didn't miss your reply but didn't have additional information to share as I had replied to you just days before. As I have shared all along, in discussion and partnership with our principals, we have not wanted to add additional students- our exchange students which we have had a long history of welcoming and enjoying-- until we know more about the needs of our local students and are prepared to meet those needs in the Fall. This includes many things you have listed below such as county risk levels and expanding vaccinations to students. It also includes other factors such as creating a schedule for the fall, knowing how many students will be returning to CDL/HOA and Brick and Mortar for staffing, and also identifying social, emotional, academic and mental needs of our students. These factors are all being discussed on a weekly basis as plans for fall become solidified.

As we discussed with your supervisor Memory, a few months ago, we will let you know if we will be accepting exchange students for the fall as soon as we are confident that we can support HSD students first and our visiting students too. The accepting of exchange students is governed by policy which doesn't require us to accept them; however, we of course value this experience for all our high school students (visiting and hosting) and look forward to a more "normal" experience for all of us. At this time, as we all rebound from Covid and plan for the full time return to school, I ask that you be patient with us. I understand from your email that you need an answer and are up against a timeline. Therefore, if you need an answer as of today, the answer must be a no, we will not be accepting exchange students for the Fall. I will be talking to principals this week again about this issue- as I do weekly- and, I promise I will let you know as soon as anything changes related to our decision. I am sorry if our timelines don't align this year.

Sincerely,

[redacted]

[redacted].

From: babcockron@[redacted] <babcockron@[redacted]>

Sent: Thursday, May 27, 2021 7:32 AM
To: [redacted]
Subject: Exchange student follow up again

This is from a Non-HSD email address: Please only click links and attachments if you are sure they are safe

Dayle,

I am following up again to see where the decision around Exchange students for the 21/22 school year stands as you either missed or ignored my reply from two weeks ago on 5/13/21.

You have not, to this point, given me fact based reasoning for the denial of accepting exchange students ... only "Feelings and Concerns" with no actual explanation of what those concerns may be.

I, however, have continued to base my responses with fact based responses, many times linking to information as you may/may not have seen it at that time.

Since the last email things that have changed and continue to change:

- SB 5514 was passed by the Senate and heads back to the House for a vote, of which it will likely pass. This gives the schools in Oregon a budget of 9.3 Billion over the next two years. It was a middle ground agreement with the state moving up from 9.1 Billion, but lower than the schools asked for at 9.6 Billion (however, that's how negotiations work ... meet in the middle of what both sides want) ... This provides adequate and stable school funding for the next two years to fully operate.
- Schools will also continue to receive COVID relief money from the federal government for reopening
- Washington County moved into the "Low" category for COVID restrictions due to more than 65% of the county receiving at least their fist vaccination. That was last Friday, and the numbers have improved since then.
- Mask wearing restrictions in the county have been lifted both inside and outside for those vaccinated (outside of schools and, federal buildings and medical facilities), though businesses still have the choice or mandating them (just as they do with clothing)
- Schools around the state are opening 5 days a week, to a regular full schedule ... with options for online learning for those that still have reservations.
    - I know this is the plan for HSD as well
- Vaccinations for youth ages 12-15 yrs. have started, and most students will be vaccinated by mid summer (only those choosing not to be vaccinated will not)

If the district is still not accepting students, I would like a "FULL" explanation as to why they are not doing so at this time, again other districts in the metro area are already doing so.

- Budget isn't an issue
- COVID related issues are no longer an issue
- Based on information I've seen student enrollment is down so space isn't an issue

In past emails, and via a Zoom meeting you and other administrative members have stated that both you and the district value exchange students, and what they bring to the schools, district and community multiple times.

However ... the actions, both past and present (and I believe actual actions over words) of You, the School Administration, the School Board and the School Leadership to this point, lead me to believe that what I have been told is counter to what is actually taking place in regards to exchange students ... which brings about a whole other set of questions around the leadership and belief system of HSD.

[redacted]

[redacted]

So, I am asking yet again ... will exchange students be accepted for the 21/22 school year? Again, under a full year it's 28-32 students out of 6000+ high school students ... assuming principals accept the appropriate number outlined in HSD policy, which rarely happens at certain HSD schools.

Memorial day is Monday, and acceptance dates are quickly running out.

Thank you,

Ron Babcock

Re: Exchange student follow up again

From: babcockron@[redacted])

To: [redacted]

[redacted]

Date: Tuesday, June 1, 2021, 09:15 AM PDT

[redacted],

Thank you for your response, I appreciate it ... I however, still have many unanswered questions.

I didn't miss your reply but didn't have additional information to share as I had replied to you just days before. As I have shared all along, in discussion and partnership with our principals, we have not wanted to add additional students- our exchange students which we have had a long history of welcoming and enjoying-- until we know more about the needs of our local students and are prepared to meet those needs in the Fall. This includes many things you have listed below such as county risk levels and expanding vaccinations to students. It also includes other factors such as creating a schedule for the fall, knowing how many students will be returning to CDL/HOA and Brick and Mortar for staffing, and also identifying social, emotional, academic and mental needs of our students. These factors are all being discussed on a weekly basis as plans for fall become solidified.

- What metrics need to be met to have students accepted for the 21/22 school year?
  - If there are no metrics ... how exactly are you making the decision?
- Since we starting this discussion ... in your opinion, what metrics have changed that would allow the return of exchange students, and which are still exclusionary?
- County risk levels are already at "Low", there isn't really any further they can be reduced unless COVID completely goes away ... of which, science already tells it isn't. We will have to learn to live with it through regular vaccinations as it's too imbedded into every community around the world.
- Students have been lining up for nearly a month now to get vaccinated ... every student that wants a vaccine can get one at this point.
  - The only question at this point is whether HSD is going to mandate students be vaccinated before returning during the 21/22 school year.
  - Schools can do this, as evidenced by needing other vaccinations to attend in person schooling.
- Forecasting for the 21/22 school year was completed back in March/April, so the district already knows where students will be attending in person school vs. HOA and what classes they will be attending.
  - There may be a few changes here and there, but the information is already available.
- New principals have been hired and they are currently staffing their schools ... which, again, tells me the district already knows staffing levels needed for the 21/22 school year.
  - They also know current enrollment levels ... the only enrollment unknowns are incoming students that move into the district during the summer, and exchange students if accepted (the earlier this happens the more information available for planning)

- Identification of social, emotional and mental(?) ... I'm assuming you meant mental health needs ... of students may not be known for years as each individual reacts differently. Issues such as PTSD can take many months to years to show up in some individuals.
  - If you remember back to or conversation on April 6th, I identified myself as a trained therapist (a QMHP in the state of Oregon, with a background in both Outpatient, SPMI and Dual Diagnosis therapy).
  - I am well aware of what is taking place in regards to the mental health status of the community in general, and offered my services to work with Exchange Students that are accepted for the 21/22 school year.
  - You denied this offer

As we discussed with your supervisor Memory, a few months ago, we will let you know if we will be accepting exchange students for the fall as soon as we are confident that we can support HSD students first and our visiting students too. **The accepting of exchange students is governed by policy which doesn't require us to accept them**; however, we of course value this experience for all our high school students (visiting and hosting) and look forward to a more "normal" experience for all of us.

- [redacted]
  - Clarification would be appreciated
- The policy is exclusionary in nature and goes against the policies of Diversity, Equity and Inclusion
- The policy plays toward individual decisions where xenophobic biases may play a role in decision making processes, whether conscious or subconscious.
  - **The School Board should take extreme interest in this piece of the policy as currently written. The policy is outdated and needs to be re-written.**
  - The policy goal should be to create a system that eliminates those biases.
  - This is why I've offed my services, and others are willing to assist as well, to implement a better policy, one that is non-discriminatory in nature and is inclusive instead of exclusive.
  - I do plan on pursuing policy changes at the legislative level, eliminating the choice by schools when it comes to accepting exchange students, requiring schools to have minimum acceptance rate standards .... likely starting at the generally accepted level of .005% of student population, and for small schools a minimum of one student.
    - This would not have an affect on the 21/22 school you, however, would prevent such issues presenting themselves in the future.
  - HB 3115 states exchange students are to be considered "Residents"
  - HB 4044 gives small school grant funding for exchange students
  - HB 2330 Funding for exchange students ... has already been addressed by the Oregon House of Representatives by a "56 yes/ 1 no /3 no vote" margin
    - Funding exchange students is not an issue within the state of Oregon.
- Please define what a "Normal" experience is for "All of us" ... if this is a part of the decision making process, I would like the definition of "Normal".
  - Your definition, I'm assuming is vastly different than my definition
  - The use of "Normal" is incredibly vague, and I'm guessing isn't an agreed up term by anybody in your office, the district office, the schools, the staff, the students, the parents, etc.

At this time, as we all rebound from Covid and plan for the full time return to school, I ask that you be patient with us. I understand from your email that you need an answer and are up against a timeline. Therefore, if you need an answer as of today, the answer must be a no, we will not be accepting exchange students for the Fall. I will be talking to principals this week again about this issue- as I do weekly- and, I promise I will let you know as soon as anything changes related to our decision. I am sorry if our timelines don't align this year.

- I feel that I have been quite patient with the process.
- I have asked multiple series of questions with no direct answers. I continue to ask very direct questions, looking for answers and continue to not be provided with those answers.
    - If I had been given, clear, concise, informative answers from the beginning ... all the back and forth emails could have been avoided.
    - Transparency is key ... if decisions are made behind closed doors, they are generally not made in the interest of the public, they are done so at the interest of the people making those decisions.
    - Choosing to be evasive instead of informative has lead to bi-weekly "Check in's" as information has dramatically changed, and consistently removed any logical reasoning for the denial of exchange students.
- There have been no metrics stated, no actual information provided and evasive answers provided to questions asked.
- The timeline issue is due to HSD policy, not the exchange program. We can place students up to the day school starts (though, this is VERY unfair to students, staff and everybody involved in the process)
- HSD has an acceptance deadline in their policy of July 31st, and given school counselors, who play a primary role in the acceptance of students (principals just sign the paperwork) will be on summer break soon and unable to respond to emails if changes take place.
    - I'm aware some continue to check emails during the summer, however contractually, it's their time off and shouldn't be doing so.
    - Counselors do not return to the school until 1-2 weeks before school starts ... so there is a gap of approximately two months between the end of school, and the return of staff.

Currently, there are over 500 exchange students in our program alone waiting to be placed (thousands are waiting in all programs combined), and that doesn't include the 100+ that have been selected already and are waiting on school approval around the nation.

I will say, this isn't "Just" an HSD issue, however, most other schools are in the process of re-evaluation due to the substantial number of changes that have taken place over the last few months, the return to regular school schedules in the fall, and recognition of the importance of exchange programs to the students, schools and communities.

It's my opinion, that HSD should take a "Leadership" role in accepting exchange students, instead of what is seen by the public as a "Follower" role in Washington County. HSD is widely viewed as the "Wait and see" district instead of a scholastic leader.

Ron Babcock

RE: Foreign Exchange student acceptance

From: [redacted]@hsd.k12.or.us)

To: babcockron@[redacted]; [redacted]; bybeemd@[redacted]

Date: Wednesday, June 16, 2021, 03:43 PM PDT

Dear Ron:

As I have shared throughout the spring, I speak with the high school leadership about the potential of welcoming exchange students weekly in our leadership meetings. Our high school leaders feel that the needs of our local Hillsboro students are extreme as partially reflected in your summary below-- which is also in line with some of our neighboring districts. Therefore, our leaders feel they must prioritize our resources (time, personnel, focus etc.) on our local students for the 21-22 school year.

Thank you for your passion and advocacy for our partnership to bring foreign exchange students to the Hillsboro School District. We look forward to working with you next spring in order to welcome visiting students in the Fall of 2022.

Sincerely,

[redacted]

[redacted]

From: babcockron@frontier.com <babcockron@[redacted]>

Sent: Tuesday, June 15, 2021 9:46 AM
To: [redacted]; schoolboard <schoolboard@hsd.k12.or.us>; Sen Thatcher <sen.kimthatcher@oregonlegislature.gov>; Memory Bybee <bybeemd@[redacted]>; [redacted] Rep Neron <rep.courtneyneron@oregonlegislature.gov>
Subject: Foreign Exchange student acceptance

This is from a Non-HSD email address: Please only click links and attachments if you are sure they are safe

[redacted],

Now that the class of 2021 has graduated, and the school year is coming to a close I wanted to revisit … yet again … the acceptance of exchange students for the 21/22 school year.

I would like to begin by summarize my understanding of HSD's current reasoning around the exclusion of Foreign Exchange Students for the 21/22 school year.

- HSD has experienced a increase of approximately 20%-25% in students "Off Track" for graduation from the 2019/2020 academic year
- Students in HSD, over the past year have struggled academically, mentally and emotionally
- Families have struggled financially, with some students in HSD taking jobs to help support their families
- Students in HSD have asked for assistance with basic needs (assumption being, food, shelter and clothing)
- Students in HSD will need additional academic support, access to additional courses, special care and reconnection to their education
- Students in HSD, over the last year had to deal with the inequities of CDL learning
- DHS has seen a spike in reporting of abuse, now that they have adults to report to

Other considerations listed by HSD

- Guidance by ODE, which has been continually updated
- A delay in communication to HSD families about fall plans
- Surveying families to find proper placement into fall instructional models
- Scheduling not starting until June, which normally occurs in March

This decision exclude exchange students from the 21/22 school year was made (approximately) in March of 2021 when there were still 64,000 new COVID cases per day and schools were still in full time CDL … We are in a situation where there are less than 12,000 per day nationwide, Oregon is nearing 70% of adults having received their first vaccination and COVID restrictions being lifted statewide.

HSD policy states that acceptance of students must be made by July 1st each year, which means time is running out based on HSD guidelines … exchange programs can place students up to August 31st.

Things have changed greatly since the initial decision was made.

The first piece that needs to be addressed is the guidance by the **Oregon Department of Education's Operational Guide to Reopening**. These are the guidelines in which schools should be following, though, it appears some districts are taking liberty with these guidelines … the guide to reopening states:

2a. Enrollment (Note: Section 2a does not apply to private schools or summer programs.)

❑ Enroll all students **(including foreign exchange students)** following the standard Oregon Department of Education guidelines.

Moving on from the ODE Guidelines … All reasons listed are aspects to reopening **"EVERY" school district in the state is dealing with**. The rest of the state was not immune to COVID, nor was the rest of the country immune to the effects of COVID including schools, the economy, individual mental health, physical health or other areas of concern.

- The first and only, measurable metric listed is "Off Track" from graduation. The drop in 20%-25% is significant, and does need to be addressed.
    - If this is the primary metric being used … it can technically be used until a return to the previous school standard of 10%-15% of students "Off Track" has been achieved.
    - When does the school anticipate this will happen?
    - It has been proposed that 2nd semester students "May" be considered … does HSD feel that enough students will be back "On Track" by October/November 2021 to actually make that decision?
    - This metric could take years to achieve, does HSD plan on excluding FES until this metric is achieved? Does HSD plan on excluding students indefinitely?

- Students are currently being offered the opportunity to get "Back on track" by turning in assignments at the end of this school year. This will decrease the "Off Track" numbers substantially before the 21/22 school year even starts
- Schools will be open to a regular 5 day per week A/B schedule starting this fall

In regards to non-measurable areas listed as "Concerns" by HSD

Oregon, as of June 14th needs 71,522 more people to receive their first vaccination dose … this will put the state at 70% vaccination rate, eliminating all COVID restrictions (outside of a few select businesses: Federal buildings, hospitals, schools, transportation (the state is on track to achieve this by July 2021)

- HSD has listed no metrics in how they are tracking listed "intangible" measures, and given no updates to "Off Track" student numbers
- All students struggled academically, across Oregon having to attend school through CDL
- All students are suffering from increased Mental Health needs
    - HSD at one time had a contract with "Youth Contact", and may still, to respond to the therapeutic needs of students, eliminating this role from school counselors
    - Youth ages 15 and up are able to access both physical and mental health services without parental consent, access is not an issue, and there are multiple agencies in Washington County youth are able to access for these services
- Families across Oregon have struggled financially, dealing with loss of employment, working remotely, reduced hours, etc.
    - Thankfully, this looks to be a short-term effect for states like Oregon with increased lockdown restrictions
        - A new report by economists at the University of California, Los Angeles. According to the latest quarterly UCLA Anderson Forecast, **not only did big states with more stringent COVID measures end 2020 with fewer infections per capita, they also tended to post better economic growth numbers last year than states with fewer restrictions.**
    - Oregon state tax revenue was also much higher than expected, allowing more money to be dispersed to help with economic recovery on all levels.
- Families across Oregon have struggled with basic needs
- Additional academic support will be needed statewide to help students get back on track with their education.
- The entire state moved to CDL learning. Districts had their own take on how they handled CDL, some better than others … however, everybody was operating under the same conditions
- DHS statewide has seen:
    - Increased abuse reporting
    - Increases in drug and alcohol use
    - Increases in therapeutic assistance need
- Increases in Depression, anxiety, adjustment disorders and PTSD

In regards to the other considerations that HSD has listed as playing a role in their decision

- Every district is following guidance from ODE … it appears, some more than others
- [redacted]
    - [redacted]
    - [redacted]
- Forecasting for students took place the same time as it does every year, in late March/early April
    - The school has been aware of student needs with the same planning time as any standard year.
- Master scheduling has to be completed by June 30th as per the teacher contract.
    - HSD has known what their scheduling and staffing needs were by the end of April
    - New principals and vice-principals have already been hired and most new staffing hires have already been made for the 21/22 school year

Overall, I am perplexed at the reasoning used by HSD as it's endemic to all schools statewide. Every community has had the same issues, is dealing with the same problems and is moving forward with their school years in an informed and data driven manner.

Districts around the state, and the metro area do not appear to be have the same issues as HSD in regards to planning (or are doing a better job), most of which are currently accepting Foreign Exchange Students for the 21/22 school year as per any regular year.

Currently the following school districts are accepting "Full Year" Foreign Exchange students for the 21/22 academic year, and we are checking number of students to be accepted by other schools (more numbers to come soon)

- Portland Public Schools – 44 student openings
- Lake Oswego Public Schools – 10 student openings (5 per school)
- Eugene Public Schools – 32 student openings (8 currently placed)
    - Similar district size to HSD 5100 HS students in the 4 primary schools
- Bend Public Schools – 14 student openings
- Catlin Gabel
- Scappoose
- St. Helens
- Banks
- Sherwood

With all of this information, please explain to me:

- Why HSD is having such a hard time adjusting to a return to normal, "In Person", 5 day per week learning when comparable districts as well as both larger and smaller school districts appear to have a better handle on it?
- Why are other school districts able to make the decision to accept Foreign Exchange Students and HSD is not?
- **How will the addition of, potentially, 32 additional exchange students impact the HSD school district from an academic, emotional, mental health and emotional point of view?**
- Why is there only one measurable metric being used?
    - Without measurable metrics, how do you know when you will be ready to accomplish any aspect of the 21/22 school year?

At this time, it does not appear that appropriate reasoning has been made toward the exclusion of Foreign Exchange students for the 2021/2022 academic year.

I ask that HSD either provide accurate, up to date, and measurable metrics for the exclusion of foreign exchange students. If this information cannot be provided, I ask that HSD begin the process toward accepting exchange students at this time.

Sincerely,

Ron Babcock

timelines for exchange students

From: [redacted] ([redacted]@hsd.k12.or.us)

To: babcockron@[redacted]

Date: Friday, October 8, 2021, 10:47 AM PDT

Hello Ron-

I am working with our team to begin preparing to welcome exchange students for the 2022-2023 school year. We are reaching out to some of the companies and partners that work with exchange student placement in order to have their perspective regarding our plan and process.

Specifically what I am interested in getting your input in is regarding dates that are important to you in order to place your students with families. Please share any thoughts you have regarding the following:

1. By what date in the Spring would you need to know the number of students and the schools that will be able to welcome students?
2. We expect to have multiple partners/companies work with us and ask for spots for their students. If companies ask for spots and then choose not to fill them, what is the latest date that you would be interested in having additional spots be made available to you/your company?
3. What other processes might be helpful in smooth and clear placement of students?

Thank you in advance for your feedback. I also asked Memory for her feedback from her perspective in her role in supporting placement as well.

[redacted]

[redacted]

RE: Transfer of exchange students from private school to HSD this year.

From: [redacted]@hsd.k12.or.us)

To: babcockron[redacted]

Cc: [redacted]@hsd.k12.or.us

Date: Monday, November 15, 2021, 09:20 AM PST

Ron:

I am forwarding this request to [redacted] who will be handling the exchange student process. [redacted] will get back to you.

Thank you,

[redacted]

From: babcockron@[redacted] <babcockron@[redacted]>
Sent: Tuesday, November 9, 2021 2:39 PM
To: [redacted] <[redacted]@hsd.k12.or.us>
Subject: Transfer of exchange students from private school to HSD this year.

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[redacted],

It is my understanding that you have decided to deny enrollment of 2nd semester foreign exchange students for the 21/22 school year, though, this was brought up in our conversations this summer as an potential alternative to not allowing full year placements starting in the fall of 2021.

This is decision is disappointing, though, I understand many of the issues HSD is currently dealing with.

With that said, my family is currently hosting two students (one from [redacted], the other from [redacted]) that are currently attending a private school near our home that we would like to transfer from their current private school into the Hillsboro School District. The reason for the transfer is due to lack of opportunities at their Private School.

Total enrollment of the high school is approximately 20 students and only 4 in their Junior class, of which our Italian student is one of the 4. The school does not have clubs, sports, graduation or other school activities limiting their cultural experience during their exchange year.

Had we known the limited capacity of the private school, we likely would not have hosted this year ... though, the students have been a blessing to our family.

We are having an attorney review HB3359 from the 2011 regular session, as well as other residency related laws and I have attached the House Bill to this email.

Since the state, once living in Oregon, considers exchange students residents of the district in which they reside during their stay, and we live in HSD school boundaries, I am asking to have them enrolled in HSD at the earliest possible convenience (2nd semester would be acceptable).

I hope that you will consider this request in good faith, especially considering these are the only two students in this situation, and that we can continue working together moving forward.

Sincerely,

Ron Babcock

Emails with [redacted] & response from [redacted] @ ODE

RE: Transfer of exchange students from Private to Public schools

From: [redacted] * ODE ([redacted]@ode.state.or.us)

To: babcockron@[redacted]

Date: Thursday, December 9, 2021, 11:38 AM PST

Not sure what ODE guidance they are referring to. I will make sure to bring this up at the next meeting of the Office of Government and Legal Affairs. I will need to do that before I accept the complaint as if there is disparity in how ODE is interpreting the statute, we should sort that out before moving forward with an investigation.

Sorry for the delay. Our next meeting is next week.

Thank you for your patience.

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[redacted]

Complaint and Appeals Specialist

Department of Education | Director's Office

From: babcockron@frontier.com <babcockron@[redacted]>
Sent: Thursday, December 9, 2021 11:30 AM
To: [redacted] * ODE <[redacted]r@ode.state.or.us>
Subject: Fw: Transfer of exchange students from Private to Public schools

[redacted],

I received just received this response from [redacted] at Hillsboro School District.

Again, a denial from HSD, apparently based solely on their exchange student status and disagreeing with their residency status based on Oregon statutes, and ODE guidelines.

Ron Babcock

----- Forwarded Message -----

From: "[redacted]" <[redacted]@hsd.k12.or.us>

To: "babcockron@[redacted]" <babcockron[redacted]>

Cc:

Sent: Thu, Dec 9, 2021 at 11:20 AM

Subject: RE: Transfer of exchange students from Private to Public schools

Greetings Mr. Babcock,

Thank you once again for your patience for the time it has taken to get an answer to your request. Unfortunately we will not be able to approve your request for placement of the two foreign exchange students for second semester. Our interpretation of the Oregon statute and ODE guidance you cited is that foreign exchange students do not qualify as resident students of the district, and as you are aware we are not accepting foreign exchange students this school year. I look forward to working with you in once again welcoming foreign exchange students for the 22-23 school year.

Thank you,

[redacted]

[redacted]

Hillsboro School District

From: babcockron@[redacted] <babcockron@[redacted]>
Sent: Tuesday, December 7, 2021 11:15 AM
To: [redacted] <[redacted]@hsd.k12.or.us>
Subject: Re: Transfer of exchange students from Private to Public schools

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[redacted],

Thank you for your response.

I am currently waiting on the written statement from our attorney

There is plenty of information in regards to residency status of exchange students during their stay in the United States (beyond Oregon state law that I have already forwarded to you and [redacted] in previous emails).

For example, in the state of Michigan:

- Attorney General Opinion No. 6316, states that "a foreign exchange student is **a resident of the school district** in which the host family with whom the student lives is resident and the student may attend the public school thereof without payment of tuition."

In Oregon:

(1) ORS 339.133, as amended by section 10, chapter 781, Oregon Laws 2015, is amended to read:

> (a) **Except as provided in subsections (2) to (6) of this section, children between the ages of 4 and 18 shall be considered resident for school purposes in the school district in which their parents, their guardians or persons in parental relationship to them reside.**
>
> (b) Nonemancipated individuals between the ages of 4 and 18 living outside the geographic area of the school district for such reasons as attending college, military service, hospital confinement or employment away from home shall be considered resident in the district in which their parents, their guardians or persons in parental relationship to them reside.
>
> **(c) Persons living temporarily in a school district for the primary purpose of attending a district school may not be considered resident in the district in which they are living temporarily, but shall be considered resident in the district in which they, their parents, their guardians or persons in parental relationship to them reside.**

(7) For the purposes of this section: (a) "Person in parental relationship" means an adult who has physical custody of a child or resides in the same household as the child, interacts with the child daily, provides the child with food, clothing, shelter and incidental necessaries and provides the child with necessary care, education and discipline. "Person in parental relationship" does not mean a person with a power of attorney or other written delegation of parental responsibilities if the person does not have other evidence of a parental relationship.

I appreciate your assistance in this matter.

Sincerely,

Ron Babcock

On Tuesday, December 7, 2021, 09:45:18 AM PST, [redacted] <[redacted]@hsd.k12.or.us> wrote:

Hi Ron,

Thanks for the update. I'd be happy to review any information you have. I am still awaiting information from our district's legal counsel. I do not have any additional information at this time. I will be in touch as soon as possible.

Thank you for your patience.

[redacted]

[redacted]

Hillsboro School District

From: babcockron[redacted] <babcockron@[redacted]>
Sent: Monday, December 6, 2021 10:50 AM
To: [redacted] <[redacted]@hsd.k12.or.us>
Subject: Re: Transfer of exchange students from Private to Public schools

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---

Good morning [redacted],

I just wanted to follow up yet again on our request, having been a week since my last follow up.

I did discuss the situation with our attorney last week and the attorney is in the process of preparing information that will be sent to both you and the Oregon Department of Education.

Thank you for your time.

Sincerely,

Ron Babcock

On Tuesday, November 30, 2021, 07:57:36 AM PST, [redacted] <[redacted]@hsd.k12.or.us> wrote:

Hi Ron,

Thanks for the update. I am in the process of having your request reviewed by the district's legal counsel. I do not have any additional information at this time. I will be in touch as soon as possible.

Thank you for your patience.

[redacted]

[redacted]

Hillsboro School District

sep. by date

[redacted] - ODE

Re: Transfer of exchange students from Private to Public schools

From: babcockron[redacted] (babcockron[redacted])

To: [redacted]@hsd.k12.or.us

Date: Thursday, December 9, 2021, 01:56 PM PST

Thank you for your response.

I would appreciate it if you could send me the information used to determine HSD's Interpretation of Oregon Statutes, and ODE Guidance so that I may turn that over to my attorney for their review. Any decision made by the School District should be open to the public for review, so this shouldn't be a problem.

If needed, I can send my attorney's information and you can email or fax it directly to them.

In regards to your decision, I'm not so much concerned with HSD's interpretation, I'm more concerned with what Oregon Statutes actually state, and the expectations of schools to follow them.

Both students meet residency requirements stated under ORS 339.133 for Oregon state residency. There are no limitations placed on duration of stay, origin of country, visa status, etc. ... it plainly states: **but shall be considered resident in the district in which they, their parents, their guardians or persons in parental relationship to them reside.**

Exchange students are not considered residents until arriving in the United States/State of Oregon, so without school acceptance they are not allowed to get their visa to travel to the United States. However, once in the state of Oregon, it's pretty clear they are given residency status during their stay, which means they are afforded the same rights as every other student in the state of Oregon.

There really isn't much room for interpretation and the statue is very clear in that regard.

I would also like you to send me what ODE guidance you received in making this decision.

The Oregon Department of Educations stance going all the way back to last spring was that all students, including foreign exchange students be enrolled following ODE guidelines as stated in section 2a of ODE's "Ready Safe Learners guidelines": This is pretty clear language.

Required

❑ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.

At this point, it my attorneys "Interpretation" that HSD is using discriminatory enrollment practices in the denial of both [redacted] and [redacted] enrollment into Hillsboro School District. Any other student would be allowed enrollment today, regardless of their living situation as long as they lived in HSD boundaries.

On a side note, I also watched the School Board meeting on Tuesday and heard [redacted] presentation around exchange students for next year and will be interested to see what programmatic changes take place (if any) for next year.

Thank you,

Ron Babcock

On Thursday, December 9, 2021, 11:20:03 AM PST, [redacted] <[redacted]@hsd.k12.or.us> wrote:

[redacted]

RE: Transfer of exchange students from Private to Public schools

Emails [redacted] with @ ODE Complaints department

From: [redacted] * ODE ([redacted]@ode.state.or.us)

To: babcockron@[redacted]

Date: Friday, December 10, 2021, 09:14 AM PST

Rob:

I meant that I am unaware of any policy specifically directed at foreign exchange students, and if there is guidance that permits Hillsboro to act as it did.

That said, in reviewing the facts, my opinion is that, if your allegations are true, that the practice is discriminatory. So if there is such a policy, then the department will have to discuss internal disagreement about the issue.

It could be that the administrator is referring to enrollment/transfer policy, which, when applied generally, is wholly within the control of the district, without ODE oversight. But an enrollment/transfer policy that is discriminatory would need to corrected.

Hope that makes sense.

[redacted]

From: babcockron@[redacted] <babcockron@[redacted]>
Sent: Friday, December 10, 2021 8:07 AM
To: [redacted] ODE <[redacted]@ode.state.or.us>
Subject: Re: Transfer of exchange students from Private to Public schools

Thank you for the update [redacted],

I just wanted to clarify your statement ... is the delay due to different interpretations of residency within ODE, or the different interpretation between ODE and the Hillsboro School District?

Also, on a discriminatory basis, I feel their exclusion from enrollment in the Hillsboro School District also may fall under **Senate Bill 786** (I'm still researching state law).

Enrollment is being denied strictly on the basis of National Origin, there is no provision for residency status, visa status, etc. and they are being unreasonably differentiated against due to their exchange status in the state of Oregon:

SECTION 13. ORS 659.850 is amended to read: 659.850. (1) As used in this section, "discrimination" means any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, disability, national origin, race, marital status, religion, [or] sex, sexual orientation or gender identity. "Discrimination" does not include enforcement of an otherwise valid dress code or policy, so long as the code or policy provides, on a case-bycase basis, for reasonable accommodation of an individual based on the health and safety needs of the individual.

(2) **No person in Oregon shall be subjected to discrimination in any public elementary, secondary or community college education program or service, school or interschool activity or in any higher education program or service, school or interschool activity where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly.**

(3) The State Board of Education and the State Board of Higher Education shall establish rules necessary to insure compliance with subsection (2) of this section in the manner required by ORS 183.310 to 183.550.

I do have an attorney working on discriminatory enrollment processes by HSD at this time (we have Pre-Paid legal and never use it, so why not get some assistance?). They should have something put together and I will have them send you a copy of their findings as well when I receive it.

Thank you for the clarification on your previous email,

Ron Babcock

On Thursday, December 9, 2021, 11:38:11 AM PST, [redacted] * ODE [redacted]@ode.state.or.us> wrote:

Not sure what ODE guidance they are referring to. I will make sure to bring this up at the next meeting of the Office of Government and Legal Affairs. I will need to do that before I accept the complaint as if there is disparity in how ODE is interpreting the statute, we should sort that out before moving forward with an investigation.

Sorry for the delay. Our next meeting is next week.

Thank you for your patience.

[redacted]

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Appeals Specialist

Department of
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RE: Written Decision

From: [redacted] * ODE ([redacted]@ode.oregon.gov)

To: babcockron@[redacted]

Date: Thursday, February 3, 2022, 08:06 AM PST

I'll send your question along to [redacted], who handles state school distributions.

[redacted]

From: babcockron@[redacted] <babcockron[redacted]>
Sent: Thursday, February 3, 2022 8:03 AM
To: [redacted] * ODE <[redacted]@ode.oregon.gov>
Subject: Re: Written Decision

Thank you,

Also, do you know how much each school receives for an exchange student in regards to funding? Is it the same as a regular in state student, $12,450 per student?

They have released a new policy for the 22/23 school year that is very discriminatory/exclusionary in nature, even including a "Lottery" system to eliminate programs from placing students in the district.

I am trying to put something together to bring to the school board to have the policy changed and would appreciate any information you could provide in this area.

Thank you,

Ron Babcock

On Thursday, February 3, 2022, 07:57:34 AM PST, [redacted] * ODE <[redacted]@ode.oregon.gov> wrote:

Rob:

We are still waiting on a response from the Oregon Department of Justice.

I will reach out and let them know that you have contacted us twice since I requested a response from them about the legal status with respect to school districts of these kids.

[redacted]

From: babcockron[redacted] <babcockron@[redacted]>
Sent: Wednesday, February 2, 2022 10:03 PM
To: [redacted] * ODE <[redacted]@ode.oregon.gov>
Subject: Re: Written Decision

Hello [redacted],

I just wanted to check in with you to see if there is any further information on the complaint I filed. It has been approximately two months since the complaint was filed, and I understand you are discussing this with the Department of Justice given the laws at issue here.

At this point, it's too late to save the placement of the girls we were hosting as the semester has ended and they had to be rehoused so they could attend a public school in Beaverton, which was extremely hard and emotionally taxing on both the students and our family. We have/had an extremely strong familial bond (stronger than with any student in the past) that was broken due to HSD's reluctance to accept 2nd semester students ... the only school in the region to do so, and they made their decision on November 13th, before the Omicron variant had been discovered in South America.

I am hoping to hear back on this as soon as possible, as the Hillsboro School District has enacted new policies for the 22/23 school year around exchange students that were stated as a means to help eliminate confusion and issues with previous policies, however have made them more confusing and potentially much more punitive and exclusive than in the past.

Also, could you tell me if schools receive funding for exchange students in Oregon, and if so, what amount do they receive per student?

Thank you for any continued assistance you can provide.

Sincerely,

Ron Babcock

On Monday, January 10, 2022, 08:45:22 AM PST, [redacted] * ODE <[redacted]@ode.oregon.gov> wrote:

Ron:

Your appeal presents unique questions of law that may fall outside the scope of the Oregon Department of Education's scope of authority. We are in the process of discussing the matter with the Oregon Department of Justice and waiting to get a response.

I sincerely apologize for the delay. I know that the department's processes are not adequate when a swift response is necessary.

If you would like to further discuss today, you may call me. I am free most of the day, except between 11:30 and 12:30 pm when I prepare lunch for my son.

[redacted]
Complaint and Appeals Specialist
Department of Education | Director's Office

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[redacted] - ODE

ODE

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RE: State School Fund Distribution Question

[redacted] ODE office of Finance.

From: [redacted] * ODE ([redacted]@ode.oregon.gov)

To: [redacted]r@ode.oregon.gov

Cc: babcockron[redacted]com

Date: Thursday, February 3, 2022, 08:31 AM PST

Hi[redacted],

In regard to your question about funding for exchange students and the distributions from the State School Fund (SSF), we don't differentiate SSF funding for these students, where they are part of an exchange program. They are considered residents of the school districts where they reside. However, I am aware of foreign exchange students that are not part of a traditional program (live with a host family, we send one, we receive one, etc.) and they are charged tuition, as they are not considered residents of a school district. We don't collect data from school districts with regard to these tuition payments, so I can't say how much they are charging. Only the school districts would have this information.

We can identify students that are paying tuition in the system, though, as they have a funding code of "P", which denotes paid tuition, whereas, most students have "S", which identifies State funding. The students identified with P in the ADM collections are not included in the ADMr for the school district for the SSF calculations.

I hope that helps and let me know if you have further questions.

Thank you,

[redacted]

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[redacted])

[redacted]

[redacted]

[redacted]

[redacted]ode.oregon.gov

From: [redacted] * ODE <[redacted]@ode.oregon.gov>
Sent: Thursday, February 3, 2022 8:11 AM
To: [redacted] * ODE <[redacted]@ode.oregon.gov>
Cc: babcockron[redacted]
Subject: State School Fund Distribution Question

[redacted]:

I had a parent – who has complaint on file with the department – ask me a state school fund distribution question involving distributed amounts to exchange students.

Here is the email from the parent:

> Do you know how much each school receives for an exchange student in regards to funding? Is it the same as a regular in state student, $12,450 per student?
>
> They have released a new policy for the 22/23 school year that is very discriminatory/exclusionary in nature, even including a "Lottery" system to eliminate programs from placing students in the district.
>
> I am trying to put something together to bring to the school board to have the policy changed and would appreciate any information you could provide in this area.

My office is looking into the novel question of to what extent our discrimination laws protect exchange students. All I need you to answer – if you have time – is the state school fund distribution amount.

I've cc'd the parent on this email so a simple "reply all" to email will suffice.

Thanks!

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[redacted]
Complaint and Appeals Specialist
Department of Education | Director's Office

sep. by date

School Board

Re: HSD Exchange student policy

[redacted]

From: [redacted]@hsd.k12.or.us)

To: babcockron@[redacted]; [redacted]@hsd.k12.or.us; [redacted]@hsd.k12.or.us

Date: Tuesday, April 13, 2021, 06:41 PM PDT

Hello Mr. Babcock,

Thank you so much for reaching out. I think that exchange students bring many benefits with them and love having them in our schools. I am looking forward to things getting closer to normal and getting to welcome them again.

The HSD policy says that the district will consider exchange students. Given this wording, it would not be appropriate for me, as a Board Member, to try and direct administration in their actions. I know it was considered, and an administrative decision was made. Board Members don't have the role of direct administration in that way.

However, I have shared and will continue to share my desire to see the decision regarding the admission of exchange students change as soon as possible. I understand that may happen as soon as the second semester next year.

Thank you!

[redacted]

[redacted]

[redacted]

Hillsboro School District Board of Directors

[redacted]@hsd.k12.or.us

From: babcockron@[redacted] <babcockron@[redacted]>
Sent: Thursday, April 1, 2021 8:23 PM
To: [redacted] <[redacted]@hsd.k12.or.us>; [redacted] <[redacted]@hsd.k12.or.us>
Subject: HSD Exchange student policy

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[redacted] and [redacted],

I'm emailing the both of you at this time since you both serve on the policy committee for Hillsboro School District.

I have been attempting to get exchange students accepted to schools at HSD, [redacted]

I read through the HSD policy for exchange students and there is no exclusionary policy of exchange students, other than school principals can deny freshman or sophomore exchange students. I'm attaching the policy with this email.

Based on the HSD policy, there is no reason to deny enrollment or exclude exchange students for the 21/22 school year.

The only exclusion would be if the State Department denies access to exchange students, such as this past year when HSD went to full time CDL learning. The State Department policy says a student must participate in "In school learning" at least part time. Hybrid model schooling does qualify under State Department rules.

I am asking for assistance in enforcing HSD policy and enrolling exchange students for the 21/22 school year. Based on their policy, each school can limit enrollment to .005% of student population, which would be 7-8 students per High School (based on enrollment of 1500-1600 students per school).

Any assistance would be appreciated.

Sincerely,

Ron Babcock

Re: HSD Exchange student acceptance 21/22 school year

From: [redacted]@hsd.k12.or.us)

To: [redacted]

Cc: [redacted]@hsd.k12.or.us; [redacted]@hsd.k12.or.us

Date: Tuesday, April 27, 2021, 10:50 AM PDT

Thank you [redacted], and thank you Ron. [redacted], and speaking on behalf of all my board colleagues, I can assure you that all of us in HSD are doing everything we can to return to full serice delivery as soon as possible. Thanks again, [redacted]

Respectfully,

[redacted]

Hillsboro School District

[redacted]

From: [redacted]@hsd.k12.or.us>

Sent: Tuesday, April 27, 2021 10:43 AM

To: babcockron@[redacted]>

Subject: RE: HSD Exchange student acceptance 21/22 school year

Hello Ron!

I know you are eager for a different answer for Fall regarding exchange students. As we discussed on May 6th when [redacted] and I met with you and your supervisor, there are many factors that have contributed to our decision to not yet accept exchange students for the fall.

You are right; many exciting changes have occurred recently. We too are pleased and are hopeful for even more great news. Additional information should be coming from ODE this week regarding Fall guidance and expectations allowing us to dive into High School Fall planning next week and once again reevaluate our ability to accept and support exchange students for the fall.

As I shared before, we do enjoy having exchange students and have a long history of partnering with individual host families and companies such as yours. We intend to do so into the future but we must attend to the impact and resources to our high schools and work to make the best decisions for all our students. We will continue to discuss this request as well as other issues pertaining to Fall in the coming weeks. Again, I promise I will get back you if we are able to make any adjustments or changes to our current plan.

Thank you,

[redacted]

From: babcockron[redacted] <babcockron@[redacted]>
Sent: Monday, April 26, 2021 7:01 PM
To: [redacted]
Subject: Re: HSD Exchange student acceptance 21/22 school year

This is from a Non-HSD email address: Please only click links and attachments if you are sure they are safe

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Thank you for your reply [redacted],

I'm following up to see if there has been any further discussion around acceptance of Exchange Students within the Hillsboro School District.

As of today, many things have happened since I last spoke with [redacted].

1. The district has announced 5 day a week schooling for the fall

2. Pfizer has asked for an amendment to their emergency authorization to allow 12-16 year old students to receive the vaccine. It sounds as if Moderna will be doing so soon as well.

3. Other districts in the area have started accepting exchange students for the 21/22 school year, and others are currently working on the process of accepting them:

- Portland Public School
- Lake Oswego School District
- Scappoose School District
- Sherwood School District
- Banks School District
- Yamhill/Carlton school district

4. In person schooling, at a hybrid level has already begun in HSD

5. As mentioned previously, Oregon has already received 1.056 Billion dollars for reopening schools, with more likely on the way over the next several years.

6. Distancing in schools has been reduced from 6 feet to 3 feet, and a study by MIT that came out today shows social distancing isn't as important as wearing a mask and ventilation when indoors.

7. Europe is opening their boarders to fully vaccinated Americans this summer

At this time, all that we are asking for is signatures of school acceptance by principals. This allows students to contact host families, apply for their J1 visa's, and start preparing for their year in the United States.

If schools, continue with their plan for full opening this fall, those students accepted be allowed to attend their exchange years within Hillsboro School District.

We proposed a compromise with the school district by reducing the number of students allowed to 4 per high school, allowing them an easier time getting back on track, however that was denied as well.

One of my primary issues at this point, is there is no way to appeal a decision made by the School District. This should be the function of the school board, however, previous emails received by other members have stated this is not the function, nor role of the school board. The only actual recourse is through litigation, which is both expensive and lengthy. Another route is legislation, which may be perused to avoid future issues involving the acceptance of exchange students.

With that said.

If at the start of the school year, things are worse and the state is shut down and again moves to CDL learning, students would be placed in other states where schools remain open. The Department of State only allows students to complete their exchange years during hybrid or fully open schooling, as evidenced by many students doing so this past year around the country.

Overall, it appears other districts in the area do not see hosting exchange students as a hinderance to staff or students, but a way to expand learning for their students through equity, diversity and inclusion.

It is our hope that Hillsboro School district will recognize this as well. The sooner thing happens, the sooner students can start preparing. There are many families that are continuing to look forward to hosting in the HSD district and are patiently waiting for word to come that they will be able to do so.

Sincerely,

Ron Babcock

On Monday, April 26, 2021, 05:35:20 PM PDT, [redacted] <[redacted]@hsd.k12.or.us> wrote:

Hello Ron,
I am [redacted], [redacted] and in this role I am responding on behalf of all my HSD board colleagues. Thanks for your family's interest in hosting an exchange student; my family hosted a student from [redacted] several years ago and we loved the experience. And thanks for sharing your views on our current plans. Be well, [redacted]

Respectfully,
[redacted]
Hillsboro School District
[redacted]

From: babcockron@[redacted] <babcockron[redacted]>
Sent: Wednesday, March 31, 2021 9:23 AM
To: [redacted]
Subject: HSD Exchange student acceptance 21/22 school year

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This is from a Non-HSD email address: Please only click links and attachments if you are sure they are safe

To the school board of Hillsboro School District,

I am writing to you enquiring as to why the [redacted]) has notified me that HSD will not accept foreign exchange students for the 21/22 school year.

Until recently, most school districts have stated they were unsure whether they would allow exchange students for the 21/22 school year ... however, are continuing to evaluate that decision as information changes.

This week, Portland Public Schools has sent out information to exchange programs on the process for enrolling exchange students for the 21/22 school year, and will be accepting exchange students this fall.

So, the largest school district in the state is setting the standard and allowing exchange students for the 21/22 school year.

In the last stimulus bill:

The bill sets aside almost $130 billion to help K-12 schools reopen. That money would go to improving ventilation systems, reducing class sizes, buying personal protective equipment and implementing social distancing.

To this point, Oregon has already received 1,056,000,000 (1.056 Billion) in educational assistance from the COVID relief packages as of March 17th, and that number is going to increase as the year goes on and schools open up, and the funding is set to cover several upcoming years (budgets shouldn't be an issue).

- How Much Coronavirus Funding Has Gone to Your State? (pgpf.org)

How Much Coronavirus Funding Has Gone to Your State?

The effects of COVID-19 have prompted policymakers to provide financial aid across the U.S. Find out how much co...

How Much Coronavirus Funding Has Gone to Your State?

The effects of COVID-19 have prompted policymakers to provide financial aid across the U.S. Find out how much co...

Pfizer released their preliminary data on youth aged 12-16 today (3/31/21).

- Pfizer said its coronavirus vaccine was 100% effective in preventing Covid-19 in children ages 12 to 15.

- Pfizer plans to submit the new vaccine data to the FDA "as soon as possible," CEO Albert Bourla said.
- Kids in the age group could be eligible for the vaccine before the new school year.

Pfizer-BioNTech says Covid vaccine is 100% effective in kids ages 12 to 15 (msn.com)

Pfizer-BioNTech says Covid vaccine is 100% effective in kids ages 12 to 15

Pfizer plans to submit the new vaccine data to the FDA "as soon as possible," CEO Albert Bourla said.

As more information comes in, It's becoming more than apparent that schools will open up full time based on the data coming in.

Currently, HSD schools opened up to K, 1, 2 this week and will be opening up other grade levels over the next few weeks.

- Social distancing in classrooms has already been decreased from 6 feet to 3 feet ... allowing a doubling of the number of students in school at this time.

- Teachers are also being given their teaching assignments for next year and most are being placed in their previous positions.

This would lead everybody to believe teachers, administrators, support personnel will be working in the same capacity as before the pandemic. Adding 4-8 students into a school is very minimal overall effort and most of the work is completed by one assigned school counselor.

- Forecasting is currently taking place for next year by students, so personnel numbers for each school should be known by mid April.

All signs point to school returning to normal for fall.

The United States will have enough vaccines to fully vaccinate 300,000,000+ people by May 1st ... and it appears youth 12-16 will become available, likely in July with an emergency authorization. And the vaccinations will already be available.

My wife and I have two students currently on hold with our exchange student program, and have been looking forward to hosting them for a while (we picked one student in December, the other in January). However, we have not been able to contact them since we do not have school approval at this time, and that is needed for the student to be able to contact us.

To me, it would be a travesty to deny exchange students given what they bring to schools and the community. The friendships, cultural experiences, study habits, and positivity they bring during their school year can be far reaching.

One thing that HSD is aware of, is exchange students can complete their year even if schools are in hybrid mode (many schools around the country did so this year), and if for whatever reason HSD opens in CDL in the fall, accepted students would be opened up for areas in the country that will be open.

All that is needed currently is a signature from the principal of the schools on the school acceptance form ... nothing more.

Given the amount of racial/cultural division in this country, exchange students provide a pathway to education and a way to bring down walls that are currently being built in this country.

This helps not only in our country, but around the world ... our first exchange student we hosted is now a marketing manager for a multinational corporation and often uses her experience she learned here in her presentations to corporations in Europe (her exchange year was what gave her that opportunity ... it was stated by Kings College, it was that opportunity that gained her acceptance to their college).

- Our second is finishing up Veterinary school, and her best friend from Sweden is in law school.
- Our third is now a spokesperson for anorexia/bulimia in Italy
- Our 4th is finishing up Secondary school in Denmark.
- Our 5th is now in college working toward a degree in theater.

The national exchange program has been receiving requests from potential host families that would like to host during the 21/22 school year. Last week, one was received for HSD with a family wanting to host a student from France.

Exchange years are important for everybody involved, and I hope you will have a discussion with HSD to reevaluate their current position for exchange students during the 21/22 school year.

Sincerely,

Ron Babcock

Disappointment with the HSD School Board

From: babcockron@[redacted]

To: schoolboard@hsd.k12.or.us

Date: Thursday, June 17, 2021, 10:17 AM PDT

To the school board,

As you all likely know based on the back and forth emails I've had with [redacted] around accepting exchange students for the 21/22 academic year, I feel tha[redacted] has not used actual metrics in her decision to not accept exchange students, and by a statement in her final email to me, appears to have created an agreement with Beaverton and potentially Forest Grove school districts not to allow exchange students during the upcoming academic year.

I have CC'd the school board on every email over the last several months [redacted], and contacted the school board separately on multiple occasions asking for assistance in the matter.

The only response I received from the school board, almost every single email was ignored by the board, was from [redacted], which stated, and I quote:

- "The HSD policy says that the district will consider exchange students. Given this wording, it would not be appropriate for me, as a Board Member, to try and direct administration in their actions. I know it was considered, and an administrative decision was made. Board Members don't have the role of direct administration in that way."

When discussing the situation with my Senate Representative, their direct quote was:

- "Normally, I would recommend getting a team of parents together and getting on the school board agenda. **The board should be able to make a definitive decision about exchange student policy as other school districts have managed to. Otherwise, what are they there for?"**

I have offered to revisit policy, work on creating a better policy, etc. and this has fallen on the deaf ears of both the School District as well as the Hillsboro School Board.

I have offered to do so because the difficulties and barriers presented by HSD pre-COVID were vast, and it's anticipated (as evidenced by the current elimination of exchange students for the 21/22 school year) that it will become even more difficult post-COVID. We have literally had coordinators begging principals to accept students, even when they had not reached minimal numbers according to school policy. Some schools will only accept as few as 2 exchange students, etc.

[redacted]

Below is the basic functioning of a School Board and based on this, the HSD school board is severely derelict in their duties under items 7, 8 and 9.

Role of School Boards
The local school board is a critical public link to public schools. School board members serve their communities in several important ways.

- First and foremost, school boards look out for students. Education is not a line item on the school board's agenda—it is the only item.
- School boards are accessible to the public and accountable for the performance of their schools.
- School boards ensure that students get the best education for the tax dollars spent.

Determine school district's mission and purpose.

- Establish policies to accomplish the district's stated mission and ensure that policies are being followed
- Select the Superintendent
- Support the Superintendent and assess performance
- Ensure effective organizational planning
- Ensure adequate resources:
  - Financial
  - Facilities
  - Human
  - Time
- **Determine, monitor, and strengthen the district's programs and services**
- **Enhance the school district's public standing**
- **Ensure legal and ethical integrity, maintaining accountability**
- Provide support and orientation for new board members

Determine, monitor, and strengthen the district's programs and services

In the case of accepting foreign exchange students, it has been determined, based on policy, they "May" be accepted, however the inclusion of the single word "May" gives HSD the ability to eliminate the program completely by finding literally any excuse to use as exclusionary on a yearly basis. This has been used by principals in the past to exclude exchange students from being accepted in the School District and will continue to be used moving forward without policy or state level legislative change.

Monitoring district programs … **as stated by current** [redacted] … she feels, and I quote: **"it would not be appropriate for me, as a Board Member, to try and direct administration in their actions."**

- This is a **PRIMARY** function of the school board, it's literally why the school board exists. To monitor school programs for appropriate functioning.
- Strengthening programs … not only did you not perform this action, you weakened a very valuable program with no discussion, no questions, and no oversight.

Enhance the school district's public standing

- The HSD school districts public standing took a hit and was not enhanced by the exclusion of exchange students. Many families would like to host students this year, however are now denied that access.
- HSD, from a public standing, is seen as a follower in regards to education, not a leader ([redacted]). Ask anybody outside of the district when decisions need to be made … the response is "Hillsboro will do what Beaverton does". It's synonymous with decision making with the HSD school district.
- Hillsboro's public standing is poor, at best, and continues to decrease on a yearly basis … considering the importance of schools in bringing educated workers to a city that prides its self on high tech industry, people are choosing to work remotely rather than move here because of poor school ratings.
- Add into the fact that many HSD Administrators have chosen to place their children into local private schools instead of the school district they are in charge or running, it's not exactly an endorsement of the public-school system in Hillsboro (though, a recent shift forced them back into HSD because the local private school many were using has become even more of a mess than HSD).

All in all, I would have preferred to work with the school board and HSD school district to strengthen the Foreign Exchange programs, and have offered to do so on multiple occasions, however it appears the choice is to weaken, not strengthen them. Based on this decision, I will continue to move forward with legislation around the acceptance of exchange students moving forward.

I am working with my Senatorial representative to propose legislation in the next session that will remove the "May" out of policy wording. Whether this gets passed and placed into law is debatable (as all legislative proposals are), however there will be a concerted effort to do so.

The simple fact that Texas (yes, TEXAS) understands Diversity, Equity and Inclusion better than Oregon does is a sad, sad fact … based on mandatory acceptance of exchange students at public schools in the state.

All in all, I am extremely disappointed in the stance (or lack of stance) the HSD School Board has taken around this issue.

At this point in history, exchange programs are more important than ever. We have overt racism taking place all across the country, xenophobia is continuing to grow out of ignorance and this state has a reputation as being a racist state:

- **It wasn't until the year 2000 that Oregonians finally voted to remove all racist language from its constitution which still had a clause that read: "No free Negro, or mulatto, not residing in this state at the time of the adoption of this constitution, shall come, reside, or be within this State, or hold any real estate."** Though this and other discriminatory language was rendered unenforceable by federal laws and amendments to the U.S. Constitution, it was not until this election that removal of several examples of institutional racism and oppression was taken out of the Oregon Constitution.

Exchange programs are designed to break down these barriers, educate and expose students to other cultures, experiences, and build bridges, not walls.

The HSD school board has allowed, and continues to allow the district to build walls in a time where the exact opposite is needed.

Not only have you lost my support over your actions, as elected officials, you have lost both my vote (of which I actually did support the current members) and my advocacy in the future.

Sincerely,

Ron Babcock

Formal complaint on new Foreign Exchange Student enrollment policy

From: babcockron[redacted]

To: [redacted]schoolboard@hsd.k12.or.us

Date: Thursday, February 3, 2022, 08:56 AM PST

To the Hillsboro School Board,

Please consider this an official complaint in regards to the new policy created by the Hillsboro School District for the 22/23 school year. I am sending this formal complaint as it's the school boards responsibility to put forward the interests of the community, not those of the school. I will be working to bring in all agencies in the area that will be attempting to enroll students in HSD for the 22/23 school year to fight this policy.

The Hillsboro School District claims to follow the principals of Diversity, Equity and Inclusion, however my dealings [redacted]

I am attaching several documents to this email

1. The new school policy (of which I will explain why I feel it's written to be both punitive and discriminatory

2. [redacted]

3. My issues with the newly formed policy and why it needs to be replaced with a reasonable policy that benefits the schools, students and community … not just the schools

Based on the discriminatory enrollment practices and the district ignoring ORS codes in regards to residency of students (ORS 339.133), I filed a formal complaint in early December with the Department of Education. That is currently under review and ODE is currently consulting with the Oregon Department of Justice [redacted]

I was told by [redacted] that the students we were hosting and attempting to get into HSD for the second semester this year would not be allowed because the attorneys for HSD did not feel they were residents … however:

[redacted] at the Oregon Department of Education made this statement in a recent email regarding exchange student funding and residency: *In regard to your question about funding for exchange students and the distributions from the State School Fund (SSF), we don't differentiate SSF funding for these students, where they are part of an exchange program.* ***They are considered residents of the school districts where they reside.***

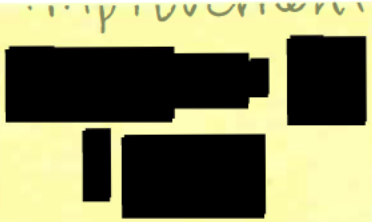
I have also been working with two state Representatives and one State Senator to introduce legislation making the proposed maximum enrollment numbers by HSD, the minimum enrollment numbers for all schools in the state of Oregon. The senator I have been working with was looking

to introduce it into a “Catch All” bill this legislative term in a slightly reduced form, and if not introduced this term, it will be introduced for the 2023 legislative session.

Sincerely,

Ron Babock

Formal Foreign Exchange student policy complaint.docx
19.8kB



Improvement Q's [redacted]

timelines for exchange students

From: [redacted] ([redacted]@hsd.k12.or.us)

To: babcockron@[redacted]

Date: Friday, October 8, 2021, 10:47 AM PDT

Hello Ron-

I am working with our team to begin preparing to welcome exchange students for the 2022-2023 school year. We are reaching out to some of the companies and partners that work with exchange student placement in order to have their perspective regarding our plan and process.

Specifically what I am interested in getting your input in is regarding dates that are important to you in order to place your students with families. Please share any thoughts you have regarding the following:

1. By what date in the Spring would you need to know the number of students and the schools that will be able to welcome students?
2. We expect to have multiple partners/companies work with us and ask for spots for their students. If companies ask for spots and then choose not to fill them, what is the latest date that you would be interested in having additional spots be made available to you/your company?
3. What other processes might be helpful in smooth and clear placement of students?

Thank you in advance for your feedback. I also asked Memory for her feedback from her perspective in her role in supporting placement as well.

[redacted]

[redacted]

Re: timelines for exchange students

From: babcockron@[redacted] (babcockron@[redacted])

To: [redacted]@hsd.k12.or.us

Date: Friday, October 8, 2021, 11:50 AM PDT

[redacted],

Thank you for reaching out in refining the process for accepting exchange students, it's appreciated.

1. By what date in the Spring would you need to know the number of students and the schools that will be able to welcome students?

A good starting point for total number of students and schools accepting students would be around the beginning of March, however, the earlier notification the better.

The process of selecting students and host families starts as early as November for the following year, and in those cases, students will be put on hold until school acceptance has been signed off by the principal. Those students will not be notified of a placement until that happens, which results in a long waiting game for some students and families.

There are families like mine, that will begin this process fairly early and we already know certain host families that will continue to host on a yearly basis. Most new host families do not sign up until near the end of the school year or during the summer.

With that said, I know forecasting for the following year takes place in March and the question would be whether the schools want to complete forecasting before releasing those numbers, or whether they would like to include exchange student numbers in their forecasting.

Actual acceptance of students by schools, would be beneficial as quickly after forecasting as possible. If possible, prior for forecasting.

The more time students and host families have to bond and prepare, the better the school year tends to go, and makes the transition for students easier with less homesickness and other related issues. Extra preparation time also allows more time for discussion of fall sports participation, which allows for early arrival of students so they can try out for teams and start practicing in early August when the teams start practice.

2. We expect to have multiple partners/companies work with us and ask for spots for their students. If companies ask for spots and then choose not to fill them, what is the latest date that you would be interested in having additional spots be made available to you/your company?

We can place a student in a school as late as August 31st, so any notification up until that point would be useful.

In a situation where we find out about an opening late August, we may not have a permanent host family, and welcome families are used. A welcome family agrees to a 3-6 week placement of a

student while we look for a permanent host family. In most cases, the welcome family becomes the permanent family after they have met the student and a bond begins to form.

In my families case, the first student we hosted was not placed with us until the 2nd week of August, when I was asked if I would be interested in hosting by my wife ... upon agreeing it could be fun, I was notified by my wife "Great, she will be here in two weeks!"

3. What other processes might be helpful in smooth and clear placement of students?

Clear lines of communication between the school and the agency/coordinator. Knowing who to send student profiles and school acceptance forms for each school in advance. Some are already known, however when transition of staff take place, this can be an unknown and difficult to find out, especially in the summer when teachers and counselors are not on site.

A clear protocol of what Information the school would like in advance, if it differs from the general student profile we send in.

Any notification if students from specific countries will not be accepted (or limited numbers will be accepted) in advance. Some schools (not HSD that I'm aware of) with higher Spanish speaking populations have been known to exclude students from Spanish speaking countries.

Whether semester students will be accepted: first, second or both semesters. We don't get a lot of requests for these, and our priority is full year placement, however some countries predominantly send semester students (Brazil for example) since many of their students are state sponsored.

If school transfers will be allowed outside of their direct feeder. For example, [redacted] HS is much closer to our home than [redacted], however we are in the [redacted] feeder. [redacted] is close enough for our students to walk to school if needed, but [redacted] is a 10-12 minute drive.

Again, thank you for reaching out. If you have any follow up questions please feel free to contact me.

Ron Babcock

On Friday, October 8, 2021, 10:47:16 AM PDT, [redacted] <s[redacted]@hsd.k12.or.us> wrote:

Hello Ron-

I am working with our team to begin preparing to welcome exchange students for the 2022-2023 school year. We are reaching out to some of the companies and partners that work with exchange student placement in order to have their perspective regarding our plan and process.

Specifically what I am interested in getting your input in is regarding dates that are important to you in order to place your students with families. Please share any thoughts you have regarding the following:

1. By what date in the Spring would you need to know the number of students and the schools that will be able to welcome students?

2. We expect to have multiple partners/companies work with us and ask for spots for their students. If companies ask for spots and then choose not to fill them, what is the latest date that you would be interested in having additional spots be made available to you/your company?

3. What other processes might be helpful in smooth and clear placement of students?

Thank you in advance for your feedback. I also asked Memory for her feedback from her perspective in her role in supporting placement as well.

[redacted]

[redacted]

Fwd: timelines for exchange students

Memory Bybee <bybeemd@[redacted]>
Tue 2/8/2022 2:32 PM
To: Ron Babcock <[redacted]>

Responses to [redacted] questions By myself + Memory

---------- Forwarded message ---------
From [redacted] <[redacted]@hsd.k12.or.us>
Date: Sun, Oct 24, 2021 at 9:52 PM
Subject: RE: timelines for exchange students
To: Memory Bybee <bybeemd@[redacted]>

No worries. Thank you for your thoughts. These are all good suggestions.

Take care!

[redacted]

From: Memory Bybee <bybeemd@[redacted]>
Sent: Friday, October 22, 2021 10:27 AM
To: [redacted]@hsd.k12.or.us>
Subject: Re: timelines for exchange students

This is from a Non-HSD email address: Please only click links and attachments if you are sure they are safe

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Happy Friday, [redacted]!

I apologize for taking so long to respond to this wonderful email. It came in the same day I left for a 10-day trip to Mexico and I came home quite sick (something in the water or food??) and am just now trying to dig myself out of the pile of work I need to catch up on.

I really appreciate these questions and will do my best to answer them. Ron did send me his response, for review, and I think he was spot-on. Here are my thoughts:

1. As Ron stated, we start receiving student applications in November. The most time the students and host families have to get to know each other and bond before the student arrives, the better. So,

the sooner, the better for this question. With that said...

2. I placed the very last student this year on the very last day (August 31st) so it is never too late to find out that there are open spots that need to be filled.

3. One thing PPS and BSD do that is helpful is they have a Google doc that is always updated with how many slots are still available to be filled at each school. Slots get filled on a first-come, first-serve basis and everyone from every organization always knows if there is a spot available at a particular school or not. It takes the guess work and waiting out of it, as we usually have to email the principals (or whoever our school contact is) and ask if there is an available slot, wait for a response, and then send in the appropriate paperwork if there is space for a student.

Additionally, man

On Thu, Oct 7, 2021 at 1:28 PM [redacted]@hsd.k12.or.us> wrote:

> Hello Memory-
>
> I am working with our team to begin preparing to welcome exchange students for the 2022-2023 school year. We are reaching out to some of the companies and partners that work with exchange student placement in order to have their perspective regarding our plan and process.
>
> Specifically what I am interested in getting your input in is regarding dates that are important to you in order to place your students with families. Please share any thoughts you have regarding the following:
>
> 1. By what date in the Spring would you need to know the number of students and the schools that will be able to welcome students?
>
> 2. We expect to have multiple partners/companies work with us and ask for spots for their students. If companies ask for spots and then choose not to fill them, what is the latest date that you would be interested in having additional spots be made available to you/your company?
>
> 3. What other processes might be helpful in smooth and clear placement of students?
>
> Thank you for your feedback. I also intend to ask Ron Babcock his opinion but wanted to honor your role in our organization and ask you your opinion first.
>
> [redacted]
>
> [redacted]

Fw: Second semester exchange students?

Memory Bybee <memory.bybee@[redacted]>
Tue 2/8/2022 2:30 PM
To: [redacted]>

From: [redacted]@hsd.k12.or.us>
Sent: Friday, November 5, 2021 9:37 AM
To: Memory Bybee <memory.bybee@[redacted]>
Subject: Re: Second semester exchange students?

Sorry. We are not accepting exchange students this year.

Get Outlook for iOS

From: Memory Bybee <memory.bybee@[redacted]>
Sent: Thursday, November 4, 2021 10:32:11 AM
To: [redacted]@hsd.k12.or.us>
Subject: Second semester exchange students?

This is from a Non-HSD email address: Please only click links and attachments if you are sure they are safe

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Happy Thursday, [redacted]!

I just wanted to see if there had been a decision made yet about HSD accepting second-semester exchange students or not for this school year.

Thanks so much and have a great day!

Memory Bybee
Regional Director
Council for Educational Travel, USA
([redacted]

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Redaction statement:

Portions of this document have been redacted because the complainant is not appealing those decisions from the Superintendent's Designee's findings to the Board level. Identity of HSD Employees mentioned in the original complaint have been redacted, as this would constitute a personnel matter, according to guidance from ORS 192.660.

Report Following the Investigation Regarding a Public Complaint Against

[redacted].

Filed by [redacted] **Hillsboro School District**

Date of Report-March 9, 2022
Prepared for the Hillsboro School District

Background:

On February 3, 2022, [redacted] received an email from Ron Babcock stating he had issue with changes to the Administrative Rule on policy JECBA-AR– *Admission of Foreign Exchange Students* and those involved with the process of the change, [redacted]

[redacted] sent a response to Mr. Babcock on February 4, 2022 designating that [redacted], would follow up with Mr. Ron Babcok regarding the process of his formal complaint. After follow-up communications by [redacted], Mr. Babcock completed the Public Complaint (KL) form and a meeting with him was held on February 9, 2022, to discuss the process and timelines of the Public Complaint.

The allegations brought forward in the complaint [redacted] **are** *(below are the statements from Mr. Babcock's Formal Complaint)*:

1. Creation of a policy that is designed to be punitive and punish organizations, host parents and students that the administration takes issues with or holds personal grudges against, that have challenged them in one way or another.

[redacted]

Following the Initial Complaints

On February 11, 2022 , [redacted] met [redacted] In attendance were:

- [redacted]

Formal Complaint Process

Between February 9, 2022 and March 4, 2022, [redacted] interviewed the following:

- Ron Babcock who issued the initial complaint and completed the Public Complaint Form associated with Policy KL/KL-AR
- Memory Bybee, Director of CETUSA, Council for Educational Travel, USA
- [redacted]
- 4 Classified and Licensed Staff
- 5 Administrators

In addition, Human Resources :

- Conducted a comprehensive review of all information gathered including recorded and transcribed interviews and meeting notes, emails, and pertinent school communication

Background on the updates to the Administrative Rule for policy JEBCA-AR, Admission of Exchange Students and the determination to not enroll exchange students for the 2021-22 school year

It was reported that the Administrative Rule(AR), that accompanies the policy *Admission of Exchange Students* (JECBA) was updated in December, 2021 based on feedback from high school principals and counselors as well as some exchange student agencies as schools were going through the pandemic. Previously, an exchange agency coordinator or director could work directly with high schools for exchange student placements and it was at the discretion of the building administrator to select students and organizations who would obtain approval by typically July 1 of the coming school year. When the Covid pandemic hit in March, 2020, several high schools reported concern for the the following:

- Supporting exchange students to return to their home countries safely and in a timely manner.
- Supporting the unknown mental health needs of exchange students in a foreign country during a worldwide pandemic.
- Supporting the unknown mental health needs of our current student population, due to effects from the pandemic.

Two people reported:

- "With an exchange student in March (2020) of when all this went kind of sideways that couldn't get home–the flight situation that they got him to the country, but then in Italy there was no trains or anything….we finally were able to get ahold of him and know that he was safe, but I felt that it really put that student at a risk and it really hit me hard that like, I love exchange students.We need to have them, but we're in a weird place in the world right now. And we need some certainty and I never wanted that to happen again."

- "The first year was really bad, right? (referring to March 2020).. from the stories, I kind of heard one, (exchange student) was yanked out of here so fast. Some of them (were) sent home over a weekend or whatever. Some, some didn't make it home for a while and you're online at that point. So it was all weird."

Regarding the decision to not enroll exchange students for the 2021-22 school year, the decision was supported by the Office of School Performance based on feedback from high schools regarding the concerns they had for the currently enrolled students. High schools reported that the primary factor was related to the pandemic and recognizing that the serious mental health and on-track for graduation needs of high school students required a much higher level of support than they originally planned.

Three people reported:

- " And that primary factor…there's a lot in the middle of the pandemic. Somebody who was impacted by travel or till they get home was impacted…we did not bring exchange students into the mix when we're trying to limit interactions…for consideration that individuals, their healthcare situation. That would be in a bad spot where we're going to do a virtual situation."

- "I always go to the social emotional right now and the social emotional needs of our students, because so much of what has come back to us are students who have been so profoundly affected by this. I mean…the profound mental health needs of the students who have been affected. In my building in particular, our youth contact person just left to go to a different position and we may not have to lose one of two people who specialize and you know, that really high risk mental health needs for our students has been a struggle. (The) grade level counselors are still doing their regular jobs, as well as meeting the mental health needs and the social emotional needs of our students. So as we work with students, that's important too, making up incompletes and working to help them get back on track for graduation is also a huge need for our students right now, as we would work with exchange students, I think that we would be naive to think that (exchange students) weren't coming with some of those needs themselves, because from wherever they're from COVID has touched them. And they're also away from home and working within another home this year. Sometimes that comes with some weight as well. Sometimes it's fine. And there's no issue at all and they're high performing students. But at other times..it can be hard for them."

- "I think until you actually are an educator in the system, it's hard to understand all the pushes and pulls that are on a system behind the scenes…placing, you know, five to 10 exchange students in one of our large high schools…it can be difficult for our system …for our counselors, especially…really difficult as well..there was just a lot of unpredictability during the pandemic."

Findings

Our investigation concluded the following:

Creation of a policy that is designed to be punitive and punish organizations, host parents and students that the administration takes issues with or holds personal grudges against, that have challenged them in one way or another. - This claim is unsubstantiated.

Background Regarding the Updates to Administrative Rule to Policy JECBA, *Admission of Exchange Students*

[redacted], was seen as a resource that high school and District level administrators rely on for her expertise in policy work with implementation and updates to policy. Through feedback from [redacted] was tasked with reviewing other districts' policies and ARs to see what timelines and processes they used for the admission of exchange students.

[redacted] reported:

- "...we thought that would help us…what were our hopes, what we wanted it to do is to provide some really concrete steps and procedures that would support both our schools, but also transparency for exchange organizations in regards to our procedures for, um, and timelines for, um, accepting and, and going forward with having exchange students in our schools…our AR did not have specific guidelines and dates. And so in looking at other districts, ARs, what we saw is that a lot of them had really, um, specific guidelines on dates and, um, the procedures for how the students get placed in schools. And so that's how we wanted to improve our AR"

- "I looked at probably 15, like Metro area districts. I was thinking of like, other school districts that would probably be serviced by the same exchange organizations…they probably have..a…Portland Metro office like Beaverton, Forest Grove, Portland, North Clackamas, Oregon City, Newberg (and) Sherwood. So I kind of think of like both the east side, the west side and south of us..that whole area. And because administrative rules are often really specific to districts. There was a variance of what those had, but there were some things that were relatively consistent that I could draw from about for instance kind of some timelines of, of procedures. And so we kind of adapted some language from some of those and, um, We also reached out to, when I say we, I worked in collaboration with [redacted]

this. And, I believe [redacted] reached out to three or four exchange organization reps who we had contact with because they had emailed us for whatever reasons in the past…to say with like a few guiding questions about… when do you need, what would be a good date to know? Like what, how many spots we have, when would be a good date to know…last minute options of when you can place students, like those types of things so that we could get some feedback from their perspective as well."

Through feedback from [redacted] and [redacted], and some exchange agencies there was a strong desire to have a point person at the District office to oversee the admission of exchange students at the District level. As the AR was updated, [redacted] and a few of the [redacted] who directly support exchange students gave feedback that they wanted the admission timeline to better match the District staffing and course catalog timeline.

Four people stated:

- "I'm used to having somebody in charge of that (to) know what we do in district (and) out of district transfers, it would be that same office just to keep an eye on what the impact would be. If we're taking too many kids from other districts. And then on top of that, how many exchange students? So it feels a little more streamlined that way, [redacted], in this case, would have a better picture of how many seats are getting added to my classrooms. So that I think is helpful. I think that that is probably the best way to do it is to have one person kind of have a pulse for what's going on in each building, as far as exchange enrollment."

- "...centralize it, so that one person at the district level knows how many are at each school, because I'm not sure there was that before. I think in some ways it really helps because the agencies then know there's one person to go to with that information instead of having to find, okay, who's the new counselor in charge of this year? Sometimes there's a lot of pressure on the individual [redacted] to take a kid.. and it can be the pushiest coordinator gets, or the coordinator who complains the most can get somewhere with that. Now that's only happened once or twice, but that can be challenging as a [redacted] to experience."

- "I actually, I like it…and the reason why is, I feel like we'll be working..across the school district in regards to foreign exchange students. But one thing that I like about it is … we're not the frontline anymore, whereas we're not individuals that are saying yes, no; approved, not approved. I'll be honest with you, some of our foreign exchange program case managers can be pretty aggressive, with just constant phone calls, constant emails…it's not healthy, to be honest with you the way they try to push those kids in. And so I really liked the fact that it's being handled at the district level. Whereas now we can just focus on the student and the family that they're living with and go from there. And I just, I feel like it's a much better start now that …we can just receive the names and just be a welcoming committee."

- "I think it makes it a little bit more cut and dry because I know in the past we've had different organizations that were reaching out to schools individually.. advocating for their exchange student…and so I think it was hard to know who was talking to who sometimes. I think streamlining it…the percentage through a lottery and I think it actually makes it a little cleaner because truly I'm not going to look and decide, oh, I don't want this exchange student from here. I want this exchange student. We just want exchange students. So it doesn't…actually helps us because now we just get the kids and we don't have to get kind of caught up in the bureaucracy of it."

It appears that the high schools are looking forward to implementing the updates to the AR for policy JECBA, *Admission of Exchange Students*, and there seems to be a bit of confusion on the implementation of policy per feedback from CETUSA Director, Memory Bybee, who reported:

- "I think just a straightforward, good process going forward…because it's very…unclear right now. Who can place exchange students in Hillsboro? How many they might take? It would, it's just helpful to know…if I pick a student, I know that [redacted] has three spots. And so I'm going to..be able to host that student and to be able to talk to host families like and say, oh, there's enough spots. Knowing that there's a good process moving forward and feeling confident that if we from CETUSA follow the correct steps that we can get students in there…that is not clear right now."

There is no evidence to support that the AR was designed to be punitive or punish organizations, host parents or students that the administration takes issues with, or holds grudges against that have challenged them in one way or another. The AR was implemented through feedback from [redacted] and a few agencies to create one District contact and consistent timelines and processes. This was put in place so all exchange students have a fair and equitable opportunity to be admitted through a lottery if the number exceeds the District's designated amount of openings, that is not to exceed one-half of one percent of student enrollment. Contrary to claims made in the complaint, a centralized process for considering exchange students would be more likely to eliminate potential favoritism or inconsistent application. There may be a need to check back with the exchange agencies after the March process to see if they have any feedback or questions regarding the updated AR process.

[redacted]



[redacted]



- [redacted]

[redacted]

[redacted]

[redacted]

[redacted]

Additional Questions from Mr. Babcock:

1. Why did HSD deny enrollment of already established exchange students during the 21/22 school year?
    - The reason students were not enrolled was primarily due to the pandemic and reviewing what other districts were doing across the metro area. Most indicated, initially, they would not be accepting exchange students and some adapted their decisions to yes for the second part of the year. [redacted] requested to wait one year (2021-22) due to the concern about the mental health needs and on track needs of currently enrolled students.

2. Why was HSD the only school (district) in the region to not host exchange students during the entire 21/22 school year?
    - HSD's decision was based on the pandemic and the needs of students currently enrolled.

3. How do we fix this policy?

- The Administrative Rule (AR) was updated in December 2021; the policy has not been updated at this time. There will likely be opportunities for feedback after we implement and utilize the AR for the 2022-23 school year.

4. Why did HSD create an exclusionary foreign exchange student policy or allow it to be in place?
    - Feedback from high school stakeholders indicate that the AR will be more systematic and inclusive in its practices than the previous AR. As we heard from high schools, they are looking forward to welcoming exchange students in 2022-23 and focusing on how to best support them once they have been placed.

5. Will the new policy comply with Oregon Department of Education standards against discrimination?
    - The policy JECBA, *Admission of Exchange Students*, was not updated but rather the AR was updated and that is the administrative rule that the District can create to describe the procedure or practice requirements. As with all ARs, the District's intent is to ensure legal compliance.

6. Why are there limitations put on the number of foreign exchange students enrollment?
    - We are not accepting or denying exchange students solely based on funds. We welcome and value exchange students in our schools. It was determined that for the 2021-22 school year, HSD would be taking a one year pause due to the pandemic to address the needs of currently enrolled students.
    - There AR language from the December 2019 and 2021 is essentially the same language:
        - The previous AR last updated in December 10, 2019 stated, "A high school may accept a number of exchange students for placement that does not exceed one-half of one percent of student enrollment at the school,…."
        - The AR update from December 7, 2021 states, "Exchange student placements per high school will not exceed one-half of one percent of student enrollment…"

7. Why is there a lottery system in place?
    - The purpose is to create more fair and equitable outcomes for all exchange organizations whereas in the past it was reported that high schools had different processes for acceptance. The District sent communication to about 30 different exchange agencies. This also allows for more consistency across the entire system. The AR states "The purpose of the lottery is to determine which exchange organizations will be able to place students, and the number of placements each organization will be offered in Hillsboro School District for the next school year."

8. Why did they build in the ability to deny organizations, host families or students for any reason?
    - There is no intent to deny for arbitrary reasons, but rather to act based on legitimate needs of both the District's students and potential exchange students and families.

9. Why is HSD creating such a small window for enrollment of exchange students?
    - It sounds like the intent of the updated AR was to provide the information to both the high schools and the exchange companies early in the spring for staffing purposes, as well as for the exchange organizations to have the information about how many slots they have.

10. Why must registration of students take place by July 1st?

- The standard registration would take place at the high school and the process would be the same for registering a high school student.

11. Why is the Executive Director being allowed to have final approval of all placements?
    - Based on input from high school stakeholders, it was determined that at the District office the Executive Director of High Schools would be the point person to oversee the admission of exchange students at the District level.

Conclusion:

There are many areas of this complaint that are subject to interpretation by the parties involved. However, there is definitive evidence that the changes to the administrative rule for policy JECBA, *Admission of Exchange Students* was not updated with the intent to be exclusionary, discriminatory, or unethical as Mr. Babcock alleged in his complaint.

The facts of this investigation indicate the purpose of the updates were to accomplish three goals:

1. Consistent processes, systems, and structures for the admission of exchange students across all four comprehensive high schools
2. Create a clear timeline for high schools and exchange organizations to better align with staffing and course catalog timelines;
3. Identify one person at the District office to oversee the admission of exchange students at the District level;

[redacted]

Additionally, there are some areas where Mr. Babcock did not agree with changes to the updated AR for the policy JECBA, *Admission of Exchange Students* that were implemented by [redacted] on behalf of high schools. Finally, it is very evident that Mr. Babcock is a strong advocate for exchange students based on his role as a host parent and Coordinator at CETUSA, and he wanted exchange students to be enrolled for the 2021-22 school year. Each of the people who were interviewed throughout this entire process all agree that Hillsboro School District is better with exchange students and after a year of pause due to the Covid pandemic they are very excited to have exchange students Hillsboro School District return in the 2022-23 school year.

In conclusion, the District is invested in ensuring that administrators support and build positive working relationships with all stakeholders including staff and community members.

[redacted]

2021-22 BUDGET COMMITTEE MEETING

Find meeting instructions on the public web page:

Hillsboro School District
Administrative Center
3083 NE 49th Place
Hillsboro, OR 97124

April 26, 2022
6:00 PM

AGENDA

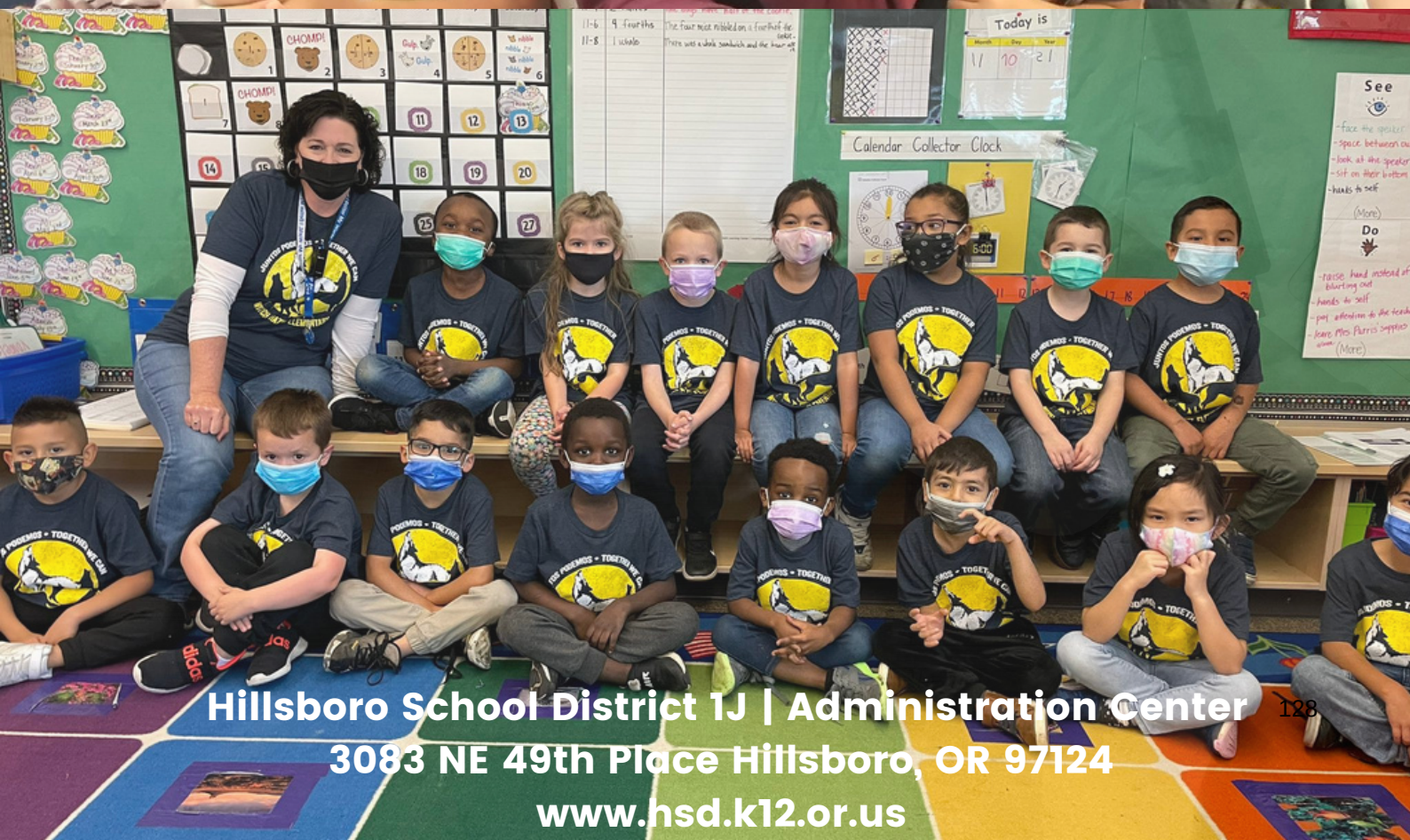
I.	Call to Order, Welcome	Mark Watson, Board Chair
II.	Approve Proposed Agenda	Mark Watson, Board Chair
III.	Committee Responsibilities, Roles, and Process	Michelle Morrison, District Financial Officer
IV.	Election of Budget Committee Chair	Mark Watson, Board Chair
V.	Budget Message	Mike Scott, Superintendent
VI.	Review Financial Outlook and Proposed Budget Document	Michelle Morrison, District Financial Officer
VII.	Committee Discussion	Budget Committee Chair
VIII.	Public Input	Budget Committee Chair
IX.	Additional Committee Discussion	Budget Committee Chair
X.	Possible Action	Budget Committee Chair
XI.	Review Next Steps	Michelle Morrison, District Financial Officer
XII.	Adjourn	Budget Committee Chair

HILLSBORO SCHOOL DISTRICT

For the Fiscal Year
2022-2023

PROPOSED BUDGET





Hillsboro School District 1J | Administration Center
3083 NE 49th Place Hillsboro, OR 97124
www.hsd.k12.or.us


HILLSBORO SCHOOL DISTRICT
Engage and challenge all learners to ensure academic excellence

HILLSBORO SCHOOL DISTRICT #1J
WASHINGTON COUNTY, OREGON
3083 NE 49th Place
Hillsboro, Oregon 97124

PROPOSED BUDGET

2022-23

Prepared by the
Business Office staff

Michelle Morrison, District Financial Officer

HILLSBORO SCHOOL DISTRICT 1J
Washington County, Oregon

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Washington County, Oregon

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EXECUTIVE SUMMARY




HILLSBORO SCHOOL DISTRICT
Engage and challenge all learners to ensure academic excellence

HILLSBORO SCHOOL DISTRICT 1J
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BUDGET FORMAT

Welcome to the Hillsboro School District budget document. The following section is a guide for navigating the budget document's format and organization as well as the budget preparation process.

The budget document is organized into four sections:

- Executive Summary
- Organizational Section
- Financial Section
- Informational Section

The Executive Summary includes the Budget Message and an overview of the 2022-23 budget. The narrative presents the budget in the context of the District's Strategic Plan. In addition, summary budget information is presented as well as budget forecasts and student enrollment history and projections.

The District Goals and Budget Committee for 2022-23 are included in the budget document. The Budget Committee and School Board are jointly responsible for oversight and approval of the budget, and the School Board makes appropriations and imposes taxes.

The Budget at a Glance highlights major budget changes from 2021-22 with an emphasis on the General Fund.

The Organizational Section is comprised of general information about the District and its budget, including the level of education provided, geographic area served, and number of schools and students. Also included in this section are significant budget and financial policies, procedures and regulations as well as a detailed description of the budget process.

The Financial Section contains required information for the District's funds and descriptions of significant revenue sources and expenditure categories.

The Informational Section includes detailed historical and projected personnel resource allocations, property tax information and other performance measures used by the District.

BUDGET MESSAGE

In accordance with ORS 294.391, Superintendent Mike Scott will present the 2022-23 Budget Message for Hillsboro School District 1J at the Budget Committee meeting to be conducted in person and livestreamed at www.hsd.k12.or.us/livestream on April 26, 2022, at 5:15 p.m.

Public comment can be mailed or e-mailed in advance to romanr@hsd.k12.or.us or submitted via webform at http://bit.do/hsdpubliccomment . Comments will be read aloud during audience participation time at the meeting. The budget message will be recorded in the 2022-23 Approved Budget document, which will be presented at the Budget Hearing on June 21, 2022.

BUDGET AT A GLANCE

- The 2022-23 school year is the second year of the 2021-2023 biennial funding cycle of the State of Oregon.
- Although enrollment is expected to increase due to the availability of new housing in the district, the recent trend is flat with a slight decline as graduating classes are larger than incoming Kindergarten classes. Birth rates are down, and student mobility factors indicated that students are leaving the district and/or not returning after break periods. The district is predicting a return to a "pre-COVID" enrollment trend after the public health crisis has passed.
- Expenditure assumptions are developed using historical trends and current market data, in regards to the following:
    - Staffing adjustments align with targeted student ratios plus 3.0 percent growth in salaries
    - Current number of school calendar/contract days and in-person instruction all year, including activities
    - The areas Services and Supplies have an average 3.0 percent annual increase in utilities, fuel, subs, and service agreements
- The General Fund operating revenue is projected to increase by $11.7 million, or 6.2 percent based on the state budget appropriation to K-12 of $9.3 billion. The increase is due to the inclusion of assigned fund balance items as reported in the 2020-21 Comprehensive Annual Financial Report, proposed herein as an inter-fund transfer to the Internal Service Fund for future spending.
- Student Investment Account Funds will be utilized for costs eligible under the act required to maintain the Actual Service Level (ASL). Eligible services totaling $9.0 million have been reduced from the General Fund and maintained by the use of Student Investment Account funds since 2020-21. The remaining $5.5 million is for additional services for students.
- The Special Revenue Funds are estimated to increase by $4.5 million due to a temporary increase in federal resources for pandemic relief. This is the second of a three year Accelerated Learning Spending Plan that included full funding of SIA and ESSER/ARPA funds. The Federal ESSER/ARPA funds will be exhausted by September 30, 2024.
- The Debt Service Fund will increase by $3.9 million to meet the principal and interest payments for capital construction and pension obligation bonds.
- The Capital Construction Fund is appropriated at the level required to complete projects according to district timelines and per the ballot title approved by voters in 2017 with a reduction of $38.2 million or 45.9 percent from 2021-22.
- The Internal Services Fund historical transfer is from the PERS Reserve and propose a transfer into the fund for "Future Spending" of $8.5 million.

- Smarter School Spending framework is used to align improved student achievement with a focus on equitable access to learning for traditionally underserved students and students with barriers to success in alignment with the Policy JBB: Educational Equity.
- To the extent possible, the budget must ensure financial stability through the end of the 2021-23 biennium and sustain future services. Pandemic-related federal funding will be targeted to meeting basic needs, social and emotional supports, and accelerated learning opportunities. Because they are temporary by design, they may not be used for current service level operations.
- The District will target a 4 percent General Fund ending balance over the biennium.
- The District will continue to utilize Special Revenue Funds such as the Construction Excise Tax, SB1149 (Senate Bill 1149, est. 2002, public purpose charge for energy conservation strategies), and Bond funds for eligible expenses to reduce the impact of operational budget reductions to instruction.
- Federal program revenues are based on historical trends and estimates provided by the Oregon Department of Education.



BUDGET PLANNING CALENDAR

Hillsboro School District Budget Development activities are listed in the table below.

Date	Activity
June 22, 2021	Appoint Budget Officer
November 16, 2021	Appoint Budget Committee Members to Vacant Positions
December 7, 2021	Budget Planning Calendar Approved
January 25, 2022	Budget update during Board Work Session (General Fund)
February 8, 2022	Budget update during Board Work Session (High School Success, Student Investment Account)
March 15, 2022	Budget update during Board Work Session (ESSER, ARP)
April 12, 2022	Budget update during Board Work Session (Bond)
April 26, 2022	Budget Committee Meeting: Committee members review proposed budget documents, receive Budget Message, and may approve the budget for Hearing
May 5, 2022	Additional Budget Committee Meetings (if needed)
June 21, 2022	Budget Hearing: Board Adopts Budget, Makes Appropriations, Declares the Levy
July 15, 2022	Levy Certified to Assessor, and Adopted Budgets distributed per Local Budget Law and district best practice

EXTENDED PROJECTION ASSUMPTIONS

The following assumptions describe the extended budgetary outlook.

Revenues

- General Fund revenue will increase by 4.5 percent per year (includes property and income taxes) and will be held harmless from further “carve-out” grant designations.
- Measure 98 funds for College and Career Readiness and Drop-out Prevention will be sustained and accounted for as a Special Revenue Fund.
- The Student Investment Account will be fully funded per statute and revenue availability.
- Federal grant funds will be based on historical funding levels and estimates from the Oregon Department of Education, if they are available, including aid for the pandemic period.

- Other local revenue collections will grow at an annual rate of 4.5 percent.
- Annual District & ESD Local Revenue increase 3.0 percent.
- Enrollment is based on historical trend analysis and projected impact of new residential development. Although the 2021-22 student enrollment decreased, estimates are based on a return to a "Pre-COVID" enrollment trend.
- The Capital Construction Fund bond revenue will be invested per policy and earn interest to be used in the "out" years between bond asks of the community. The 2017 Bond authorization is divided over two sales (2017, 2020) to provide cash flow in accordance with the project schedule.
- The District has no significant demographic changes, however there is a significant infusion of resources in the form of large state grants and federal aid.
- The Nutrition Services Program will return to normal (charging students for meals) due to the expiration of the federal waiver that provided free meals to all students.

Expenditures

- The budget assumes a full school year, with no reductions to the targeted investment areas of the Arts, Athletics, Activities, TAG, STEM/STEAM, or serving students in poverty.
- PERS payroll rate increases by 0.9 percent in the 2023-25 biennium based on the most recent valuation, bond debt service rates, and impact of the state level system reforms provided by Senate Bill 1049[1].
- Debt service requirements are calculated on a consolidated schedule based on current obligations, assessed property values, and collection rates.
- Staffing projections are based on the 2021-22 current service level and aligned with Student Investment Act and full funding of Measure 98. Licensed staffing will be adjusted in 2022-23 according to student enrollment. Class size targets are tiered by grade level: Kindergarten, 26:1; Grades 1-3, 24:1 (reduced from 28:1); Grades 4-6, 28:1; and Grades 7-12, 30:1 (reduced from 31:1).
- There is a 3.0 percent annual average increase in utility, equipment, property/liability costs, and supply costs.
- Non-consumable supplies for technology, equipment, energy-savings improvements, and certain maintenance services up to $2.0 million annually may be paid from Bond Funds if aligned with the ballot title.
- The General Fund end balance will remain at the 4.0 percent target.

[1] https://www.oregon.gov/pers/EMP/Pages/Employer-Rate-Summary.aspx, https://www.oregon.gov/pers/EMP/Pages/Employer-Rate-Projection-Tool.aspx

BUDGET SUMMARY AND FORECAST - ALL FUNDS

Although costs continue to increase, the forecast for all funds is decreasing through 2023-24 due to the spend down of the 8-year capital construction bond, fluctuations in debt service funds and anticipated flat funding from the State School Fund in the next biennium, as well as projected flat enrollment.

Budget Summary – All Funds Table*

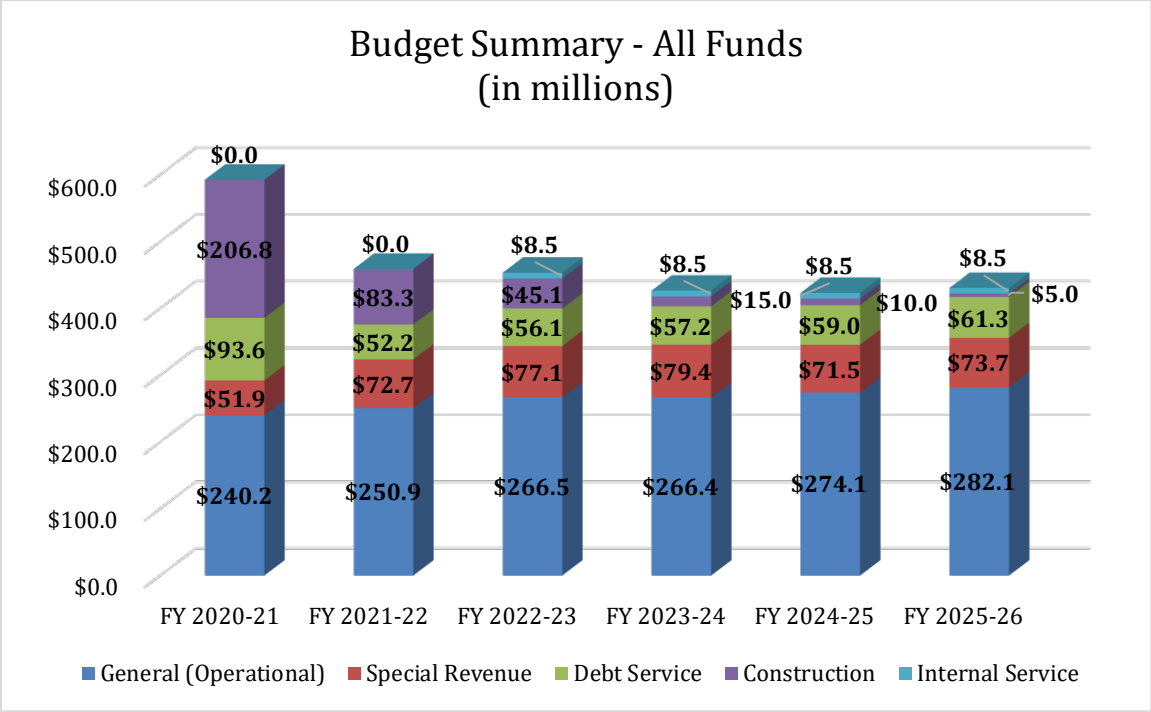
History and Projections	Prior Year Actual	Current Year Budget	Next Year Budget	Current to Next Year	Year 1 Projected	Year 2 Projected	Year 3 Projected	6 Year Average Annual
Fund	**FY 2020-21**	**FY 2021-22**	**FY 2022-23**	**% Change**	**FY 2023-24**	**FY 2024-25**	**FY 2025-26**	**% Change**
General (Operational)	$240,175,932	$250,935,863	$266,520,422	6.21%	$266,408,423	$274,138,588	$282,100,658	2.91%
Special Revenue	$51,882,923	$72,663,082	$77,116,568	6.13%	$79,430,065	$71,512,967	$73,658,356	7.00%
Debt Service	$93,611,869	$52,175,621	$56,078,164	7.48%	$57,249,362	$58,985,561	$61,310,661	-5.75%
Construction	$206,791,953	$83,250,000	$45,050,000	-45.89%	$15,000,500	$10,000,350	$ 5,000,250	-16.26%
Internal Services	$0	$0	$8,500,000	--	$8,500,000	$8,500,000	$8,500,000	--
Total	**$592,462,677**	**$459,024,566**	**$453,265,154**	**-1.25%**	**$426,588,350**	**$423,137,466**	**$430,569,925**	**-4.55%**

*Notes:
General Fund: Includes projected growth (at $9.3B Current Service Level State School Fund).

Special Revenue Funds: ESSER Funds exhausted after FY 2022-23, creates a significant drop. SIA and HSS projected steady at full funding for 2022-23 and beyond.

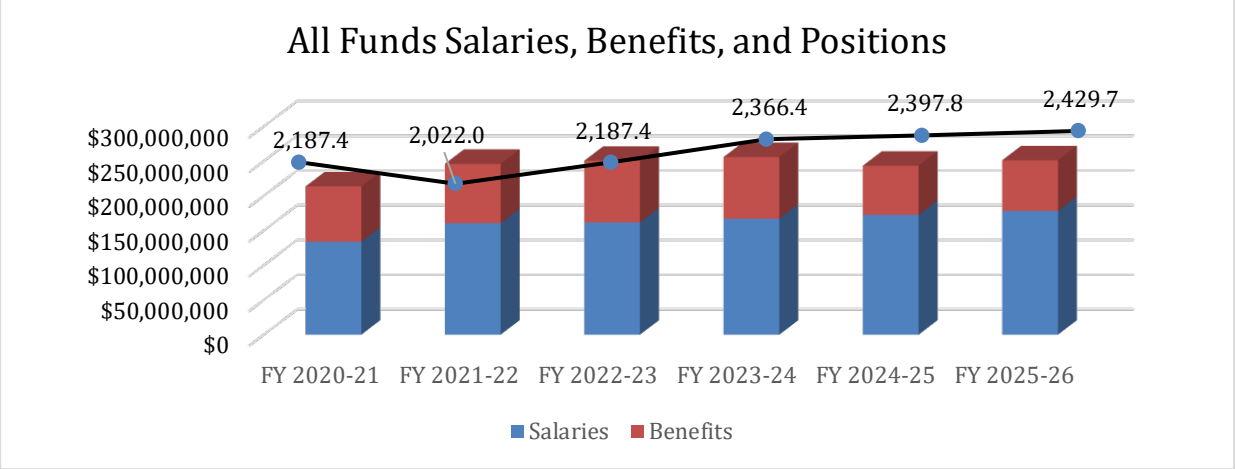
Debt Service: Estimated to grow by historical 1.33 percent annually per debt schedule and tax collection rates.

Construction: Steady spending down of bond proceeds according to project plan.



ALL FUNDS SALARIES, BENEFITS AND POSITIONS – HISTORY AND BUDGET

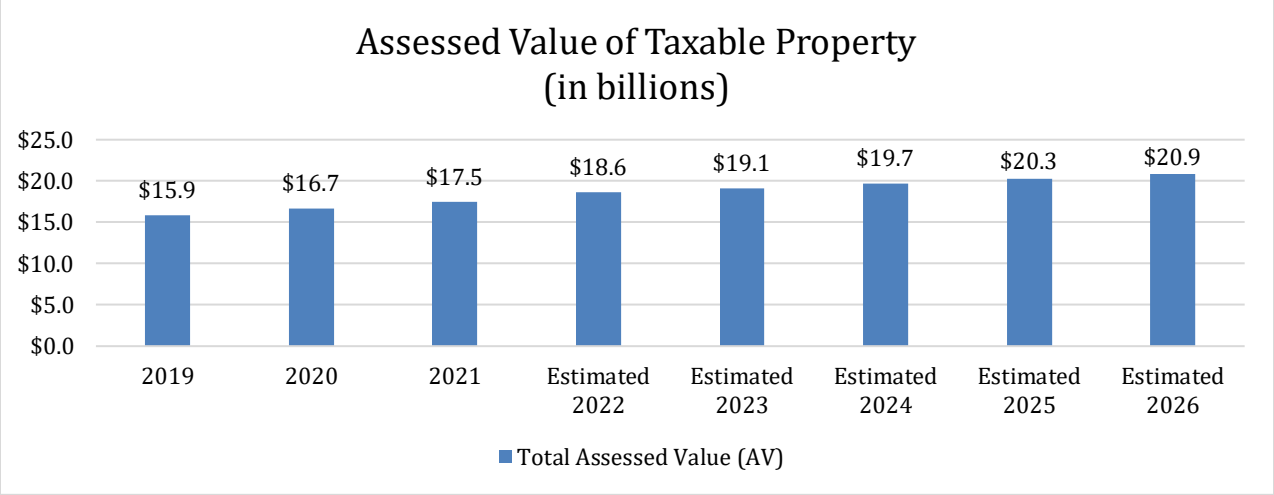
The District is experiencing an increase of 19.9 percent in salaries for the 2021-22 budget year, largely due to federal pandemic assistance funds and the passage of the SSA in Oregon in the spring of 2019 which fully funds HSS and the Student Investment Account. Payroll Costs including associated benefits have increased by 7.3 percent under current work agreements from 2020-21 due mainly to the increase in the salaries noted above. Overall, this is an increase of 15.2 percent for the 2021-22 budget from the prior year in salary and benefits and an increase of 8.18 percent in positions.



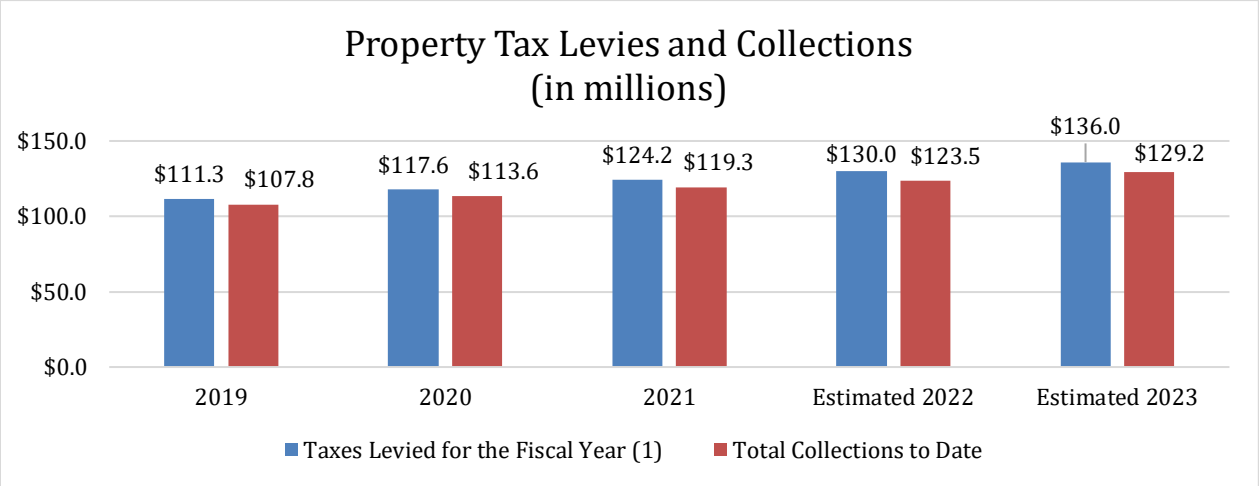
ASSESSED VALUE AND PROPERTY TAX SUMMARIES

The permanent tax rate is determined by the State of Oregon Constitution and State Statutes. Existing districts cannot increase their permanent rate authority. Rates for debt services are set based on each year's requirements.

Tax Rates	2018-19	2019-20	2020-21	2021-22	Projected 2022-23
Permanent Tax Rate per $1,000 of AV	4.9749	4.9749	4.9749	4.9749	4.9749
Bond Tax Rate per $1,000 of AV	2.1639	2.2049	2.2755	2.1321	2.1631
Average Assessed Value[2]	270,208	279,432	287,220	295,978	304,857



Source: Washington County Department of Assessment Taxation and District Financial Records



(1) Amounts are based upon tax collection year July 1 to June 30.

[2] https://www.co.washington.or.us/AssessmentTaxation/publications.cfm

DEBT SUMMARY

General Obligation Bonds – On November 20, 2012, the District issued $98.9 million in General Obligation Bonds with an interest rate of 1.5 percent to 5.0 percent. In November 2017, the District passed a $408 million capital project levy. In December 2017, the District issued a $268.4 million general obligation bond series and realized an unamortized premium of $51.6 million, with an interest rate of 3.0 percent to 5.0 percent. In February 2020, the District issued a $139.6 million general obligation bond series and realized an unamortized premium of $27.7 million, with an interest rate of 1.5 percent to 5.0 percent.

In October 2020, the District refunded the GO Bond Series 2012 in the amount of $40.4 million with an interest rate of 0.22 percent to 0.75 percent. The District issued General Obligation Refunding Bonds, Series 2020, in an aggregate amount of $40.4 million. The proceeds were used to refund the Callable Portion only of the District's 2012 Bonds and to pay the costs of issuance. The Bonds helped the District obtain a benefit of savings in total debt service requirements. The present value of the economic gain resulting from the refunding was $1,617,680. The Callable Portion of the 2012 Bonds, $37.1 million, are defeased due to placing the proceeds of the new bonds in irrevocable trusts to provide for future debt payments on the old bonds. This amount has a call date of June 15, 2022.

Pension Obligation Bonds – During the 2004-05 fiscal year, the District participated in pooled issuances of taxable pension obligation bonds to pay off a portion of the District's unfunded actuarial liability. The District issued $102.9 million in debt as part of a pooled issuance of $458.6 million.

In May 2015, the District issued $39.86 million in taxable pension obligation bonds to finance the District's estimated PERS unfunded actuarial liability. Bond proceeds were paid to the Public Employee Retirement System (PERS). An intercept agreement with the State of Oregon was required as a condition of issuance; therefore, a portion of State School Support is withheld on a monthly basis to repay debt. Annual principal and interest payments are made each June 30, ending June 2034.

Qualified Energy Conservation Bonds – In March 2016, the District entered into a direct placement agreement for an Energy Conservation Bond in the amount of $3.4 million. The bond has an interest rate of 3.46 percent which is largely offset by tax rebates to the issues as a participant in the Quality Energy Conservation Bond program.

Capital Leases – The District entered into lease agreements as lessee for financing the acquisition of buses for student transportation in 2016-17 for $1.3 million, 2017-18 for $1.3 million, 2018-19 for $1.1 million, 2019-20 for $1.2 million, and 2020-21 for $1.2 million. These lease agreements qualify as capital leases for accounting purposes and, therefore, have been recorded at the net present value of their future minimum lease payments as of the inception date. The capital lease obligations are paid by the Special Revenue Fund, which is funded by a transportation grant from the State School Fund. The District is on a schedule to decrease financing transactions for bus purchases by the end of FY 2024.

Changes for the long-term obligations for the year are as follow:

Governmental Activities Description	Outstanding July 1, 2021	Increases	Decreases	Outstanding June 30, 2022
General obligation bonds	$450,705,000	$ -	$19,365,000	$431,340,000
Unamortized Premium	68,365,390	-	3,965,117	64,400,273
Total General obligation bonds, net	519,070,390	-	23,330,117	495,740,273
Pension obligation bonds	96,655,000	-	8,790,000	87,865,000
Notes from direct placements and borrowings:				
Qualified energy cons. bond	1,735,125	-	171,807	1,563,318
Capital leases	2,305,825	-	1,650,434	655,391
Total	$619,766,340	-	$33,942,358	$585,823,982



STUDENT ENROLLMENT

The District's adopted budget requirements are based on the number of projected students. State School Funding, the primary source of District revenue, is calculated based on the number and demographic of students enrolled. Staffing is adjusted by staff to student ratios for class size and caseload. Support staff that are not linked directly to students are also adjusted to control costs while maintaining safe and stable operations.

October 1, 2021, Enrollment Report Highlights[3]:

On October 1, 2021, the Hillsboro School District had 18,980 registered students. This is a decrease of 186 students from October 1, 2020, and represents a 0.97 percent decrease in student enrollment. Due to state guidance during the pandemic period, students were not dropped during the 2020-21 school year if they did not attend, unless records were requested from another district. Reporting for the 2021-22 school year has returned to prior practice.

A total of 548 students are transferring out of the District; 330 to virtual charter schools outside of the District, 15 to be homeschooled, 8 to private schools, and 58 to other school districts. There are 94 students transferring into the District.

Due to the pandemic, 272 less kindergarten students were registered compared to the average registration over the last three years.

Growth areas include: Hillsboro Online Academy has increased 672 students between 2019 and 2021 and residential development in South Hillsboro (Rosedale Elementary School) has increased from 349 in 2020 to 403 students enrolled in 2021.

The District is not unique with this enrollment experience. The Northwest Regional Education Service District's current enrollment dashboard shows Washington County enrollment trends declining in numbers across all districts from 2019-20 to 2021-22. Approximately 4,500 fewer students are enrolled across the eight districts in Washington County over the last two years. Preliminary data from the Oregon Department of Education shows that statewide Average Daily Membership (enrollment) is down approximately 22,000 from 2019-20 in the primary grades.

The decrease in COVID-19 cases due to vaccination and safety protocols has allowed the District to resume full operations by March, 2022. It is expected that student enrollment will rebound in 2022-23 to pre-pandemic levels and align with former trends of stability and slight decline due to slower birth rates (nation-wide).

[3] As reported in the School Board Packet, October 26, 2021

THE BOARD OF DIRECTORS

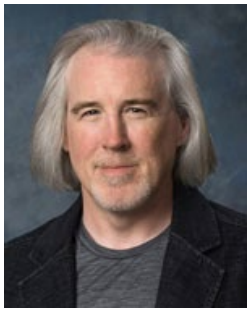
Hillsboro School District is governed by a Board of Directors, comprising seven elected members serving four-year terms. Board members are community volunteers and do not receive compensation for their work. The Board has legal authority over all public schools in the Hillsboro School District, within the framework set by the Oregon Legislature and the State Board of Education. The Board acts to interpret the educational needs of the District, then meets those needs with policies and facilities that motivate students and stimulate the learning process. The Board is also responsible for employing the Superintendent to administer the District. Public meetings notices and documents can be found here: https://www.hsd.k12.or.us/board.

The ongoing duties of the Board include allocating resources, formulating policy, and interacting with the community in support of the District's mission and the objectives of the Strategic Plan. The Board members and their terms are as follows:

Position 1
Erika Lopez
July 2021 -
June 2025



Position 2
Mark Watson
July 2021 -
June 2025



Position 3
Nancy Thomas
July 2021 -
June 2025



Position 4
See Eun Kim
July 2019 -
June 2023



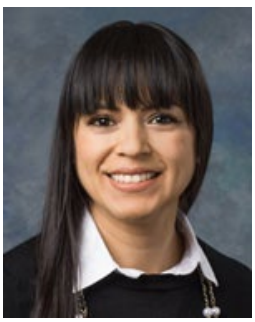
Position 5
Lisa Allen
July 2019 -
June 2023



Position 6
Monique Ward
July 2021 -
June 2025

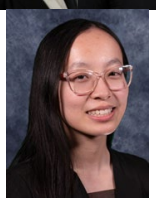


Position 7
Yadira Martinez
February 2019 -
June 2023



Student Representatives
Ceph Tronco
Kaylee Vazquez Burgos
Michelle Chen





SUPERINTENDENT'S CABINET

Superintendent Mike Scott was appointed by the Board to serve as the Chief Executive Officer of the District. The Superintendent is a professional educator employed to advise the Board on all matters concerning management of the schools, and to administer laws, regulations, and policies adopted by the Board.

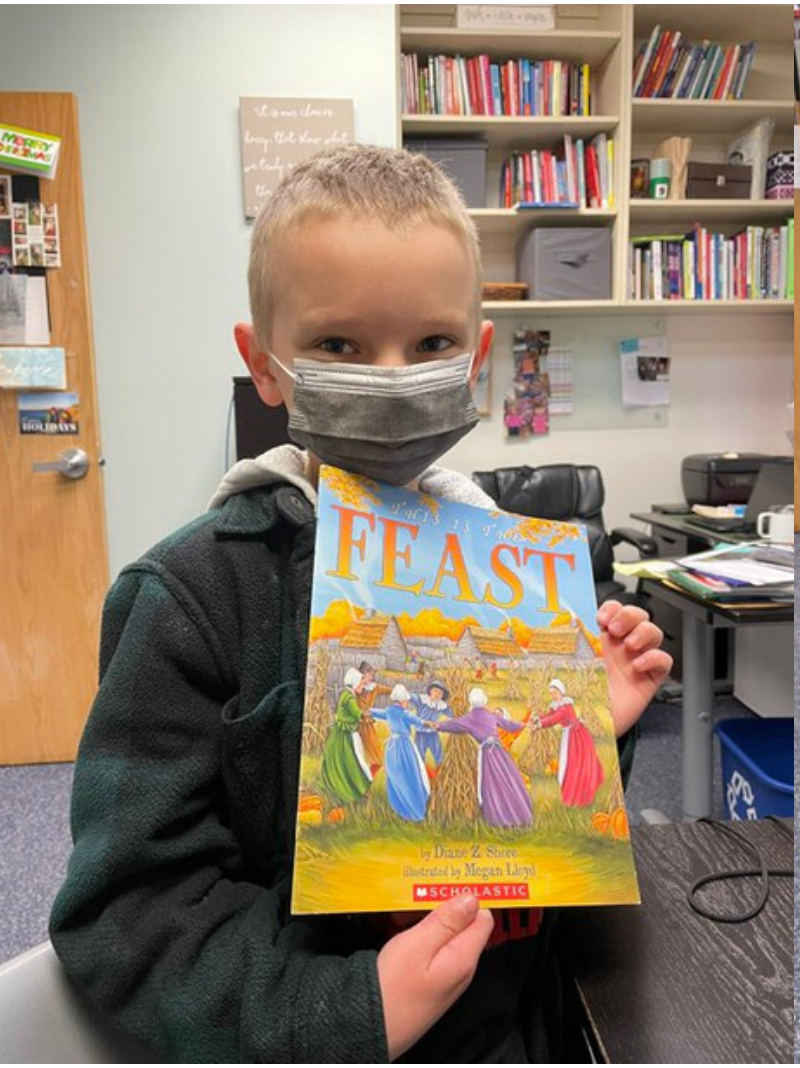
As the leader for teaching and learning in Hillsboro School District, the Superintendent is responsible for guiding the development of the curriculum and educational programs that address the needs of students, and providing leadership and advocacy for education. The Superintendent is accountable for the fiscal management of the District, guiding the direction of employees, and ensuring their ongoing professional development.

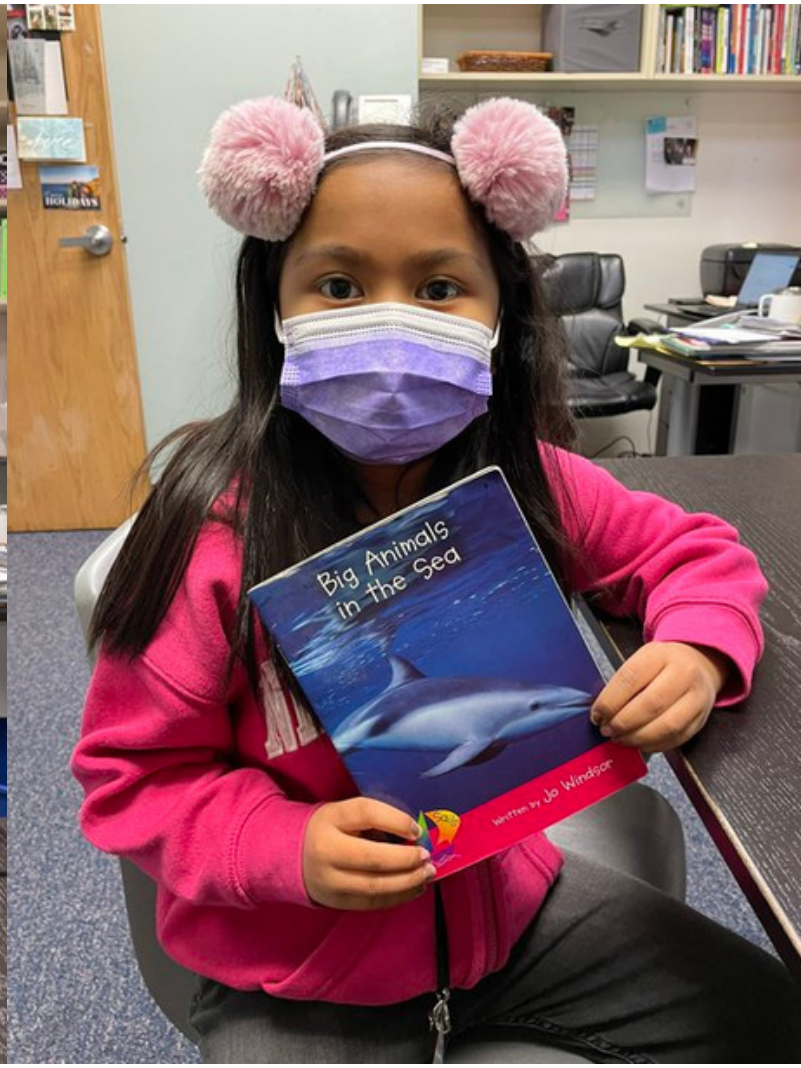
Cabinet
Michelle Morrison – District Financial Officer
Dayle Spitzer – Assistant Superintendent for School Performance
Travis Reiman – Assistant Superintendent for Academic Services
Beth Graser – District Communications Officer
Francesca Sinapi – Equity, Access & Engagement Officer
Casey Waletich – District Operations Officer
Kona Lew-Williams – District Human Resources Officer
Jordan Beveridge – District Information & Technology Officer
Adam Stewart – Capital Projects Officer

The District Financial Officer oversees preparation, delivery, and monitoring of the district budget in accordance with Local Budget Law, district policy, and at the direction of the Superintendent. The full cabinet is actively involved in budget development to ensure program fidelity with resources and for planning student success.

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ORGANIZATIONAL SECTION






HILLSBORO SCHOOL DISTRICT
Engage and challenge all learners to ensure academic excellence

HILLSBORO SCHOOL DISTRICT 1J
ORGANIZATIONAL SECTION
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THE DISTRICT AND THE COMMUNITY

Hillsboro School District, a unified school district, is the fourth largest of 197 districts in Oregon, enrolling approximately 3.5 percent of the total Kindergarten through 12th Grade student population. The District will serve approximately 18,307 students during 2022-23 and operates four high schools, four middle schools, twenty-six elementary schools, one alternative education school, one online academy, and one charter school.

Hillsboro is conveniently located 18 miles west of Portland (Oregon's largest metropolitan city), 60 miles east of the Oregon coast, and 80 miles from the ski slopes of the Cascade Mountains. Encompassing 195 square miles, Hillsboro School District serves families from the communities of Hillsboro, North Plains, Cornelius, Aloha, and a portion of Sherwood. District property is located in three separate counties: Washington, Multnomah, and Yamhill.

From high-tech companies to institutions of higher education, strong community partners provide extensive resources to the District through grants, volunteering, and donations. The City of Hillsboro is a key partner with Hillsboro School District, providing an abundance of parks, recreation, and after-school and summer programs for children.

Hillsboro's government takes pride in its business-like efficiency, concern for livability, and careful planning for residential and industrial growth. Professionally advanced police and fire departments provide comprehensive emergency response service to community residents. In addition, residents of all ages have access to parks, libraries, and community centers that provide recreational, educational, and social opportunities.

Hillsboro School District 1J was formed in July 1996 through the unification of a union high school district and its six feeder elementary school districts. This unification was accomplished under a plan developed and approved by each of the seven prior district governing bodies in response to a unification deadline mandated by Oregon State Statutes. The seven previously independent districts were Hillsboro Union High School District and the Farmington View, Groner, Hillsboro, North Plains, Reedville, and West Union Elementary School Districts.

The District, a fiscally independent entity, is organized with a seven-member elected Board of Directors and a Board-appointed budget committee. In 2021-22, management staff consisted of 1 superintendent, 2 assistant superintendents, 7 executive directors, 10 directors, 3 coordinators, 1 financial officer, 1 human resources officer, 1 capital projects officer, 1 communications officer, 1 operations officer, 1 information and technology officer, 1 equity, access, and engagement officer, 36 principals, and 20 assistant-principals. The Board of Directors approves the hires of all management staff members. The District also employs approximately 1,278 teachers and 1,398 support staff, including instructional assistants, secretaries, clerks, bus drivers, cooks, custodians, maintenance workers, and various other professional and technical staff.

The District's Strategic Plan articulates the District's mission, goals, and focus areas as it strives to increase the achievement of all students. The 2016-22[1] Plan has a laser-like focus on maximizing the student experience and ensuring that students leave the system prepared for success in post-secondary endeavors and civic life. Goals are identified annually to move toward all students graduating with career and college-readiness skills. Progress data is shared with the community annually in March. Program offerings include music, art, leadership, athletics, clubs, AVID, International Baccalaureate, STEM/STEAM, mentorships, internships, dual language, bilingual programs, special education and transition services, student transportation, nutrition services, dual credit, Advanced Placement, and much more.

The community voted in November 2017 to approve the sale of $408 million in bonds for capital projects. These bonds are being issued in two separate sales in order to align the proceeds with the cash flow requirements of project expenditures as described in the ballot title. The 2017 Bond was defined as a "renewal" levy that replaced expiring debt service items without increasing the tax rate per thousand of assessed value to local constituents. Additional facilities included a replacement of Brookwood Elementary School (2020), and Atfalati Ridge Elementary School (2021) in North Plains, and an elementary school in south Hillsboro (ES29, 2023) to accommodate growth due to new residential development.



[1] The operational period of the Strategic Plan has been extended to 2022 to align with the renewal of the District's Continuous Improvement Plan (CIP). https://www.hsd.k12.or.us/Page/189

DISTRICT STRATEGIC PLAN

The Strategic Plan is intended to provide direction and purpose to all aspects of District and school activities. The plan is intentionally flexible in structure with a central objective, consistent areas of accountability, and annually-developed action plans and goals to directly address areas where growth needs to be made and where successes can be capitalized upon for the year ahead.

The plan has three main components:
1) The overarching plan, which provides a broad overview and remains consistent over the five-year term; 2) the annual Report of Student Achievement (Key Academic Achievement Indicators); and 3) the Annual Work Plan and SMART Goals. Taken together, these documents should provide a comprehensive snapshot of the District's mission, strategic objective, beliefs, key initiatives, student achievement progress, and implementation plans and goals at any given time.

In the 2016-2022[2] Strategic Plan, you will find the following:

- *Mission Statement* — *An actionable, concise statement of our purpose as an educational system.*
- *Strategic Objective* — *The end goal and results we want to achieve.*
- *Our Pride* — *A memorable tagline that indicates our collective pride.*
- *Agreements and Commitments* — *Our goals and values as a system.*
- *Focal Areas* — *A division of our work based on the relevance and impact to students and their educational experience and outcomes.*

Mission Statement and Priorities

In the spring of 2016, Hillsboro community schools, District staff, and the Board of Directors revised their five-year Strategic Plan, which is the District's blueprint for educational excellence. The Strategic Plan focuses on students' equitable experiences and outcomes, and includes five strategy areas:

[2] The operational period of the Strategic Financial Plan has been extended to 2022 to align with the renewal of the District's Continuous Improvement Plan.

- Instruction
  - High-quality curricular, co-curricular and extracurricular offerings
  - Highly qualified staff
- Learning Environments
  - Equitable, safe, and inclusive
  - Engaging and relevant
  - Clear pathways and multiple opportunities
- Leadership for Learning
  - Continuous improvement
  - Data-driven decision-making
- Organization
  - Fiscal responsibility, long-range planning
  - Effective communication and community involvement
  - Human resources management
- Governance
  - Commitment to quality and progress
  - Setting the conditions and providing resources for success



The Strategic Financial Plan and Smarter School Spending

The Hillsboro School District joined the Alliance for Excellence in School Budgeting in 2017. The alliance consists of school districts across the nation participating in a budget development process called Smarter School Spending (S3), which was founded on best practices and is endorsed by the Government Finance Officers Association. Each district undergoes a thorough assessment to determine readiness for transition to the Smarter School Spending budget development process.

One of the critical components of the process is developing a Strategic Financial Plan that identifies the resources required to remain focused on investments that increase student achievement. Fortunately, in Hillsboro there is already a stakeholder-driven 6-year Strategic Plan in place and it is possible to identify the resources that support it. The five phases of budget development are listed in the table below, as are the district activities under way to move this work forward.

Smarter School Spending	Action	Timeline
Plan and Prepare	• Budget Development Cycle	• Annual
Identify Priorities	• Strategic Plan Components	• 5 years with annual targets
Pay for Priorities	• Identify/allocate resources in alignment with Strategic Plan • Apply Academic Return on Investment	• Annual, continuous • Ongoing with annual updates
Implement Plan	• Central- and Building-Level Staffing • Discretionary Budget Allocation	• Annual • Annual
Ensure Sustainability	• Implement Cost Analysis Action Plan items • Analyze implemented action items for actual savings yield	• Conduct in alignment with the Strategic Plan

Aligning Resources with Strategic Plan Goals

During the 2019 Legislative Session, state leaders authorized a new Corporate Activity Tax with revenues targeted to K-12 education, the Student Success Act. This unprecedented investment is estimated to yield $2.0 billion every biennia to fund the Student Investment Act, Statewide Education Initiatives (including full funding of Measure 98 High School Success) and Early Learning. In Hillsboro, for the 2022-23 school year, the yield is expected to be $16.3 million dollars.

In 2020-21, $4.6 million was used to continue eligible services that would have been eliminated due to a general fund budget shortfall. Those items rolled forward in 2021-22, plus an additional $3.9 million towards licensed staff to maintain lower-than-standard class sizes. The remaining amount of $5.5 million is appropriated towards expenditures eligible under the Student Investment Account program in alignment with stakeholder feedback and student needs.

In order to access the Student Investment Account (SIA) funds, District staff engaged in a thorough stakeholder engagement process, specifically designed to gain insight on how to better serve traditionally underserved students and families. Initially, staff aligned the investments with the state-required Continuous Improvement Plan (CIP), a set of goals and strategic activities to meet those goals, and measurable outcomes. After many feedback sessions and iterations, the application for funds includes items under each of the 4 areas allowed under the grant, including a cumulative total of $8.5 million in services that would otherwise be targeted for reduction due to underfunding of the operational budget. Areas and activities are outlined in the table below.

SIA Area	Investments	Impact	Metrics
Class Size Reduction	Class Size & Caseload	-Student contact time -Inclusive schools -Student engagement -Interventions and extensions	-3rd grade reading -9th grade on-track -Grad rates -Diversity of staff
	Professional Development		
Student Health & Safety	Mental and Behavioral Health	-More counselors, nurses, and school psychologists -Direct services to students	-3rd grade reading -9th grade on-track -Grad rates -Regular attenders ↑
Learning Time	After School Partnerships	-Academic supports -Extracurriculars, Co-curriculars -Equitable access	-3rd grade reading -9th grade on-track -Grad rates -Regular attenders ↑
Well-Rounded Learning	Curriculum	-Tools for teaching -Tools for learning	-3rd grade reading -9th grade on-track -Grad rates -Regular attenders ↑
	Educator Pathways	-Inclusive schools -Student engagement	-3rd grade reading -9th grade on-track -Grad rates -Regular attenders ↑ -Diversity of staff



Other Smarter School Spending Strategies

Cost Analysis Action Plan- Implementation and Evaluation



The goal of the Cost Saving Analysis completed in 2018 was to help the District team identify potential opportunities to reallocate resources to address the District's strategic priorities. The formalized assessment of 31 potential opportunity areas encouraged the Smarter School Spending Team to consider changes that at first glance may not seem to have high potential, but are worthy of further investigation.

There are two main types of resource reallocation opportunities targeted in the Cost Savings Analysis:

1. Can the District free up funds for its strategic priorities?
2. Can the District increase the impact of current spending at little or no additional cost, thereby reducing the need to free up funds for priorities?
3. Some opportunities are a combination of both.

As part of the Continuous Improvement Process, District staff may conduct the analysis again in 2022-23 in alignment with the development of the 2022-2026 Strategic Plan.

Review of Services for Struggling Learners

The District engaged in a thorough technical review of Services for Struggling Learners in February and March 2019 with District Management Group (DMGroup). After gathering data through interviews and other collections, DMGroup developed a list of recommendations for District staff to use for a custom action plan to ensure resources for struggling learners are in alignment with best practices. See below for review highlights.

Commendations:

1. The district is committed to improving the quality of education for all students.
2. The district has made efforts to develop systems that will support students' social, emotional and behavioral needs by creating wellness centers and hiring student success coaches.
3. The district has instituted common interim assessments for elementary schools.
4. The district has expanded supports for English Language Learners (EL) students.
5. The district developed a system for more closely monitoring the use and hiring of regular and special education assistants.
6. District leaders are open to making bold, significant changes to better support all students.

Recommendations:

1. Ensure that general education teachers are well equipped to meet the needs of nearly all students, including students who struggle.
2. Create a model intervention plan for both elementary and secondary schools that schools can opt into and receive additional supports for.
3. Ensure sufficient mental health expertise at each school by revisiting current staffing levels and proactively pursuing community partnerships.
4. Refine and streamline the district's approach to providing supports to EL students by codifying implementation practices at all levels.
5. Encourage special education staff to align their strengths whenever possible to improve work satisfaction and student outcomes.
6. Develop an inclusive planning process that identifies concrete steps, ownership, and measures of success with disciplined, monitored implementation over a 5-year period[3].

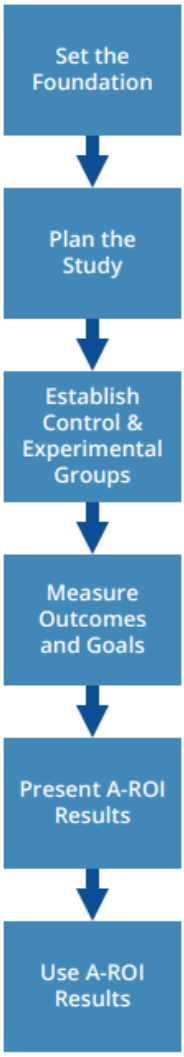


[3] Extended to 5 years from the original 3 year period due to COVID 19 pandemic delays in implementation.

Academic Return on Investment[4]

Academic return on investment (A-ROI) is the practice of scientifically evaluating the cost-effectiveness of academic programs and using that information to allocate resources accordingly. Put more simply, A- ROI is a structured approach to getting the highest value in terms of student achievement and has six conceptual foundations:

1. Reconsider your knowledge of what really works.
2. Define the problem before seeking its solution.
3. Follow the scientific method.
4. Seek out the greatest net benefit.
5. Ignore costs that have already been incurred and cannot be recovered.
6. Pay attention to opportunity costs.



Practitioners, including school district leaders and professional education researchers, have learned a great deal about how to be successful with A-ROI. This paper divides their lessons into six categories that represent the stages of progression through A-ROI, as shown in the diagram to the right.

The Smarter School Spending (S3) Team identified 4 areas of study for A-ROI and accompanying "Theories of Action" that apply the logic, "if we do (this), then we should expect (these outcomes)." Each area has an assigned S3 Team subgroup and lead contact that identified data points to be tracked longitudinally to determine the effectiveness of the initiative at the district level.

Although the A-ROI analysis was interrupted by the pandemic which required drastic and new methods of engaging students, the methodology will be applied again to the four study areas listed below:

- Area 1 – Student Success Coaches
- Area 2 – Grad Coaches
- Area 3 – HSD Preschools
- Area 4 – Wellness Centers

[4] Foundations and Smart Practices, January 2017, Kavanaugh and Levenson, https://www.gfoa.org/materials/academic-return-on-investment-foundations-and-smart

Leadership Approach to Program Changes

New programs provide an opportunity to use the District's resources to achieve the District's student learning goals in new and exciting ways. Some programs new to the District have already been successfully implemented in other districts and have data to support their viability. Other programs are ones that the District has developed using research and best practices and is spearheading to lead positive change. In many cases, evidence may not be immediately available, as quality programs take time to implement with fidelity and to produce sustainable results.



Analysis of Expected Costs and Benefits:
The proposal for a new program will be accompanied by a thorough analysis of its expected costs and benefits. Staff shall develop methods to test the strength of the assumptions upon which these expected costs and benefits are based. The proposal for the new program should also clearly identify the goals and criteria that will be used to evaluate the program's effectiveness.

Preference for Pilot Programs

Whenever possible, new programs will initially be tested on a "pilot" basis. The length of the pilot or experimental period can and will vary according to the nature of the program, but there should be a clearly defined beginning and ending point. This strategy is intended to mitigate the risk associated with new programs and maximize the benefit they generate in alignment with the District's Strategic Plan and Strategic Financial Plan.

Funding for the pilot program is exclusively for the timeframe of the pilot period. After the pilot period ends, the District formally assesses the effectiveness of the program against its stated goals and then makes a formal decision on whether to: 1) Discontinue the program; 2) Continue the pilot or expand its scope for purpose of further study; or 3) Move beyond the pilot to full implementation.

Preference for Measuring Academic Return on Investment

Academic Return on Investment (A-ROI) measures the cost of the program against the benefit the program provides in terms of improvements to student learning, in alignment with the District's Strategic Plan and Strategic Financial Plan. Whenever possible, and especially for large new programs, staff shall develop the means to collect the data necessary to calculate A-ROI for that program.

BUDGET PRESENTATION

Hillsboro School District is proud to publish and provide budget information to the Budget Committee and our community. The District's goal is to present the budget data in a manner that provides a clear, accurate account of the District's educational programs and services for the 2022-23 fiscal year. The information contained in this budget document has been developed, in part, from a combination of District staff and community feedback.

The District annually prepares a budget to control the fiscal operations for one year. Oregon Local Budget Law (ORS 294.305 to 294.565) requires the appointment of a budget committee to review and approve the budget. The budget committee consists of the seven members of the Board of Directors, and seven electors of the District who are appointed by the Board of Directors. The administration proposes a budget to the budget committee, and the budget committee may modify or approve the proposed budget.

Local Budget Law in Oregon requires the District to complete a formal process each fiscal year to set spending limit and levy taxes for District residents. This process begins with a proposed budget prepared by the Budget Officer. Notice of a Budget Committee Meeting is published and the budget document is made available at or before this meeting. The budget committee then conducts at least one public meeting for questions or comments and will continue to meet as needed until the budget and all revisions are approved. Notice of the Public Hearing, along with a summary of the approved budget is published and the governing body conducts a public hearing. Upon completion of public comment and deliberations, the District adopts the budget, enacts resolutions by June 30, and certifies the District's tax to the county assessor by July 15.

Budget changes in expenditures of less than 10.0 percent of appropriation categories (instruction, support services, enterprise and community services, facilities acquisition and construction, debt service, contingency, and transfers) are implemented by a Resolution passed by the School Board. Budget changes in expenditures of more than 10.0 percent of appropriation categories require a supplemental budget adoption. Exceptions to this would be transfers between appropriation categories and up to 15.0 percent of funds budgeted as contingency. The School Board receives reports on cash flow and budget monitoring monthly, as prepared by the Financial Officer.

We welcome the opportunity to discuss any financial information or to answer questions regarding the data presented in this report. Current information regarding budget development is available by request or on the internet at https://www.hsd.k12.or.us/Page/2060.

General Fund – The General Fund is the District's primary operating fund and accounts for all revenues and expenditures except those required to be accounted for in another fund. The General Fund end balance will remain at a 4.0 percent target.

Expenditure categories include salaries and associated payroll costs, purchased services, supplies and materials, capital outlay and other general expenses. Expenditures are presented by major function categories which contain program descriptions and budgeted positions. In addition, explanations are available for significant variances which exist between the 2021-22 and 2022-23 budgets.

Revenue comes from two main sources: state funding and local property taxes. The state revenue and local property taxes are components of the State School Fund (SSF), which make up 89.6 percent of all General Fund revenue. The SSF is allocated through a school equalization formula that includes initial weighting for the number of students and extra weightings for specific types of students: Special Education, English Language Learners, poverty, foster care and pregnant and parenting. The calculation consists of three grants including: general purpose, transportation, and high cost disability grants.

Special Revenue Funds – Special Revenue Funds are used to account for proceeds of specific revenues from federal, state, and local sources that are legally restricted to expenditures for specified purposes.

The Major Grant Funds are described below and there is a full list of Special Revenue Funds in the Budget Summary Section.



- Title I - Improving Basic Programs Operated by Local Education Agencies
- Title IIA - Supporting Effective Instruction
- IDEIA - Individuals with Disabilities Education Improvement Act
- Measure 98 - High School Success
- Student Investment Account
- Federal Funds for COVID-19 Relief (ESSER I, ESSER II, ESSER III/ARPA)
- Nutrition Services
- Other Special Revenue Funds (Student Body Accounts, local/private grants, etc.)

Debt Service Fund – Accounts for the District's payment of principal and interest on long-term obligations, including General Obligation (GO) bonds, Limited Tax Pension Obligations and Full Faith and Credit Obligations (FFCO). With Voter approval, GO bonds allow the District to finance capital projects such as the construction of new schools, rebuilding schools and purchasing equipment. Limited Tax Pension Obligation bonds were issued to finance the District's unfunded actuarial liability in the Oregon Public Employees Retirement System in 2005 and 2015. Principal revenue sources are property taxes, construction excise tax, and charges to other funds.

Capital Projects Fund – Accounts for activities related to the acquisition, construction, and improvement of District facilities and equipment. The Capital Construction Fund consists of funds used to complete projects associated with the 2017 bond issue to reaching the goal of an "equitable learning environment" for all students in all schools.

Internal Service Fund – A fund that primarily provides benefits, goods, or services to other funds.

Accounting Policies – Governmental funds are used to account for the District's general government activities. Governmental fund types use the flow of current financial resources measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual, i.e., when they are "measurable" and "available." "Measurable" means the amount of the transaction can be determined; "available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period.

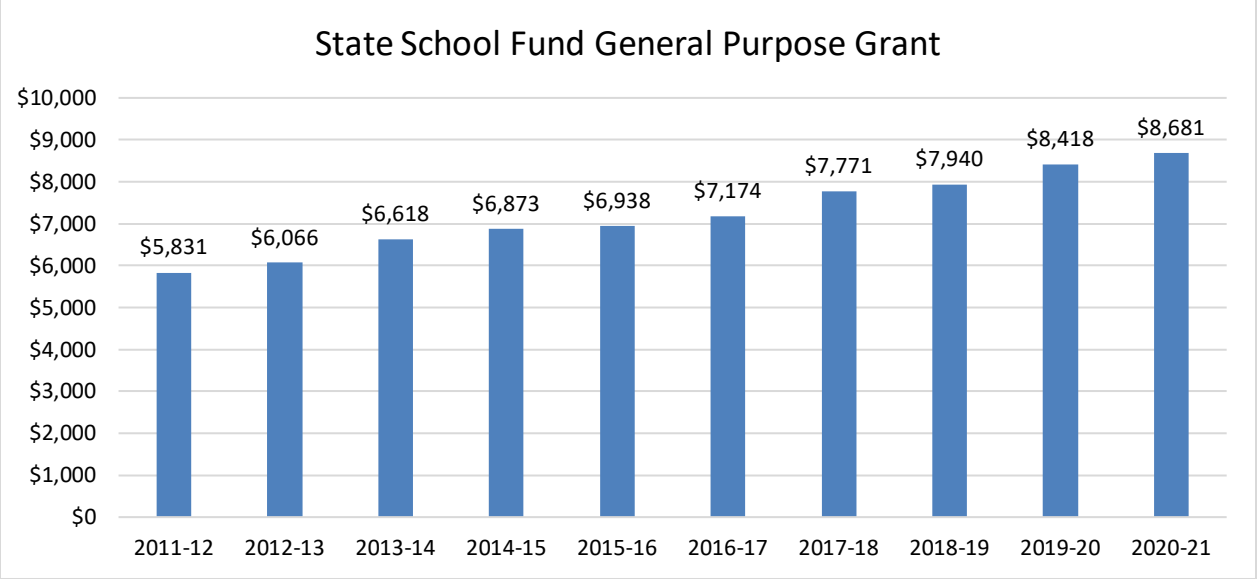
Expenditures are recorded when the liability is incurred, except for unmatured interest on general long-term debt, which is recognized when due. Interfund transactions and certain compensated absences, claims, and judgments, are recognized as expenditures because they will be liquidated with expendable financial resources.

The accrual and modified accrual basis of accounting, as utilized by Hillsboro School District 1J, are in accordance with Generally Accepted Accounting Principles.

STATE FUNDING OF K-12 EDUCATION

During the 1990s, Oregon voters approved a property tax limitation that shifted major responsibility for funding K-12 programs from local property taxes to Oregon's General Fund. The voter-approved measures required the Oregon Legislature to replace these property taxes. As property taxes were reduced, the reliance on the State General Fund increased.

The State School Fund (SSF) allocates funding for each attending student in Oregon through a weighted distribution system. A ten year historical review of the SSF dollars per ADMr (Average Daily Membership) as shown in the chart below.



Without a state sales tax, Oregon's primary revenue sources are the state income tax and lottery revenues. Therefore, funding levels for K-12 education statewide are significantly affected by fluctuations in the economic climate. In addition, prior to 2007, Oregon's Kicker Law required the state to return any income tax collections in excess of two percent of projections to tax payers. The Rainy Day Fund established by ORS 293.144 in 2017 represented an attempt to stabilize state funding.

The unprecedented economic recession, which began during the second half of 2008, necessitated reductions of nearly $78.5 million to Hillsboro School District's General Fund current service level budgets. The reductions have included reduced staffing, lost school days, and reduced budgets at every level. With a slow and stable recovery, the District has been very deliberate with targeted investments and fair bargaining to maintain competitive compensation packages for staff within locally bargained agreements and state and federal regulations.

Paying for Priorities and the Budget Cycle



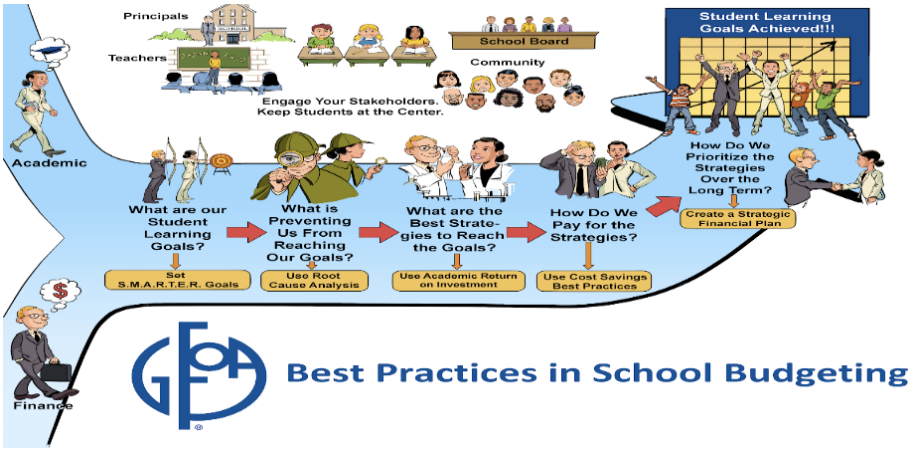
Staffing Timeline

January- Preliminary staffing allocations based on budget information and anticipated attrition

March- Recruitment

June- Contracts issued

- July – Implementation of budget (including changes)
- October/November – Multi-year Program Analysis (A-ROI)
- November – update enrollment and Current Service Level (CSL) projections
- January – Determine program changes to align resources with priorities (sunset, modify, pilot, expand). Budget development cycle begins, monthly Budget Committee
- March – ODE Estimates Released (prior year reconciliation, current year update, upcoming year projections)
- April to June – Propose/Approve/Adopt Budget



BUDGET PROCESS AND TIMELINE

The District prepares its annual budget in accordance with Oregon Budget Law (ORS 294), which provides standard procedures for the preparation, presentation and administration of budgets. Public involvement in budget preparation is mandated by the law. Oregon Local Budget Law also requires that the budget be balanced, meaning projected resources must equal projected requirements in each fund. Additionally, the district will meet the additional community engagement and accountability requirements under the major grants of High School Success, the Student Investment Account, and the American Rescue Plan.

The Hillsboro School District's Budget Committee comprises all seven Board members and an equal number of community members who are appointed by the Board. Staff members are not eligible to serve on the Budget Committee.

The Budget Committee members are appointed for three-year terms. The terms are staggered so that, as near as practicable, one-third of the appointive members' terms end each year.

According to Board policy DBEA: Budget Committee, "The budget committee shall hold one or more meetings to receive the budget message, receive the budget document, and provide members of the public with an opportunity to ask questions about and comment on the budget document." Those official meetings occur annually each spring.

Budget Committee Membership:

Designation Position	Elected Board Member	Term Expires	Appointed Community Member	Term Expires
Position 1	Erika Lopez	2025	Dawn Wallace	2023
Position 2	Mark Watson	2025	Michael Smith	2023
Position 3	Nancy Thomas	2025	VACANT	2024
Position 4	See Eun Kim	2023	Kristine Adams-Wannberg	2024
Position 5	Lisa Allen	2023	Monica Uribe	2022
Position 6	Monique Ward	2025	Kim Strelchen	2022
Position 7	Yadira Martinez	2023	Alexander Flores	2022
Student Representative	Ceph Tronco			
Student Representative	Kaylee Vazquez Burgos			
Student Representative	Michelle Chen			

Hillsboro School District Budget Development activities are listed in the table below. The items may be modified as relevant information becomes available. Please watch for new information on the Budget Matters website.

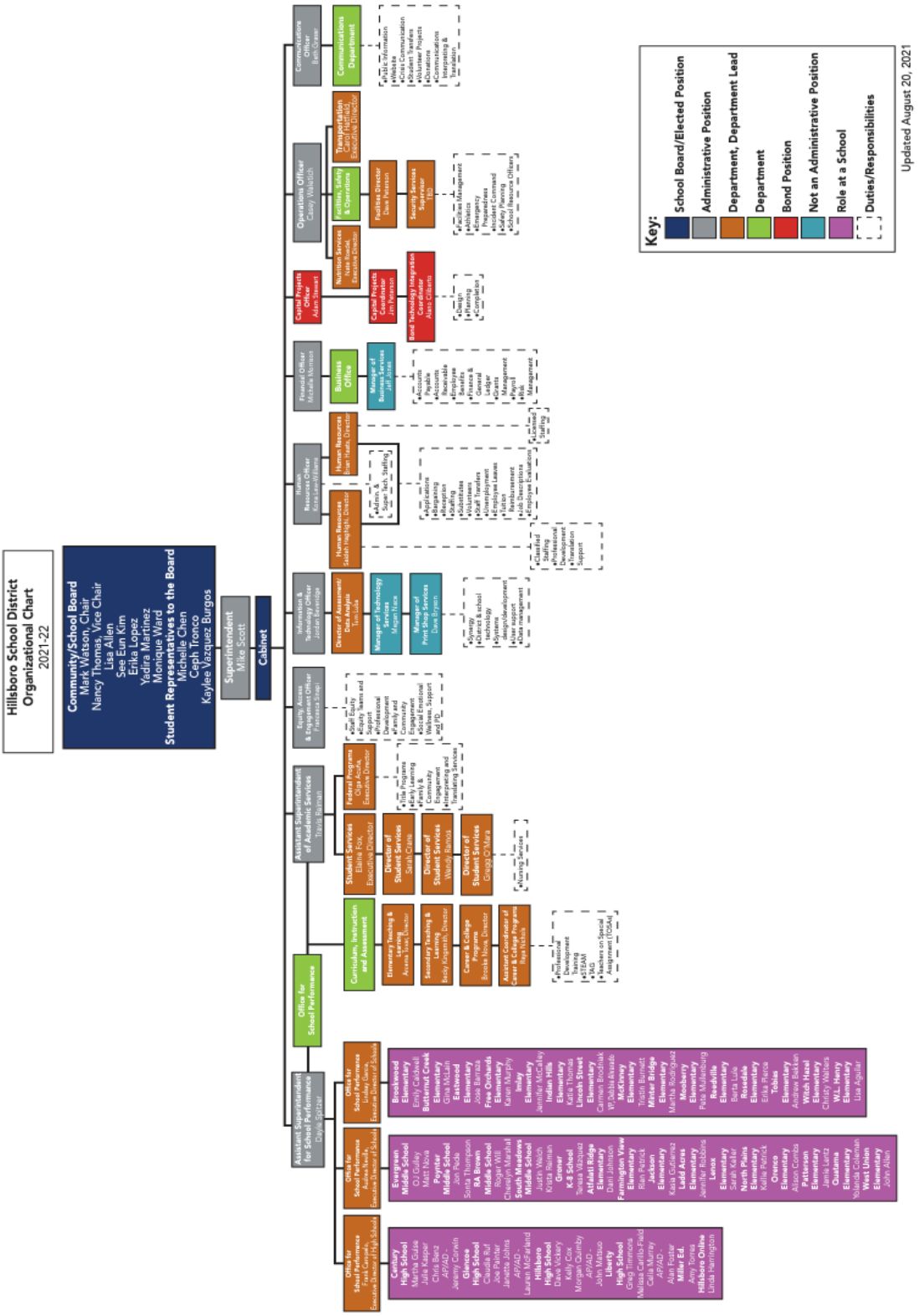
Date	**Activity**
June 22, 2021	Appoint Budget Officer
November 16, 2021	Appoint Budget Committee Members to Vacant Positions
December 7, 2021	Budget Planning Calendar Approved
January 25, 2022	Budget update during Board Work Session (General Fund)
February 8, 2022	Budget update during Board Work Session (High School Success, Student Investment Account)
March 15, 2022	Budget update during Board Work Session (ESSER, ARP)
April 12, 2022	Budget update during Board Work Session (Bond)
April 26, 2022	Budget Committee Meeting: Committee members review proposed budget documents, receive Budget Message, and may approve the budget for Hearing
May 5, 2022	Additional Budget Committee Meetings (if needed)
June 21, 2022	Budget Hearing: Board Adopts Budget, Makes Appropriations, Declares the Levy
July 15, 2022	Levy Certified to Assessor, and Adopted Budgets distributed per Local Budget Law and district best practice

Publications:

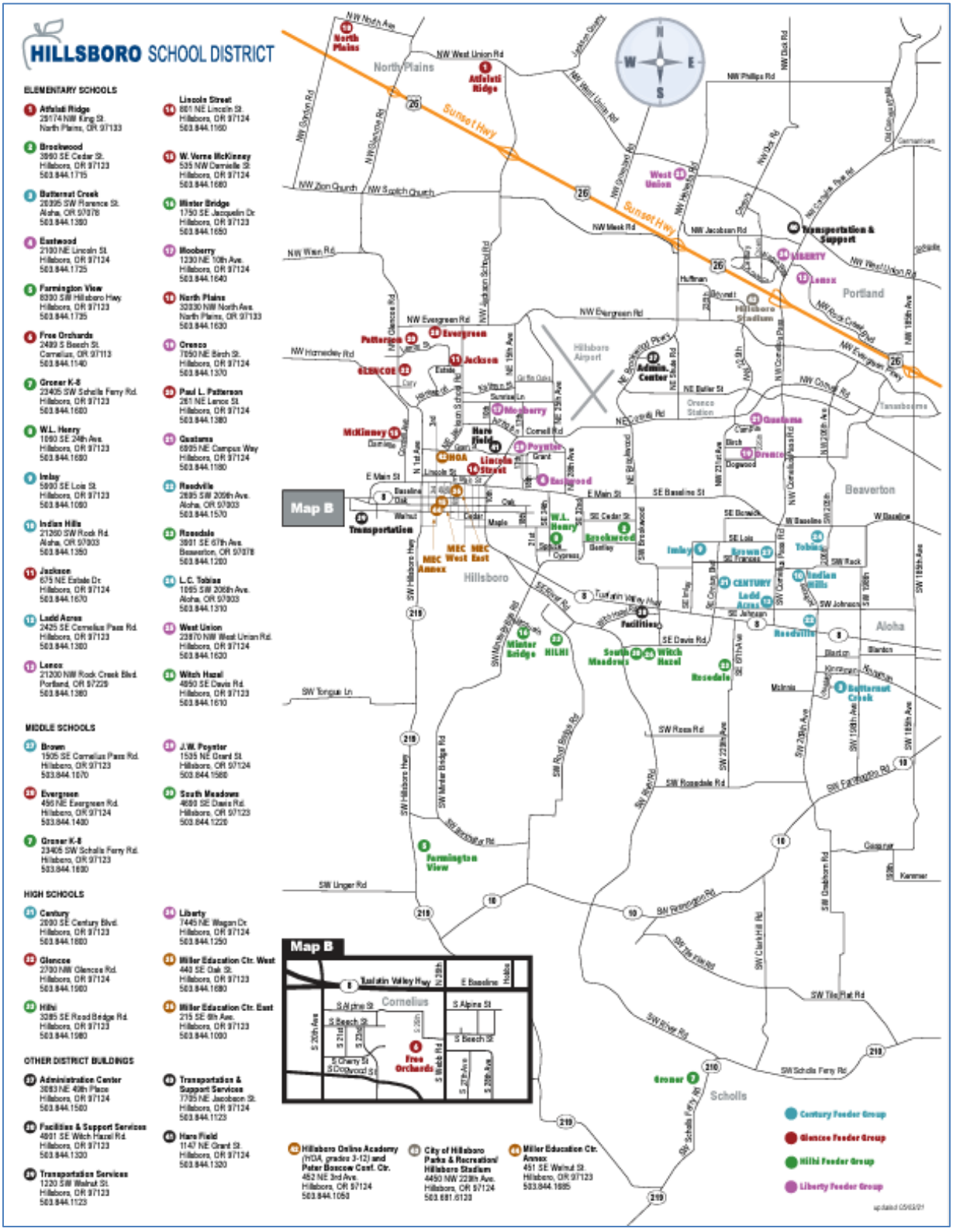
Per local budget law (ORS 294), the Notice of Budget Meeting will be published in the *Hillsboro Tribune* twice; the first time not more than 30 days prior to the meeting date and the second time not less than 5 days prior to the meeting (with a minimum of 7 days in between publications).

The Notice of Budget Hearing and Budget Summary will be published once not more than 25 days or less than 5 days prior to the Budget Hearing date.

DISTRICT ORGANIZATIONAL CHART



DISTRICT SCHOOL ZONE MAP



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FINANCIAL SECTION




HILLSBORO SCHOOL DISTRICT
Engage and challenge all learners to ensure academic excellence

HILLSBORO SCHOOL DISTRICT 1J
FINANCIAL SECTION
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FINANCIAL OVERVIEW

The Financial Section contains detailed information on Hillsboro School District revenues and expenditures in the 2022-23 budget. The initial part of this section is a summary for all funds. The remaining portion of this section includes more detail with narratives and financial reports for revenues and expenditures by fund.

Classification Structure
The primary elements used to classify revenues and expenditures are fund, function and object. Funds represent the highest level of the classification structure. Functions are group-related activities aimed at accomplishing a major service. The seven major categories are Instruction, Support Services, Enterprise & Community Services, Facilities Acquisition & Construction, Long-Term Debt Service, Transfers and Contingency (Other Uses of Funds). Under Oregon Budget Law, budgets are appropriated (adopted) at these levels. Objects are used to describe the type of good or service and are broken down into eight categories: Salaries, Associated Payroll Costs, Purchased Services, Supplies & Materials, Capital Outlay, Other Expenses, Transfers and Contingency.

ALL FUNDS SUMMARY BY OBJECT

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed
Revenue						
1000	Local Revenue	$142,138,795	$142,354,338	$141,054,870	$150,202,899	$152,462,853
2000	Intermediate Revenue	$5,554,127	$5,064,973	$5,650,108	$5,175,652	$5,902,707
3000	State Revenue	$140,210,422	$154,763,876	$155,258,574	$169,761,271	$181,644,995
4000	Federal Revenue	$17,307,183	$14,688,361	$19,761,420	$34,975,732	$29,440,568
5000	Other Sources	$328,568,568	$411,642,370	$270,737,705	$98,909,012	$83,814,031
	Total Revenue	**$633,779,095**	**$728,513,918**	**$592,462,677**	**$459,024,566**	**$453,265,154**
Expenditures						
0100	Salaries	$136,155,668	$132,472,902	$133,882,598	$160,535,370	$161,660,002
0200	Associated Payroll Costs	$73,711,298	$79,188,175	$79,663,545	$85,505,004	$88,812,256
0300	Purchased Services	$42,998,441	$38,682,838	$30,734,710	$42,310,517	$36,099,266
0400	Supplies & Materials	$19,400,960	$19,988,422	$22,824,868	$19,548,900	$24,103,385
0500	Capital Equipment	$63,656,460	$172,946,832	$82,158,437	$40,416,351	$29,853,980
0600	Other Expenditures	$53,731,482	$56,225,098	$96,014,155	$56,534,489	$59,754,030
0700	Transfers	$1,000,000	$0	$0	$400,000	$8,900,000
0800	Reserves	$0	$0	$0	$53,773,935	$44,082,235
	Total Expenditures	**$390,654,309**	**$499,504,267**	**$445,278,313**	**$459,024,566**	**$453,265,154**
	Ending Fund Balance	**$243,124,786**	**$229,009,651**	**$147,184,364**	**$0**	**$0**

ALL FUNDS SUMMARY BY OBJECT THREE YEAR FORECAST

		2022-23 Proposed	2023-24 Forecasted	2024-25 Forecasted	2025-26 Forecasted
Revenue					
1000	Local Revenue	$152,462,853	$156,555,092	$162,309,182	$168,263,881
2000	Intermediate Revenue	$5,902,707	$6,079,788	$6,262,182	$6,450,047
3000	State Revenue	$181,644,995	$187,094,345	$192,707,175	$198,488,390
4000	Federal Revenue	$29,440,568	$30,323,785	$20,933,499	$21,561,504
5000	Other Revenue	$83,814,031	$46,535,340	$40,925,428	$35,806,103
	Total Revenue	**$453,265,154**	**$426,588,350**	**$423,137,466**	**$430,569,925**
Expenditures					
0100	Salaries	$161,660,002	$166,361,922	$168,000,685	$173,032,906
0200	Associated Payroll Costs	$88,812,256	$91,285,276	$92,007,639	$94,764,238
0300	Purchased Services	$36,099,266	$34,554,134	$34,484,665	$35,504,205
0400	Supplies & Materials	$24,103,385	$24,689,685	$23,652,248	$23,286,815
0500	Capital Equipment	$29,853,980	$6,271,623	$5,797,810	$4,426,064
0600	Other Expenditures	$59,754,030	$61,916,889	$63,842,578	$66,325,389
0700	Transfers	$8,900,000	$412,000	$370,934	$382,062
0800	Reserves	$44,082,235	$41,096,821	$34,980,907	$32,848,246
	Total Expenditures	**$453,265,154**	**$426,588,350**	**$423,137,466**	**$430,569,925**

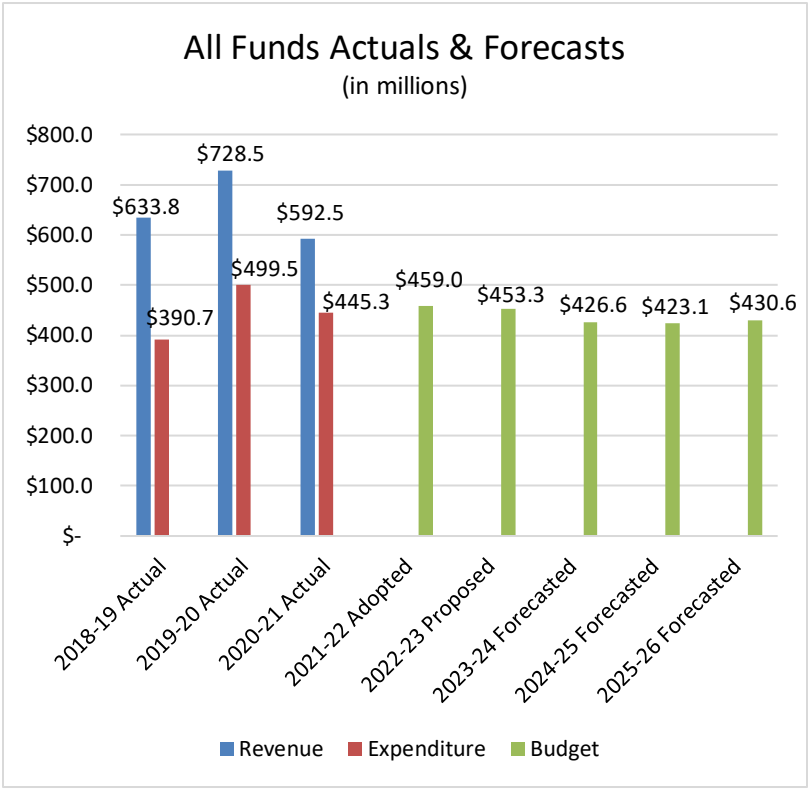
Assumptions:

General Fund: Includes projected growth (at $9.3B Current Service Level State School Fund).

Special Revenue Fund: ESSER Funds exhausted after FY 2022-23, creates a significant drop. SIA and HSS projected steady at full funding for 2022-23 and beyond.

Debt Service Fund: Estimated to grow by historical 1.33 percent annually per debt service schedule and tax collection rates.

Construction Fund: Steady spending down of bond proceeds according to project plan.



FUND BALANCES

Oregon Budget Law requires a balanced budget where total resources equal total expenditures, therefore no ending fund balance is budgeted in 2021-22 or 2022-23. The ending fund balances by fund are listed in the following table for the last three years.

Significant changes that can be noted below are:

The General Fund adopted budget for the fiscal year ended June 30, 2021, did not have any appropriation changes. During the year, expenditures were $12,899,113 less than budgeted.

Major factors for General Fund Balance included stability of the State School Fund during economic uncertainty, savings during Comprehensive Distance and Hybrid Learning models, and accessibility to federal and state resources for services. The expenditure analysis for the year indicates both prudent operational management and leveraging federal support via other agencies.

- Prudent operational management strategies include but are not limited to 1) engaging in the workshare and reassignment of staff that did not have work available during Comprehensive Distance Learning, and 2) contract negotiations as needed to protect the District from losses.
- Management leveraged federal and emergency supports by providing childcare to essential workers, internet access to students, staff, and families, accessing FEMA when applicable, and utilizing the USDA nutrition program in concert with student transportation efforts to deliver meals to homes of students.
- Major areas of savings included substitutes, temporary staffing, fuel, utilities, and supplies.
- Investments in protective protocols (HVAC, PPE, training), digital curriculum and communication platforms expand the District's experience in diverse methods of both teaching and learning to inform future practices.

As of June 30, 2021, the Assigned and Unassigned fund balance increased by $9.2 million during the current fiscal year for a total fund balance of $21.2 million. The Unassigned balance of $8.9 million represents 4.1 percent of the total General Fund Expenditures which is a target of the Budget Committee. The Assigned portions represent insurance pool balances for Hillsboro Education Association members and Hillsboro Classified United members, discretionary budget carryover for schools, and future expenses. The "Future Expenses" total of $8.5 million is identified as an inter-fund transfer to the Internal Service Fund, to be appropriated at a future budget development cycle.

Due to the material difference and anomalous spending patterns, the 2020-21 fiscal year will be largely omitted for future budget modeling and projections.

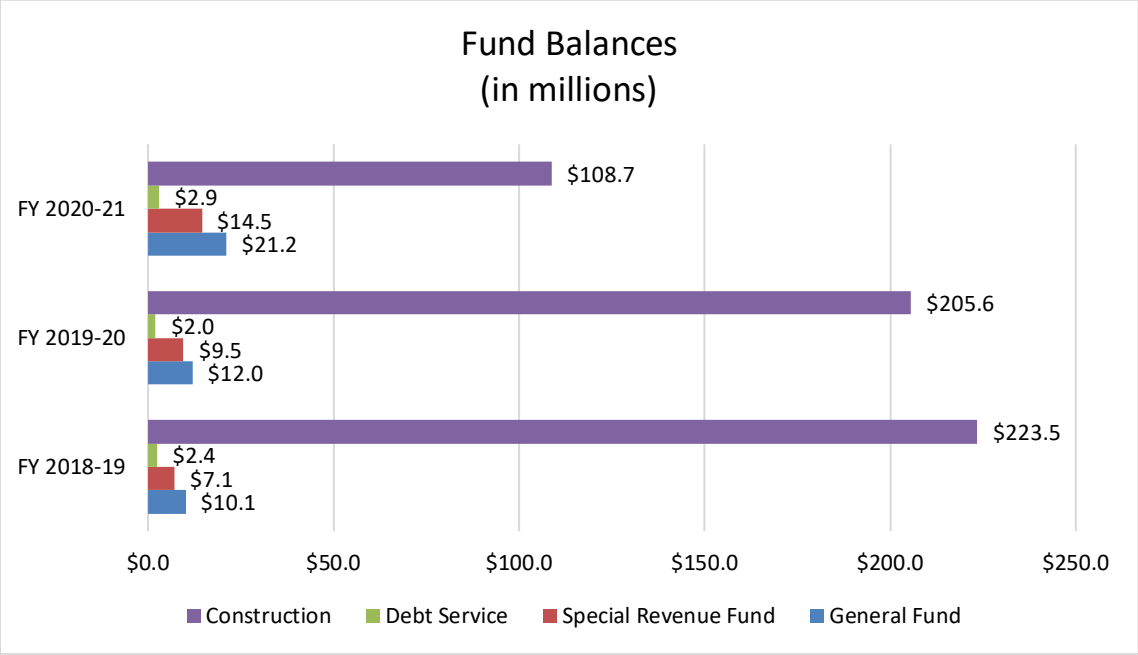
The Special Revenue Fund Balance grew due to the influx of state and federal program resources and implementation of the free meal program district-wide.

The Debt Service Fund remains stable with a slight increase due to assessed property values growing more quickly than anticipated based on historical growth trends.

The Capital Project Fund balance continues to decline as resources are utilize towards items authorized under the ballot title and according to timelines determined by bond program administrators.

Fund Number	Description	Ending Fund Balance 2018-19	2019-20	2020-21
100	**General Fund**			
	Non-spendable Inventory	$83,417	$95,829	$49,355
	Non-spendable Prepaid Items	$1,377,395	$1,116,986	$1,035,758
	Assigned for School Carryover	$743,421	$630,000	$1,162,403
	Assigned for Licensed Pool	$0	$0	$1,010,573
	Assigned for Classified Pool	$0	$0	$572,803
	Assigned for Future Expenses[1]	$0	$0	$8,500,000
	Unassigned	$7,886,309	$10,130,419	$8,863,139
	General Fund Total	**$10,090,542**	**$11,973,234**	**$21,194,031**
2XX	**Special Revenue Fund**			
	Non-spendable Inventory	$225,736	$223,828	$384,150
	Restricted for Special Programs	$6,872,359	$9,243,212	$14,076,894
	Special Revenue Fund Total	**$7,098,095**	**$9,467,040**	**$14,461,044**
3XX	**Debt Service Fund**			
	Restricted for Debt Services	$2,400,290	$2,018,562	$2,868,600
	Debt Service Fund Total	**$2,400,290**	**$2,018,562**	**$2,868,600**
4XX	**Capital Projects Fund**			
	Non-spendable Prepaid Items	$0	$59,045	$401,141
	Restricted for Capital Projects	$223,535,859	$205,491,770	$108,259,548
	Capital Projects Fund Total	**$223,535,859**	**$205,550,815**	**$108,660,689**
	Fund Balance Total	**$243,124,786**	**$229,009,651**	**$147,184,364**

[1] 2020-21 Comprehensive Annual Financial Report, pages 15, 25



ALL FUNDS BUDGET

Fund Number	Description	Amount
100	**Total General Funds**	**$266,520,422**
Special Revenue Funds		
2XX	Other Restricted Grants	$6,700,000
202	Hillsboro Schools Foundation	$110,000
203	Title I Summer Migrant	$465,000
205	Title VI	$45,000
208	Title IA/Improving America's Schools Act (IASA)	$3,955,000
212	Title IC (Migrant)	$1,270,000
213	Title IC Preschool-Migrant	$130,000
217	Nutrition services - Non Program Food	$150,000
218	Title III	$485,000
221	Title IIA Improve Teacher Quality	$650,000
222	Title I/Perkins Vocational Technology	$210,000
225	Secondary Career Pathways	$307,000
226	My Future My Choice	$40,000
227	Federal COVID Funds- ESSER/ARPA	$11,500,000
229	M99 - Outdoor School	$580,000
230	Oregon Health Authority	$200,000
231	IDEA (PL 101-476)	$3,205,000
232	Medicaid Billing Pilot Program	$200,000
233	Vision Screening Grant	$22,000

234	SPRI	$800
235	Regional Autism Services	$520,000
238	Extended Assessment	$10,000
239	NWRESD	$85,000
240	Meyer Memorial Grant	$95,000
242	Mckinney Vento	$70,000
245	CCD/Teen Mom Grant	$55,000
247	Oregon Department Of Human Services	$210,000
250	City Of Hillsboro	$652,500
251	SSA/SIA	$16,310,000
254	Oregon Department Of Education	$80,000
256	E-Rate Summer Program	$65,000
260	Summer Learning Grants	$4,000,000
261	Chess For Success	$15,000
263	Coffee Shop	$20,000
266	Energy Trust Incentives	$30,000
269	Medicaid Administration Claiming	$25,000
270	Nike Grant	$50,000
271	Printshop	$35,000
272	LULAC National Education Service Center	$5,000
275	Donations Fund	$950,000
277	Nutrition Services Fund	$11,794,268
280	Construction Excise Tax	$1,250,000
281	Facilities Recycled Materials Fund	$20,000
282	Energy Efficient Schools SB 1149	$300,000
283	Synopsys	$10,000
285	PAX Good Behavior Game Grant	$15,000
286	Intel Foundation Grants	$60,000
288	Kindergarten Partnership Grant	$285,000
289	Pre-School Promise Grant	$470,000
292	Student Body Funds	$2,500,000
296	Foster Care Transportation	$135,000
298	M98 CCR And Drop-Out Prevention	$5,270,000
299	Transportation Equipment Fund	$1,500,000
Total Special Revenue Funds		**$77,116,568**
Total Debt Service Funds		**$56,078,164**
Total Capital Projects Funds		**$45,050,000**
Total Internal Service Funds		**$8,500,000**
Total Budget For All Funds		**$453,265,154**

GENERAL FUND REVENUES

The General Fund is used to account for all transactions related to the District's operations, except those required to be accounted for in other funds. Major revenue sources include local property taxes and the State School Fund.

General Fund expenditures encompass the day-to-day operations of the District, except for those expenditures related to programs funded by federal, state, and local sources for designated purposes, payment of bonded debt, capital facility acquisition and construction, food service, internal services, and trust/agency.

General Fund expenditures are subject to appropriation. Year-end unreserved fund balances are carried forward to the following year as Beginning Fund Balances.

Current Year's Taxes

The current tax levy is one of the main sources of revenue for funding the operation of the Hillsboro School District. It is based on the assessed valuation of all taxable property within the District. It is collected by the County Treasurer and includes current taxes, prior year taxes, and any penalties or interest paid.

The tax amount remains stable due to property tax limitation Ballot Measures 5, 47, and 50. The current rate is $4.9749 per $1,000 of assessed value to support the General Fund.

2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed
$76,145,402	$78,417,736	$82,050,272	$85,131,045	$88,535,483

Interest on Investments

Interest on investments is interest earned from the investment of District revenue. Investment of all funds is the responsibility of the District Financial Officer and follows the District investment policy.

2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed
$1,182,493	$952,124	$367,489	$500,343	$500,353

Other Local Revenue

Other local revenue consists of fees, building rentals, rebates, refunds, and gate receipts.

2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed
$1,212,752	$1,615,783	$1,553,276	$3,111,507	$1,747,853

County School Fund

An act of Congress granted roughly 6 percent of acquired state lands for the support of K-12 education. Revenue comes from state leasing rights, unclaimed property, forest management, and gifts. The funds are invested and the earnings are distributed to K-12 districts.

2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed
$676,651	$382,069	$537,151	$482,040	$496,500

ESD Pass-Through Dollars

The Northwest Regional Education Service District (NWRESD) provides a menu of services for districts to purchase using service credits. Revenue from the state flows through the NWRESD to the individual districts as either service credits to be used for support in special education, curriculum planning, or professional development, or as cash (up to 90 percent).

2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed
$3,345,833	$3,197,681	$3,592,811	$3,293,612	$3,956,207

Other Intermediate Sources

Other sources comprise revenue from Washington County Heavy Equipment Rental Tax (HERT) turnover.

2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed
$0	$0	$118,447	$0	$0

State Sources

State sources make up approximately 57.0 percent of all revenue received in the General Fund. The State School Fund, Common School Fund, state timber taxes, and transportation reimbursement comprise state sources. The Oregon Department of Education is required to provide districts with estimates of State School Support in March of each year. The current estimate is based on a $9.6 billion K-12 allocation for the 2021-23 biennium.

2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed
$133,882,639	$140,781,871	$139,852,283	$148,923,304	150,089,995

Other Sources

Other sources comprise revenue from transfers and the sale of District assets.

2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed
$1,042,832	$41	$130,969	$0	$0

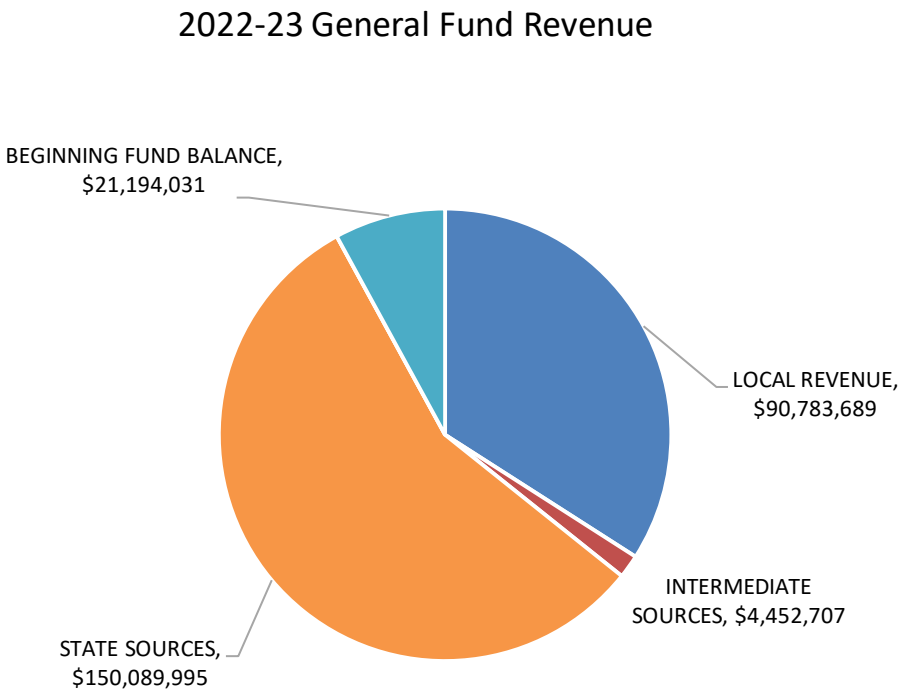
Beginning Fund Balance

The Beginning Fund balance is rolled over from the Ending Fund balance of the prior year, and is used to provide revenue until tax revenues are received in November.

2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed
$12,795,799	$10,090,542	$11,973,234	$9,494,012	$21,194,031

Total Revenue

2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed
$230,284,401	$235,437,847	$240,175,932	$250,935,863	$266,520,422



BEGINNING FUND BALANCE AND FINANCIAL STABILITY

With the uncertainty in state funding, an important element in maintaining sustainability from one year to another is the Beginning Fund balance. The Beginning Fund balance is used to maintain a positive cash flow until tax revenues are received in November, and to smooth out unexpected shortages of revenues.

The District is targeting a Fund Balance of 4.0 percent for 2022-23. The budget includes $21,194,031 as the Beginning Fund balance, which is an increase of $11.7 million from the 2021-22 adopted budget beginning fund balance. The Unassigned balance of $8.9 million represents 4.1 percent of the total General Fund Expenditures which is a target of the Budget Committee. The Assigned portions represent insurance pool balances for Hillsboro Education Association members and Hillsboro Classified United members, discretionary budget carryover for schools, and future expenses. The "Future Expenses" total of $8.5 million is identified as an inter-fund transfer to the Internal Service Fund, to be appropriated during a future budget development cycle.

Notable Changes between budget years:

- Object 1980 Fees Charged to Grants – the indirect rate of 3.75 percent will be charged to major grant programs to cover operational overhead incurred for program activities.

- Object 3101 State School Fund – the amount is based on $9.3 billion state school fund allocations by the legislative session for the 2021-23. Revenue is based on a per-student formula and changes with number and types of students.

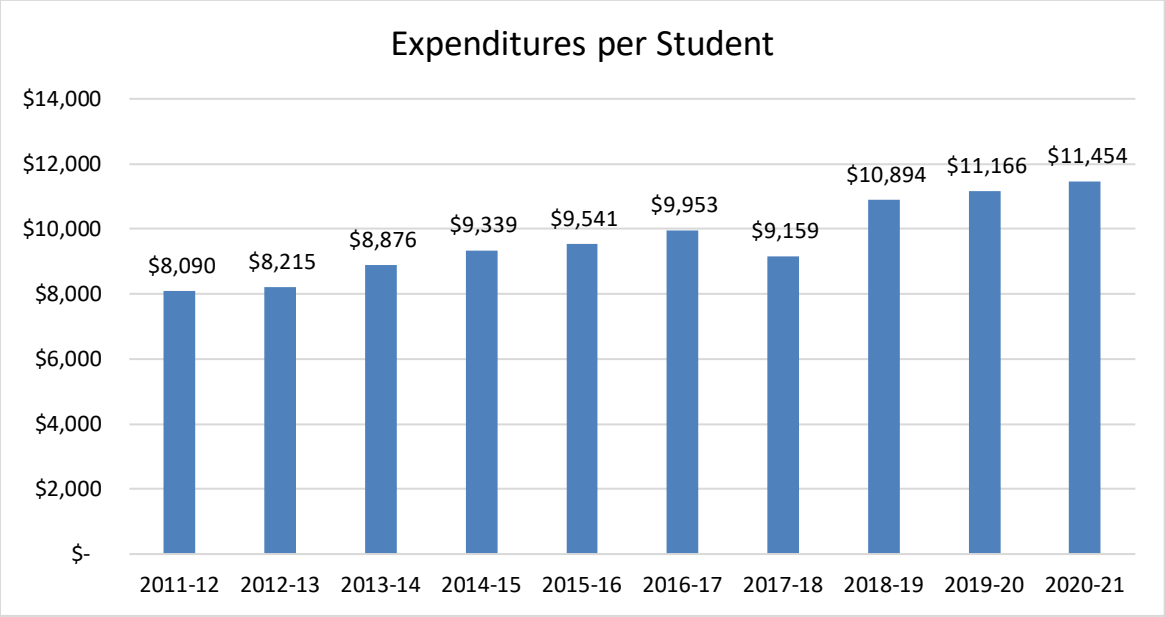
- Object 5400 Fund Balance has been increased by use of non-general funds in 2021-22 for eligible operating expenditures. The Fund Balance includes both Assigned and Unassigned items. The transfer of $8.5 million to the Internal Service Fund provides stability for future requirements.



ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
100.0000.1111	CURRENT YEAR PROPERTY TAX	$73,912,246	$77,694,670	$81,370,081	$84,208,638	$87,576,984
100.0000.1112	PRIOR YEAR PROPERTY TAX	$2,146,571	$633,052	$624,398	$842,086	$875,770
100.0000.1113	COUNTY TAX SALES/BACK TAX	$0	$0	$0	$13,656	$14,065
100.0000.1114	PAYMENTS IN LIEU OF PR TX	$14,812	$13,536	$13,665	$17,948	$18,486
100.0000.1190	PENALTIES & INTEREST ON TAX	$71,773	$76,478	$42,128	$48,717	$50,178
100.0000.1312	NON-RESIDENT TUITION	$4,408	$577	$0	$0	$0
100.0000.1411	TRANSP FEES FROM INDIVID	$42,285	$12,562	$1,782	$107,758	$110,990
100.0000.1512	INTEREST ON LGIP	$1,182,462	$952,114	$367,489	$500,000	$500,000
100.0000.1513	INTEREST ON BANK ACCOUNTS	$31	$10	$0	$343	$353
100.0000.1710	GATE RECEIPTS	$82,156	$57,501	$4,424	$76,578	$78,876
100.0000.1742	STUDENT TOWEL FEES	$165	$0	$0	$1,619	$1,668
100.0000.1744	STUDENT PARTICIPATION FEES	$390,532	$348,640	$46,997	$404,112	$416,236
100.0000.1910	RENTAL/BLDG USAGE	$225,832	$188,858	$116,528	$289,809	$298,503
100.0000.1920	CONTRIBUTIONS/DONATIONS	$0	$0	$2,859	$51,500	$53,045
100.0000.1940	SRVC PROVIDED TO OTHER LEA	$0	$0	$177,006	$0	$0
100.0000.1960	RECOVERY PRIOR YEAR EXP	($49,387)	$24,314	($17,266)	$35,573	$36,640
100.0000.1975	REBATE	$0	$131,475	$18,979	$132,997	$136,987
100.0000.1980	FEES CHARGED TO GRANTS	$405,258	$461,201	$823,141	$900,000	$500,000
100.0000.1990	MISCELLANEOUS REVENUE	$99,349	$267,299	$293,986	$29,964	$30,863
100.0000.1992	REBATE/INCENTIVE	$0	$10,269	$80	$0	$0
100.0000.1993	REIMBURSE/EXPENSE	$3,800	$94,500	$83,803	$1,008,778	$9,041
100.0000.1995	PRINTING REVENUE	($908)	$0	$0	$47,069	$48,481
100.0000.1998	REIMBRSMT -MODIFIED WORKER	$9,262	$18,587	$957	$25,750	$26,523
TOTAL LOCAL REVENUE		**$78,540,647**	**$80,985,643**	**$83,971,037**	**$88,742,895**	**$90,783,689**
100.0000.2101	COUNTY SCHOOL FUND	$676,651	$382,069	$537,151	$482,040	$496,500
100.0000.2103	ESD PASS THROUGH	$3,345,833	$3,197,681	$3,592,811	$3,293,612	$3,956,207
100.0000.2199	OTHER INTERM SRCS	$0	$0	$118,447	$0	$0
TOTAL INTERMEDIATE SOURCES		**$4,022,484**	**$3,579,750**	**$4,248,409**	**$3,775,652**	**$4,452,707**
100.0000.3101	STATE SCH FUND	$119,676,390	$126,666,824	$126,021,741	$132,544,889	$132,928,331
100.0000.3103	COMMON SCHOOL FUND	$2,254,742	$2,012,688	$2,223,747	$2,692,415	$2,423,122
100.0000.3104	STATE TIMBER REVENUE	$1,331,507	$852,363	$1,070,795	$650,000	$1,000,000
100.0000.3105	SSF TRANSPORTATION	$10,620,000	$11,199,996	$10,536,000	$11,536,000	$12,238,542
100.0000.3199	OTHER UNRESTRICTED GRANTS	$0	$0	$0	$1,500,000	$1,500,000
100.0000.3200	RESTRICTED GRANTS IN AID	$0	$50,000	$0	$0	$0
TOTAL STATE SOURCES		**$133,882,639**	**$140,781,871**	**$139,852,283**	**$148,923,304**	**$150,089,995**
100.0000.5200	TRANSFERS	$1,000,000	$0	$0	$0	$0
TOTAL TRANSFERS		**$1,000,000**	**$0**	**$0**	**$0**	**$0**
100.0000.5300	COMPENSATION/LOSS	$42,832	$41	$130,969	$0	$0
TOTAL COMPENSATION/LOSS ASSETS		**$42,832**	**$41**	**$130,969**	**$0**	**$0**
TOTAL BEGINNING FUND BALANCE		**$12,795,799**	**$10,090,542**	**$11,973,234**	**$9,494,012**	**$21,194,031**
TOTAL REVENUE		**$230,284,401**	**$235,437,847**	**$240,175,932**	**$250,935,863**	**$266,520,422**

GENERAL FUND EXPENDITURES

Each year, the Oregon Department of Education (ODE) calculates the spending per student for the General Fund, based on actual data compiled from District audits reported to ODE.



At the end of the 2020-21 fiscal year, the average operational cost of educating a student in the Hillsboro School District was $11,454. This figure is determined by dividing total General Fund expenditures for 2020-21, $218,981,901, by our total Average Daily Membership (ADM) of 19,119 ($218,981,901/ 19,119 = $11,454). The breakdown of the $11,454 is as follows:

Instruction ($5,588 per student). Staffing, materials, and supplies for classroom instruction, alternative education, ESL, Youth Corrections program, summer school, and Talented and Gifted (TAG) program.

Special Education ($1,906 per student). Staffing, materials and supplies for students with disabilities in less restrictive programs, and students with disabilities in restrictive programs.

Student Services ($356 per student). Staffing and office supplies for attendance, guidance, health services, media services, assessment, testing, and instructional staff development.

Central Services ($479 per student). Expenditures related to the Board of Directors, Superintendent, Business Office, Print Shop, and Human Resources.

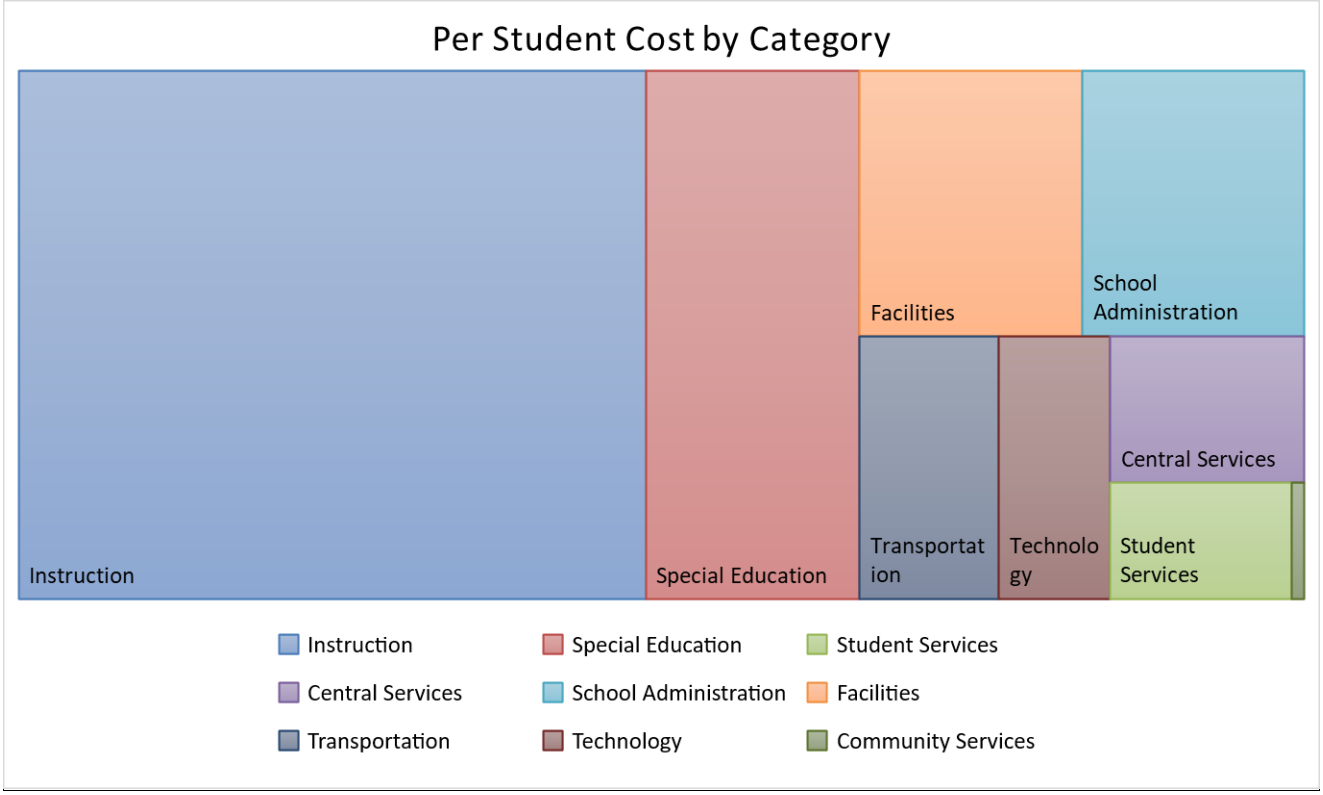
School Administration ($992 per student). Principals, assistant principals, teachers on special assignment (TOSAs), supplies, materials, purchased administrative services, and support at each campus.

Facilities ($997 per student). Personnel and supplies for custodial and maintenance services, plus major maintenance projects district wide.

Transportation ($618 per student). Transportation costs for home-to-school, special education, and athletic/activity events. 70.0 percent of eligible transportation costs are reimbursed by the state.

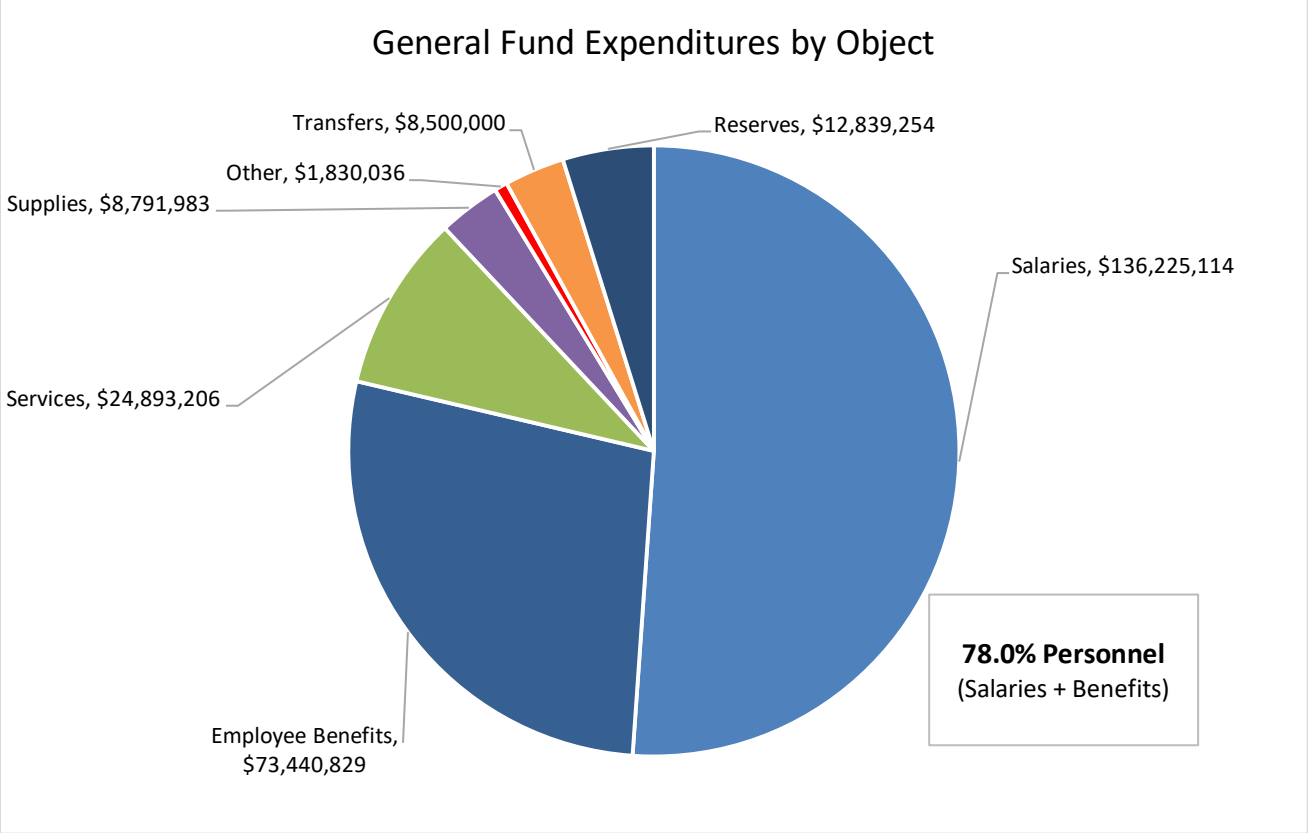
Technology ($493 per student). Staffing and new technology for classroom instruction.

Community Service ($25 per student). Personnel and supplies used to perform a variety of community services, primarily the Office of Hispanic Outreach.



GENERAL FUND BUDGET BY OBJECT SUMMARY

Object	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Increase/Decrease from Prior Year
Salaries	$123,616,394	$121,414,657	$119,921,188	$135,351,401	$136,225,114	0.65%
Benefits	$67,092,481	$72,727,769	$71,289,823	$72,056,948	$73,440,829	1.92%
Purchased Services	$21,036,388	$20,940,507	$16,779,446	$24,121,158	$24,893,206	3.20%
Supplies and Materials	$6,868,737	$6,169,632	$8,954,654	$7,697,158	$8,791,983	14.22%
Capital Expenditures	$128,003	$166,790	$263,680	$0	$0	0.00%
Other	$1,451,856	$2,045,258	$1,773,110	$1,671,763	$1,830,036	9.47%
Transfers	$0	$0	$0	$0	$8,500,000	--
Reserves	$10,090,542	$11,973,234	$21,194,031	$10,037,435	$12,839,254[2]	24.91%
Total	**$230,284,401**	**$235,437,847**	**$240,175,932**	**$250,935,863**	**$266,520,422**	**6.21%**



[2] Includes the Insurance Pool set-asides for Licensed and Classified Staff unions

GENERAL FUND EXPENDITURES BY OBJECT

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED	2022-23 FTE
100.0000.0111	REG LICENSED SALARIES	$76,450,479	$75,253,325	$76,745,479	$83,084,329	$79,687,122	957.30
100.0000.0112	REG CLASSIFIED SALARIES	$30,484,310	$29,504,610	$28,002,491	$33,556,866	$36,985,828	693.20
100.0000.0113	REG ADMIN SALARIES	$8,200,111	$8,000,473	$8,684,980	$9,332,883	$9,752,863	62.10
100.0000.0114	REG SUPERVISORY SALARIES	$2,021,999	$2,123,400	$2,287,491	$2,343,620	$2,449,083	27.5
100.0000.0116	EARLY RETIREMENT STIPEND	$7,000	$0	$0	$0	$0	0.0
100.0000.0121	SUBSTITUTES-LICENSED	$142,124	$84,035	$78,043	$154,926	$161,898	0.0
100.0000.0122	SUBSTITUTES-CLASSIFIED	$42,424	$66,774	$103,378	$46,245	$48,326	0.0
100.0000.0123	CERTIFIED TEMPORARY WAGE	$107,649	$289,205	$73,951	$117,346	$122,626	0.0
100.0000.0124	TEMPORARY-CLASSIFIED	$962,817	$1,454,191	$164,636	$1,049,543	$1,096,772	0.0
100.0000.0126	SUBSTITUTES-ADMIN	$0	$0	$1,025	$0	$0	0.0
100.0000.0130	ADDITIONAL SALARIES	$5,718	$0	$12,852	$6,233	$6,513	0.0
100.0000.0131	EXTENDED CONTRACT	$1,308,434	$939,105	$959,073	$1,426,291	$1,490,474	0.0
100.0000.0132	DEPT COORDINATOR STIPEND	$1,014,088	$1,249,840	$1,312,620	$1,105,432	$1,155,176	0.0
100.0000.0133	ATHLETIC COACHING PAY	$743,783	$724,529	$774,264	$810,779	$847,265	0.0
100.0000.0134	ADVISOR PAY	$186,626	$193,772	$157,414	$203,436	$212,591	0.0
100.0000.0135	STUDENT SUPERVISION PAY	$86,175	$72,989	$0	$93,937	$98,164	0.0
100.0000.0136	ATHLETIC/ACTIVITY PAY	$134,714	$120,840	$71,523	$146,848	$153,456	0.0
100.0000.0138	EXTRA DUTY STIPEND	$0	$0	$0	$0	$0	0.0
100.0000.0139	OVERTIME SALARIES	$907,726	$578,103	$194,185	$989,490	$1,034,017	0.0
100.0000.0140	OTHER TIME	$779,515	$722,592	$274,136	$849,729	$887,967	0.0
100.0000.0144	STUDENT WAGES	$30,702	$36,874	$23,647	$33,468	$34,973	0.0
TOTAL SALARIES		**$123,616,394**	**$121,414,657**	**$119,921,188**	**$135,351,401**	**$136,225,114**	**1,740.10**
100.0000.0200	EMPLOYEE BENEFITS	$0	$0	$0	$0	$0	0.0
100.0000.0211	PERS EMPLOYER CONTRBUTN	$7,356,348	$8,779,557	$8,428,111	$9,141,082	$8,734,744	0.0
100.0000.0212	PERS-EMPLOYEE PICKUP	$0	$0	$0	$0	$0	0.0
100.0000.0213	PERS UAL BOND 2005	$8,055,369	$8,561,352	$8,857,921	$8,512,931	$8,255,904	0.0
100.0000.0214	PERS UAL BOND 2015	$2,292,097	$2,355,831	$2,279,097	$2,400,402	$2,327,928	0.0
100.0000.0216	PERS EMPLOYER-TIER III	$8,942,921	$13,009,696	$13,211,075	$11,431,956	$11,886,364	0.0
100.0000.0218	PERS- PRIOR PERIOD REC	$53,518	$58,148	$0	$0	$0	0.0
100.0000.0220	SOCIAL SECURITY ADMIN	$9,375,253	$9,181,884	$9,129,135	$10,354,382	$10,421,221	0.0
100.0000.0231	WORKERS' COMPENSATION	$737,347	$744,845	$666,607	$676,757	$681,126	0.0
100.0000.0232	UNEMPLOYMENT COMPENSTN	$122,701	$120,266	$119,485	$135,351	$136,225	0.0
100.0000.0240	POST EMPLOYMENT BENEFIT	$0	$802	$0	$0	$0	0.0
100.0000.0241	DISABILITY INSURANCE	$476,932	$470,439	$456,397	$524,377	$524,377	0.0
100.0000.0242	MEDICAL INSURANCE	$23,845,181	$23,769,154	$22,598,465	$23,652,899	$24,599,015	0.0
100.0000.0243	LIFE INSURANCE	$113,082	$106,076	$100,389	$106,613	$90,000	0.0
100.0000.0244	EMPLOYEE ASSISTANCE	$22,156	$24,967	$20,506	$25,918	$25,918	0.0

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED	2022-23 FTE
100.0000.0245	TRAVEL ALLOWANCE	$117,422	$117,170	$120,857	$100,000	$100,000	0.0
100.0000.0246	DENTAL INSURANCE	$2,926,205	$2,923,546	$2,767,707	$2,755,899	$2,866,135	0.0
100.0000.0247	EMPLOYER PROVIDED TSA	$35,000	$36,250	$78,791	$38,809	$38,809	0.0
100.0000.0248	VISION INSURANCE	$686,116	$690,363	$649,034	$150,000	$150,000	0.0
100.0000.0249	TUITION REIMBURSEMENT	$464,441	$317,233	$246,140	$500,000	$500,000	0.0
100.0000.0251	ADMIN FLEX BENEFIT	$1,404,680	$1,393,680	$1,492,600	$1,300,000	$1,794,992	0.0
100.0000.0252	DOMESTIC PARTNER TAXABLE	($710)	$0	$0	$189,572	$193,071	0.0
100.0000.0254	COMMUNICATIONS STIPEND	$66,422	$66,510	$67,506	$50,000	$75,000	0.0
100.0000.0255	CLASSIFIED PROF IMPR	$0	$0	$0	$10,000	$40,000	0.0
TOTAL BENEFITS		**$67,092,481**	**$72,727,769**	**$71,289,823**	**$72,056,948**	**$73,440,829**	**0.0**
100.0000.0310	INSTRUCTION SERVICES	$57,044	$132,800	$121,874	$66,036	$73,017	0.0
100.0000.0311	INSTRUCTION SERVICES	$24,065	$112,595	$15,104	$27,858	$30,803	0.0
100.0000.0312	INSTR PROG IMPROVEMENT	$170,580	$42,376	$13,139	$197,468	$218,342	0.0
100.0000.0313	STUDENT SERVICES	$1,259,089	$1,470,155	$1,229,108	$1,457,553	$1,611,634	0.0
100.0000.0318	PROF IMPRV/NON INSTRUCT	$2,420	$4,113	$2,610	$2,801	$3,097	0.0
100.0000.0319	OTHER PROF & TECH INSTRNL	$410,175	$390,428	$141,795	$474,829	$525,024	0.0
100.0000.0320	PROPERTY SERVICES	$4,184	$4,081	$314	$4,844	$5,356	0.0
100.0000.0321	CUSTODIAL SERVICES	$0	$0	$0	$0	$0	0.0
100.0000.0322	REPAIR & MAINTENANCE	$461,882	$1,887,406	$1,191,619	$534,687	$591,209	0.0
100.0000.0323	LAUNDRY & DRY CLEANING	$231,511	$267,760	$244,917	$268,003	$296,334	0.0
100.0000.0324	RENTAL EXPENSE	$523,291	$361,532	$450,472	$605,775	$669,813	0.0
100.0000.0325	ELECTRICITY	$2,755,696	$2,458,984	$2,317,439	$3,190,062	$3,527,291	0.0
100.0000.0326	HEATING FUEL	$592,148	$547,544	$584,600	$685,486	$757,950	0.0
100.0000.0327	WATER & SEWAGE	$1,531,868	$1,567,889	$1,767,240	$1,773,328	$1,960,791	0.0
100.0000.0328	GARBAGE	$435,377	$339,604	$273,079	$504,003	$557,283	0.0
100.0000.0329	OTHER PROPERTY SERVICES	$14,753	$16,132	$17,392	$17,078	$18,884	0.0
100.0000.0330	STUDENT TRANSPORTATION	$264	$30	$0	$305	$338	0.0
100.0000.0331	REIMBURSABLE STUDNT TRAN	($188,812)	($40,669)	($28,430)	($218,574)	($241,680)	0.0
100.0000.0332	NONREIMB STUDENT TRANS	$126,091	$93,383	$60,625	$145,966	$161,396	0.0
100.0000.0340	TRAVEL	$482,281	$280,009	$131,089	$558,301	$617,320	0.0
100.0000.0342	TRAVEL – IN DISTRICT	$1,703	$0	$0	$1,972	$2,180	0.0
100.0000.0343	STUDENT OUT OF DIST TRANS	$6,760	$2,941	$0	$7,826	$8,653	0.0
100.0000.0351	TELEPHONE	$496,138	$626,595	$814,866	$574,341	$635,056	0.0
100.0000.0353	POSTAGE	$113,343	$174,558	$212,067	$131,208	$145,079	0.0
100.0000.0354	ADVERTISING	$5,200	$7,132	$7,957	$6,020	$6,656	0.0
100.0000.0355	PRINTING AND BINDING	$28,707	$138,893	$41,413	$33,232	$36,745	0.0
100.0000.0360	CHARTER SCHOOL PAYMENTS	$1,296,431	$1,609,547	$1,788,418	$1,572,246	$1,659,431	0.0
100.0000.0371	TUITION TO PUBLIC SCHOOLS	$214,870	$150,515	$250,070	$248,739	$275,033	0.0
100.0000.0372	TUITION OUT OF STATE	$0	$146,898	$0	$0	$0	0.0
100.0000.0373	TUITION TO PRIVATE SCHOOL	$13,967	$588,186	$0	$16,169	$17,878	0.0
100.0000.0374	OTHER TUITION PAYMENTS	$721,846	$252,041	$203,939	$835,627	$923,963	0.0

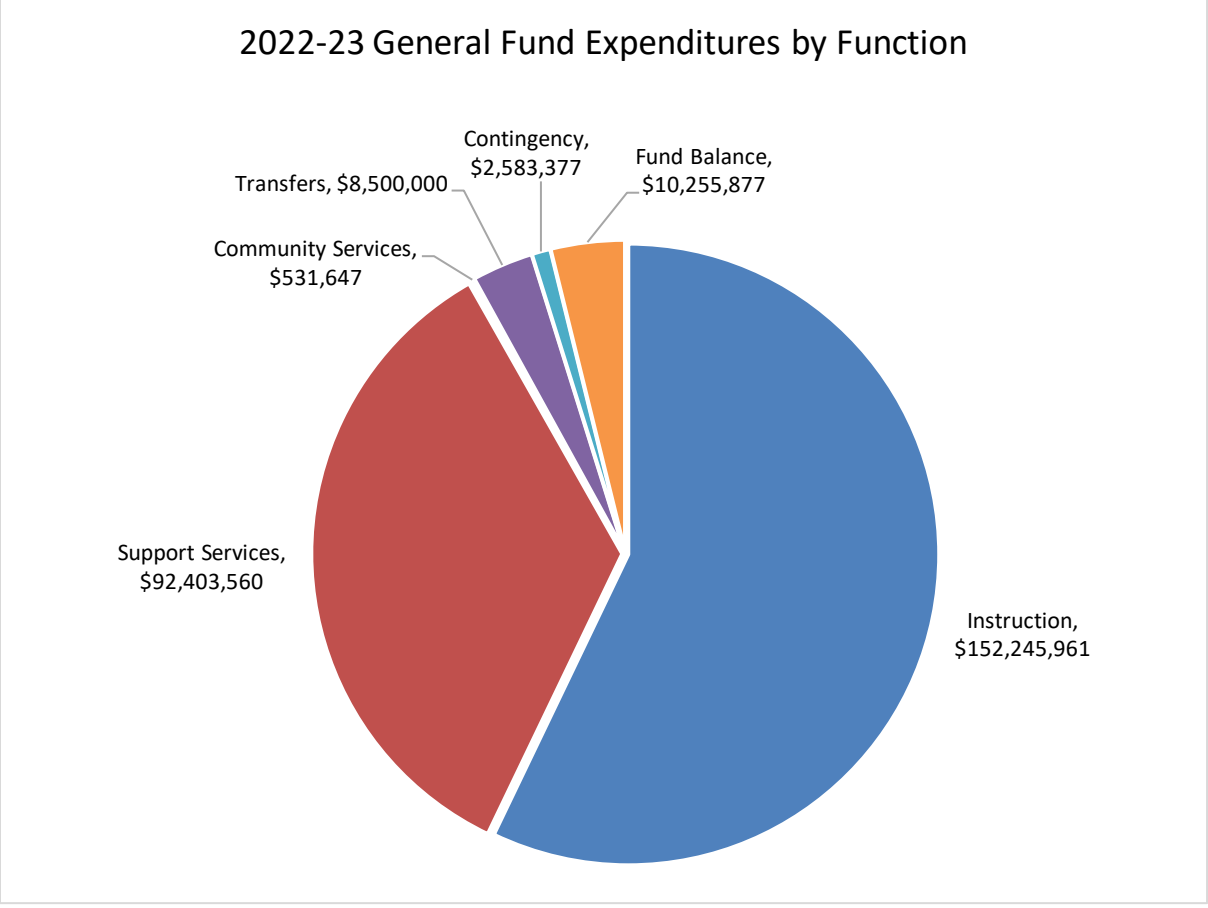
ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED	2022-23 FTE
100.0000.0380	NON-INSTRUCT PROF SERV	$209,164	$56,000	$5,929	$242,134	$267,730	0.0
100.0000.0381	AUDIT SERVICES	$35,000	$72,094	$50,100	$40,517	$44,800	0.0
100.0000.0382	LEGAL SERVICES	$115,700	$0	$60,821	$133,937	$148,096	0.0
100.0000.0383	ARCHITECT/ENGINEER SVCS	$8,030	$0	$0	$9,295	$10,278	0.0
100.0000.0384	NEGOTIATION SERVICES	$0	$8,197	$0	$0	$0	0.0
100.0000.0385	MANAGEMENT SERVICES	$0	$9,695	$7,500	$0	$0	0.0
100.0000.0388	ELECTION SERVICES	$33,615	$0	$41,180	$38,914	$43,028	0.0
100.0000.0390	OTHER PROF & TECH SRV	$1,972,560	$1,688,028	$2,085,860	$2,283,485	$2,071,188	0.0
100.0000.0391	SUBSTITUTE – LICENSED	$3,463,326	$2,466,159	$1,673,139	$3,856,501	$3,636,493	0.0
100.0000.0392	BANK SERVICE FEE	$1,486	$7,581	$42,924	$2,038	$1,849	0.0
100.0000.0399	SUBSTITUTE – CLASSIFIED	$3,404,635	$2,999,295	$959,277	$3,791,148	$3,574,868	0.0
TOTAL PURCHASED SERVICES		**$21,036,388**	**$20,940,507**	**$16,779,446**	**$24,121,158**	**$24,893,206**	**0.0**
100.0000.0410	SUPPLIES AND MATERIALS	$2,520,351	$2,063,370	$3,008,640	$2,674,616	$3,226,049	0.0
100.0000.0412	CUSTODIAL SUPPLIES	$433,700	$500,095	$1,055,988	$460,246	$555,137	0.0
100.0000.0413	FOOD SUPPLIES	$0	$108	$0	$0	$0	0.0
100.0000.0417	MAINTENANCE SUPPLIES	$249,528	$227,500	$197,058	$264,801	$319,395	0.0
100.0000.0418	GASOLINE AND OIL	$912,010	$631,801	$305,895	$967,832	$1,167,373	0.0
100.0000.0419	TIRES	$66,142	$25,608	$13,585	$70,191	$84,662	0.0
100.0000.0420	TEXTBOOKS	$274,946	$243,918	$41,152	$699,775	$351,931	0.0
100.0000.0430	LIBRARY BOOKS	$40,422	$31,131	$58,785	$42,897	$51,741	0.0
100.0000.0440	PERIODICAL SUBSCRIPTIONS	$52,621	$31,419	$12,346	$55,841	$67,354	0.0
100.0000.0450	FOOD	$83	$225	$0	$88	$106	0.0
100.0000.0460	NON-CONSUMABLE ITEMS	$312,630	$388,798	$338,500	$331,766	$400,167	0.0
100.0000.0461	<$5000 EQUIPMENT	$164,254	$162,819	$96,090	$174,308	$210,245	0.0
100.0000.0470	COMPUTER SOFTWARE	$1,337,884	$1,459,937	$1,425,205	$1,419,773	$1,712,492	0.0
100.0000.0480	COMPUTER HARDWARE	$319,011	$316,637	$2,159,014	$338,536	$408,333	0.0
100.0000.0481	<$5000 COMPUTER HARDWAR	$185,155	$86,266	$242,396	$196,488	$236,998	0.0
TOTAL SUPPLIES & MATERIALS		**$6,868,737**	**$6,169,632**	**$8,954,654**	**$7,697,158**	**$8,791,983**	**0.0**
100.0000.0520	BUILDING ACQUISITIONS	$0	$0	$113,011	$0	$0	0.0
100.0000.0530	IMPROVEMENTS TO BUILDING	$0	$13,219	$41,408	$0	$0	0.0
100.0000.0540	CAPITAL EQUIPMENT	$122,400	$109,557	$40,368	$0	$0	0.0
100.0000.0542	REPLACEMENT EQUIPMENT	$0	$17,992	$0	$0	$0	0.0
100.0000.0550	CAPITAL TECHNOLOGY	$5,603	$26,022	$68,893	$0	$0	0.0
TOTAL CAPITAL EQUIPMENT		**$128,003**	**$166,790**	**$263,680**	**$0**	**$0**	**0.0**

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED	2022-23 FTE
100.0000.0600	OTHER EXPENDITURES	$0	$0	$1,079	$0	$0	0.0
100.0000.0610	REDEMPTION OF PRINCIPAL	$0	$789	$0	$0	$0	0.0
100.0000.0621	INTEREST	$82	$0	$0	$0	$0	0.0
100.0000.0630	BAD DEBT WRITE-OFF	$21,608	$217,477	$32,749	$0	$416,266	0.0
100.0000.0640	DUES & FEES	$325,658	$432,178	$285,576	$376,468	$0	0.0
100.0000.0650	INSURANCE AND JUDGMENTS	$0	$0	$0	$0	$324,191	0.0
100.0000.0651	LIABILITY INSURANCE	$253,275	$349,255	$448,174	$266,148	$256	0.0
100.0000.0652	FIDELITY BOND PREMIUMS	$200	$100	$0	$123	$1,050,280	0.0
100.0000.0653	PROPERTY & CASULTY INS	$820,531	$849,519	$904,704	$960,977	$5,120	0.0
100.0000.0655	JUDGEMENTS & SETTLEMNTS	$4,000	$182,016	$70,000	$25,111	$33,923	0.0
100.0000.0670	TAXES & LICENSES	$26,502	$13,924	$30,828	$42,936	$0	0.0
TOTAL DUES AND FEES		**$1,451,856**	**$2,045,258**	**$1,773,110**	**$1,671,763**	**$1,830,036**	**0.0**
100.0000.0790	TRANSFER- INTRNL SRVC FND	$0	$0	$0	$0	$8,500,000	0.0
TOTAL TRANSFERS		**$0**	**$0**	**$0**	**$0**	**$8,500,000**	**0.0**
100.0000.0810	PLANNED RESERVE	$0	$0	$0	$1,000,000	$1,000,000	0.0
100.0000.0815	INS POOL- CLASSIFIED	$0	$0	$0	$0	$572,804	0.0
100.0000.0816	INS POOL- LICENSED	$0	$0	$0	$0	$1,010,573	0.0
100.0000.0820	RESERVED FOR NEXT YEAR	$10,090,542	$11,973,234	$21,194,031	$9,037,435	$10,255,877	0.0
TOTAL EXPENDITURES		**$230,284,401**	**$235,437,847**	**$240,175,932**	**$250,935,863**	**$266,520,422**	**1,740.10**



GENERAL FUND BUDGET BY FUNCTION SUMMARY

Function	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Increase/Decrease from Prior Year
Instruction	$137,748,135	$136,391,847	$135,977,449	$147,032,593	$152,245,961	3.55%
Support Services	$81,902,188	$86,452,847	$82,529,615	$93,197,553	$92,403,560	-0.85%
Community Services	$543,536	$619,919	$474,837	$668,282	$531,647	-20.45%
Transfers	$0	$0	$0	$0	$8,500,000	100.0%
Contingency	$0	$0	$0	$1,000,000	$2,583,377	158.34%
Reserves	$10,090,542	$11,973,234	$21,194,031	$9,037,435	$10,255,877	13,48%
Total	**$230,284,401**	**$235,437,847**	**$240,175,932**	**$250,935,863**	**$266,520,422**	**6.21%**



GENERAL FUND EXPENDITURES BY FUNCTION

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED	2022-23 FTE
100.1111.0000	PRIMARY EDUCATION	$49,560,583	$51,511,257	$49,403,362	$55,529,958	$55,314,042	414.5
100.1113.0000	ELEMENTARY EXTRACURRIC	$182,631	$132,517	$26,838	$142,856	$30,049	0.0
100.1121.0000	MIDDLE SCHOOL PROGRAMS	$11,457,315	$11,153,498	$11,298,375	$12,023,649	$12,650,126	92.9
100.1122.0000	MIDDLE SCHL EXTRACURRIC	$88,403	$99,263	$46,650	$107,007	$52,232	0.0
100.1131.0000	HIGH SCHOOL PROGRAMS	$25,463,676	$23,796,976	$24,242,989	$25,653,521	$27,143,450	180.0
100.1132.0000	HIGH SCHOOL EXTRACURRIC	$2,711,951	$2,806,833	$2,549,530	$3,025,811	$2,854,559	7.9
100.1133.0000	SATURDAY SCHOOL-HIGH SCH	$15,041	$6,526	$495	$7,035	$554	0.0
100.1140.0000	PRE-KINDERGARTEN PROG	$70	$0	$0	$0	$0	0.0
100.1210.0000	TALENTED AND GIFTED	$523,909	$423,333	$469,116	$456,360	$525,242	2.3
100.1220.0000	RESTRICTIVE PROG-SP PROG	$697,496	$846,391	$707,859	$912,423	$792,548	0.0
100.1221.0000	LEARNING CNTRS-STRUCTUR	$10,664,615	$11,036,312	$10,340,355	$11,897,321	$11,577,488	135.4
100.1223.0000	COMMUNITY TRANSITION	$1,651,599	$1,811,224	$1,969,377	$1,952,528	$2,204,996	23.4
100.1224.0000	LIFE SKILLLS WITH NURSING	$1,552,458	$1,660,128	$1,618,277	$1,789,645	$1,811,890	14.0
100.1225.0000	OUT OF DISTRICT PROGRAMS	$676,845	$880,690	$709,968	$949,398	$794,909	0.0
100.1226.0000	HOME INSTRUCTION	$173,238	$248,504	$210,180	$267,892	$235,328	1.0
100.1227.0000	EXTENDED SCHOOL YR	$114,508	$95,947	$60,650	$103,432	$67,906	0.0
100.1250.0000	LESS RESTRICTIVE PROGRMS	$14,736,025	$12,747,278	$13,177,892	$13,741,769	$14,754,512	151.5
100.1270.0000	EDUCATIONALLY DISADV	$102,832	$0	$0	$0	$0	0.0
100.1272.0000	TITLE I	$51,128	$0	$175	$0	$196	0.0
100.1280.0000	ALTERNATIVE EDUCATION	$1,279,969	$1,603,273	$1,280,213	$1,728,354	$1,433,379	11.0
100.1288.0000	CHARTER SCHOOLS	$1,336,942	$1,647,630	$1,826,518	$1,776,172	$2,045,045	0.0
100.1289.0000	OPTIONS PROGRAMS	$737,866	$741,074	$805,345	$798,889	$901,697	0.8
100.1290.0000	DESIGNATED PROGRAMS	$0	$0	$0	$0	$0	0.0
100.1291.0000	ENGLISH 2ND LANGUAG PROG	$12,825,118	$12,127,066	$14,494,098	$13,073,171	$16,228,189	97.9
100.1292.0000	TEEN PARENT PROGRAMS	$763,705	$599,655	$396,760	$646,438	$444,229	4.1
100.1293.0000	MIGRANT EDUCATION	($1,450)	$0	$0	$0	$0	0.0
100.1294.0000	YOUTH CORRECTN EDUCATN	$234,917	$216,200	$207,779	$233,067	$232,638	1.0
100.1296.0000	ACADEMIC INTERVENTIONS	$143,917	$200,272	$134,648	$215,897	$150,757	1.3
100.1430.0000	SECONDARY SUMMER SCH	$2,828	$0	$0	$0	$0	0.0
TOTAL INSTRUCTIONAL SERVICES		**$137,748,135**	**$136,391,847**	**$135,977,449**	**$147,032,593**	**$152,245,961**	**1,139.0**
100.2110.0000	ATTENDANC & SOCL WRK SVC	$136,948	$126,202	$435,212	$136,047	$487,281	4.0
100.2112.0000	ATTENDANCE SERVICES	$505,849	$448,810	$489,716	$483,825	$548,306	5.7
100.2115.0000	STUDENT SAFETY	$1,182,189	$1,073,696	$660,941	$1,157,462	$740,017	6.5
100.2116.0000	BEHAVIORIAL SERVICES	$903,680	$968,385	$103,472	$1,043,934	$115,851	0.0
100.2118.0000	LIMITED STUDENT SUPPORT	$1,884,694	$3,407,672	$253,414	$3,673,525	$283,733	0.0
100.2122.0000	COUNSELING SERVICES	$6,002,221	$6,074,352	$5,476,365	$6,548,248	$6,131,564	44.2
100.2126.0000	PLACEMENT SERVICES	$86,320	$107,960	$1,354	$116,382	$1,516	3.4
100.2130.0000	HEALTH SERVICES	$78,269	$112,598	$87,389	$121,383	$97,845	0.6

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED	2022-23 FTE
100.2132.0000	MEDICAL SERVICES	$232,383	$208,467	$189,181	$224,731	$211,814	0.0
100.2134.0000	NURSE SERVICES	$635,743	$994,479	$1,097,722	$1,072,064	$1,229,055	6.9
100.2139.0000	OTHER HEALTH SERVICES	$427,189	$459,763	$442,059	$495,632	$494,948	3.9
100.2140.0000	PSYCHOLOGICAL SERVICES	$923,956	$1,054,718	$354,481	$1,137,003	$396,892	8.2
100.2150.0000	SPEECH & AUDIO SERVICES	$3,739,516	$3,839,260	$4,146,544	$4,138,784	$4,642,640	28.0
100.2160.0000	STUDENT TREATMNT CENTER	$114,893	$113,746	$75,373	$122,620	$84,391	0.0
100.2190.0000	STUDENT SERVICES DIRECTR	$341,801	$301,912	$312,181	$325,466	$349,531	0.0
100.2210.0000	IMPROVEMNT OF INSTRCTN	$669,297	$417,052	$365,845	$449,588	$409,615	1.0
100.2211.0000	SERVICE AREA DIRECTION	$0	$696	$3,533	$751	$3,956	0.0
100.2213.0000	CURRICULUM DEVELOPMENT	$335,053	$448,678	$172,722	$483,682	193,386	0.0
100.2219.0000	OTHER IMPRO OV INST	$0	$848	$0	$914	$0	0.0
100.2220.0000	EDUCATIONAL MEDIA SVCS	$2,910	$2,164	$0	$2,333	$0	0.0
100.2222.0000	LIBRARY MEDIA CENTER	$1,362,608	$1,111,529	$870,618	$1,198,246	$974,780	15.3
100.2223.0000	MULTIMEDIA SERVICES	$3,452	$1,264	$440	$1,362	$493	0.0
100.2230.0000	ASSESSMENT & TESTING	$313,307	$366,872	$220,225	$395,494	$246,573	0.0
100.2240.0000	INSTRUCTNL STAFF DEVELOP	$1,561,890	$1,374,293	$1,191,983	$1,481,510	$1,334,593	1.8
100.2310.0000	BOARD OF EDUCATION	$234,123	$216,654	$220,412	$233,557	$246,782	1.0
100.2321.0000	OFFICE OF SUPERINTENDENT	$570,000	$560,193	$581,577	$603,897	$651,158	2.0
100.2410.0000	OFFICE OF THE PRINCIPAL	$15,240,556	$15,242,725	$15,818,513	$16,431,901	$17,711,060	105.1
100.2490.0000	OTHER ADMINISTRATION	$2,737,369	$2,441,857	$2,339,093	$2,632,361	$2,618,945	14.0
100.2510.0000	DIRECTOR BUSINESS SVC	$918,403	$1,471,203	$1,319,770	$1,585,980	$1,477,669	7.2
100.2520.0000	FISCAL SERVICES	$275,410	$603,001	$907,410	$650,044	$1,015,973	0.0
100.2524.0000	PAYROLL SERVICES	$361,939	$371,863	$394,256	$400,874	$441,425	4.6
100.2525.0000	FINANCIAL ACCOUNTING	$272,305	$259,437	$278,270	$279,677	$311,563	3.0
100.2527.0000	PROPERTY ACCOUNTING	$0	$0	$7,925	$0	$8,873	0.0
100.2528.0000	RISK MANAGEMENT SERVICES	$984,009	$1,005,655	$1,087,651	$1,084,112	$1,217,780	1.0
100.2529.0000	OTHER FISCAL SERVICES	$43,192	$51,331	$74,315	$55,335	$83,206	1.0
100.2540.0000	FACILITIES MAINTENANCE	$16,197,598	$17,978,406	$18,727,482	$19,381,009	$20,968,061	116.2
100.2545.0000	HVAC SERVICES	$294,290	$314,227	$328,651	$338,742	$367,972	0.0
100.2550.0000	STUDENT TRANSPORTATION	$15,155,844	$15,058,841	$11,816,937	$16,233,672	$13,230,731	169.3
100.2573.0000	WAREHOUSE/DISTRIBUTION	$25,352	$22,720	$22,177	$24,493	$24,830	0.5
100.2574.0000	PRINTING SERVICES	$146,309	$129,465	$406,937	$139,565	$455,623	4.0
100.2610.0000	DIRECTOR/CENTRAL SUPPORT	$0	$0	$218,251	$0	$244,362	0.0
100.2620.0000	PLANNING & DEVELPMNT SVC	($1,367)	$1,070,397	$686,554	$1,153,905	$768,693	0.0
100.2630.0000	COMMUNITY RELATIONS	$555,870	$0	$0	$0	$0	4.0
100.2640.0000	STAFF SERVICES	$1,976,045	$1,754,767	$2,126,870	$1,891,668	$2,381,332	12.4
100.2642.0000	RECRUITMENT & PLACEMENT	$0	$81,202	$129,812	$87,537	$145,343	0.0
100.2660.0000	TECHNOLOGY SERVICES	$4,404,319	$4,761,736	$8,033,933	$5,133,229	$8,995,123	22.2
100.2670.0000	RECORDS MANAGEMENT	$58,918	$41,751	$52,049	$45,009	$58,276	0.0
100.2700.0000	EARLY RETIREMENT	$7,536	$0	$0	$0	$0	0.0
TOTAL SUPPORT SERVICES		**$81,902,188**	**$86,452,847**	**$82,529,615**	**$93,197,553**	**$92,403,560**	**597.0**

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED	2022-23 FTE
100.3100.0000	FOOD SERVICES	$0	$0	$50	$0	$0	0.0
100.3300.0000	OTHER COMMUNITY SRVICS	$543,536	$619,919	$412,144	$668,282	$531,647	4.1
100.3500.0000	CUSTODY-CARE CHILD SRVC	$0	$0	$62,643	$0	$0	0.0
TOTAL ENTERPRISE AND COMMUNITY SERVICES		**$543,536**	**$619,919**	**$474,837**	**$668,282**	**$531,647**	**4.1**
100.4150.0000	BUILDING IMPROVEMENTS	$0	$0	$0	$0	$0	0.0
TOTAL BUILDING IMPROVEMENTS		**$0**	**$0**	**$0**	**$0**	**$0**	**0.0**
100.5110.0000	LONG TERM DEBT SERVICE	$0	$0	$0	$0	$0	0.0
TOTAL DEBT SERVICE		**$0**	**$0**	**$0**	**$0**	**$0**	**0.0**
100.5200.0000	TRANSFER TO PERS RESERVE	$0	$0	$0	$0	$8,500,000	0.0
TOTAL TRANSFERS		**$0**	**$0**	**$0**	**$0**	**$8,500,000**	**0.0**
100.6110.0000	OP CONTINGENCY/ ASSIGNED	$0	$0	$0	$1,000,000	$2,583,377	0.0
100.7000.0000	UNAPPROPRIATED END BAL	$10,090,542	$11,973,234	$21,194,031	$9,037,435	$10,255,877	0.0
TOTAL EXPENDITURES		**$230,284,401**	**$235,437,847**	**$240,175,932**	**$250,935,863**	**$266,520,422**	**1,740.1**

GENERAL FUND THREE YEAR FORECAST

		2022-23 Proposed	2023-24[3] Forecasted	2024-25 Forecasted	2025-26[4] Forecasted
Revenue					
1000	Local Revenue	$90,783,689	$93,507,200	$96,312,415	$99,201,788
2000	Intermediate Revenue	$4,452,707	$4,586,288	$4,723,877	$4,865,593
3000	State Revenue	$150,089,995	$154,592,695	$159,230,476	$164,007,390
5000	Other Revenue	$21,194,031	$13,722,240	$13,871,820	$14,025,887
	Total Revenue	**$266,520,422**	**$266,408,423**	**$274,138,588**	**$282,100,658**
Expenditures					
100	Salaries	$136,225,114	$140,311,867	$144,521,223	$148,856,860
200	Associated Payroll Costs	$73,440,829	$75,644,054	$77,913,376	$80,250,777
300	Purchased Services	$24,893,206	$25,640,002	$26,409,202	$27,201,478
400	Supplies & Materials	$8,791,983	$9,055,742	$9,327,415	$9,607,237
500	Capital Equipment	$0	$0	$0	$0
600	Other Expenditures	$1,830,036	$1,884,937	$1,941,485	$1,999,730
700	Transfers	$8,500,000	$0	$0	$0
800	Reserves	$12,839,254	$13,871,821	$14,025,887	$14,184,576
	Total Expenditures	**$266,520,422**	**$266,408,423**	**$274,138,588**	**$282,100,658**

[3] Assumes that the 2023-25 biennial funding for the State School Fund is a minimum of $10.14 billion, the requirement for Actual Service Level budget based on historical expenditure trends without any reductions.
[4] Assumes that the 2025-27 biennial funding for the State School Fund is a minimum of $10.65 billion, the requirement for Actual Service Level budget based on historical expenditure trends without any reductions.

BUDGET FUNCTION DESCRIPTIONS

According to the Oregon Department of Education Program and Accounting Manual, the "Function" is the second dimension of numbers in the standardized account code. Budget expenditures are reported by the following dimensions:

Fund: xxx
Function: xxxx
Object: xxx

The "Fund" is the first dimension and represents the type of management accounts represented in the following account detail. The "Function" describes the activity for which a service or material object is acquired and are listed below. The "Object" describes the type of item purchased and the definitions are self-evident. The "Functions" are described in more detail below.

1111 Primary Programs K-6
All regular elementary school instructional programs for kindergarten through third grade. Includes staff, services, teaching supplies, and equipment.

1113 Elementary Extracurricular
Staff stipends for after-school activities.

1121 Middle School Programs
All regular middle school instructional programs. Includes staff, services, teaching supplies, and equipment.

1122 Middle School Extracurricular
Advisor stipends and supplies for extracurricular activities.

1131 High School Programs
All regular high school instruction programs. Includes staff, services, teaching supplies, and equipment.

1132 High School Extracurricular
Extracurricular activities and athletics. Includes staff, coaches, advisors, services, supplies, and dues.

1133 Saturday School – High School
Extended contract time to staff high school Saturday school programs

1140 Pre-Kindergarten Programs
Includes staff, services, teaching supplies, and equipment for pre-kindergarten programs.

1210 Talented and Gifted (TAG) Programs
TAG program services and supplies.

1221 Learning Centers – Structured and Intensive
Learning experiences for students with disabilities who spend one-half or more of their time in a restricted setting, such as Life Skills Centers or Social Communications Centers. This includes staff, services, and teaching supplies.

1223 Community Transition Centers
Learning experiences for students with disabilities who are 16 years of age or older, and who spend a portion of their school day in a community-based program, such as Portland Community College.

1224 Life Skills with Nursing
Learning experiences for students with disabilities who work primarily on functional skills and who receive nursing services, such as health impaired classrooms.

1225 Out-of-District Programs
Programs for students placed outside District schools, such as ESD programs or private schools.

1226 Home Instruction
Home tutoring services for students who are temporarily unable to attend school due to disability, illness, injury, or for an alternative placement.

1227 Extended School Year
Learning experiences for students with disabilities who show significant regression during non-instructional periods, and do not recoup the skills within a reasonable time. Students receive extended opportunities, such as summer school.

1250 Less-Restrictive Programs for Students with Disabilities
Special learning experiences outside the regular classroom for students with disabilities. Students spend certain periods of the school day in this program to receive remedial instruction in specific subject areas or other remedial activities. Includes staff, services, and teaching supplies.

1270 Educationally Disadvantaged
Instructional activities designed for students who are disadvantaged due to socioeconomic status or other circumstances that can affect their ability to learn.

1272 Title IA/D
Title I instructional activities. Includes staff and teaching supplies.

1280 Alternative Education
Alternative programs outside the regular school setting for students. Includes alternative middle school, alternative high school, and other alternative programs.

1288 Charter Schools
Payments made to City View Charter School, a District-sponsored charter school.

1289 Other Alternative Programs
District non-traditional instructional programs, including the Hillsboro Online Academy.

1290 Designated Programs
Special learning experiences for other students with special needs.

1291 English Language Learner (ELL) Programs
ELL programs include staff, services, and teaching supplies.

1292 Teen Parent Program
The Teen Parent program, for pregnant or parenting students, includes staff, services, and teaching supplies.

1293 Migrant Education
The migration education instructional program is designed to meet the needs of migrant students, including staff, services, supplies, and transportation.

1294 Youth Corrections Education
Instructional programs delivered to youths in detention.

1295 Indian Education Program
Instructional programs designed to meet the needs of culturally relevant curriculum about Oregon Native Americans.

1296 Academic Interventions
Instructional programs delivered to youths in support of academic interventions.

1300 Continuing Ed Programs
Learning experiences designed to develop knowledge and skill to meet immediate and long-range educational objectives of adults.

1400 Summer School Programs
Summer school for students includes staff and material operating costs.

1420 Middle/Junior High School Summer School
Summer school for middle/junior high school students includes staff and material operating costs.

1430 High School Summer School
Summer school for high school students includes staff and material operating costs.

1495 Identification and Recruitment – Migrant Summer School
Includes staff and material costs to identify and recruit children identified as “Migrant” for the Migrant Summer Program.

2110 Attendance and Social Work Services
Activities designed to improve student attendance at school. This includes contract services with Youth Contact to provide intervention and counseling services.

2112 Attendance Services
Attendance record keeping.

2113 Social Work Services
Activities to investigate and diagnose student problems, casework, group work for students and parents, and interpretation of student problems for other staff members. This includes staff and services.

2115 Student Safety
Crossing guards and all activities associated with services to enhance student and campus safety.

2116 Behavioral Services
Student Success Coaches and all activities associated with services.

2117 Identification and Recruitment of Migrant Children
Includes staff and material costs to identify and recruit children identified as “Migrant.”

2118 Limited Student Support
Includes staff and sub costs to support students in need of additional assistance.

2119 Other Attendance and Social Services
Services other than attendance services, social work services, and student safety.

2120 Guidance Services
Activities of counseling students and parents.

2122 Counseling Services
Includes staff, services, and materials.

2126 Placement Services
Career placement assistance for students.

2130 Health Services
Includes the cost of consultants, training, and services related to special health needs.

2132 Medical Services
Activities related to student physical and mental health, including such activities as screening, health examinations, emergency injury and illness care, and communication with parents and medical officials. Includes staff, services, and supplies.

2134 Nurse Services
Nursing activities that are not instruction, such as health inspection, treatment of minor injuries, and referrals for other health services. Includes staff, services, and supplies.

2139 Other Health Services
Health office staff and supplies.

2140 Psychological Services
Includes staff, services, and supplies to provide services for students Districtwide.

2150 Speech Pathology and Audiology Services
Speech therapist program serving students Districtwide.

2160 Other Student Treatment Services
Services such as occupational therapy, physical therapy, and adaptive physical education. Includes staff, services, and supplies.

2190 Service Direction, Student Support Services
Direction and management of student support services (e.g., special education director and at-risk programs).

2210 Improvement of Instruction Services
Activities that assist instructional staff to plan, develop, and evaluate the process of providing learning experiences to students.

2211 Improvement of Instruction Services - Service Area Direction
Activities associated with directing and managing the improvement of instruction services.

2213 Curriculum Development
Includes Administration Center staff and expenses.

2219 Other Improvement of Instruction
Activities associated with directing and managing the improvement of instruction services.

2220 Educational Media Services
Includes staff, services, and supplies for a variety of staff and student media.

2222 Library/Media Center
Includes staff, services, and supplies for school libraries.

2223 Multimedia Services
Includes materials, supplies, and equipment for multimedia services.

2230 Assessment and Testing
Includes staff, services, and materials to provide Districtwide testing and evaluation services to monitor individual and group progress in reaching District and state learning goals and requirements.

2240 Instructional Staff Development
Costs for instructional staff, including educational assistants.

2300 Support Services – General Administration
Activities concerned with establishing and administering policy in connection with operating the District.

2310 Board of Education Services
Includes expenses for audit, legal services, elections, dues, supplies, professional development, and secretarial staff.

2321 Office of the Superintendent
Includes Administration Center staff and expenses.

2410 Office of the Principal Services
Includes staff, services, and supplies to operate the office at each school.

2490 Other Support Services—School Administration
Includes Administration Center staff and services for grades K-12 school operations.

2510 Director of Business Support Services
Includes Administration Center staff and expenses.

2520 Fiscal Services
Includes activities concerned with the fiscal operations of the District.

2524 Payroll Services
Includes Administration Center staff and expenses.

2525 Financial Accounting Services
Includes Administration Center staff and expenses.

2528 Risk Management Services
Includes Administration Center staff and expenses.

2529 Other Fiscal Services
Includes Administration Center staff and expenses.

2540 Facilities and Maintenance
Costs associated with the maintenance and operation of District facilities. Includes custodians, utilities, and maintenance staff.

2542 Care and Upkeep of Buildings Services
Costs associated with keeping a physical plant (facilities) clean and ready for daily use.

2545 HVAC Services
Includes costs associated with the repair, maintenance, and upkeep of District heating, ventilating, and air conditioning (HVAC) equipment.

2550 Student Transportation
Includes costs for labor, fuel, repairs, etc., to operate the bus fleet and transporting District students. This includes transportation to school, activity trips, field trips, and summer school.

2573 Warehouse/Distribution
Includes costs of staff for District courier and warehouse services.

2574 Printing Services
Includes costs of staff, supplies, and equipment for the District's print shop, less the portion recouped from charges back to users.

2610 Direction of Central Support Services
Includes Administration Center staff and expenses.

2620 Planning, Research, Development, Evaluation Services, Grant-Writing, and Statistical Services
Includes staff, services, and supplies.

2630 Information Services
Includes writing, editing, and other preparation necessary to disseminate educational and administrative information to pupils, staff, managers, or the general public through direct mailing, various news media, or personal contact. Includes Administration Center staff and expenses.

2640 Staff Services
Activities concerned with maintaining an efficient staff for the District. Includes such activities as recruiting and placement, staff transfers, health services, and staff accounting. Includes Administration Center staff and expenses.

2642 Recruitment and Placement
Activities concerned with employment and assigning personnel for the District.

2645 Employee Health Services
Activities concerned with medical, dental, and nurse services provided for District employees. Included are physical examinations, referrals, and emergency care.

2660 **Technology Services**
Districtwide technology, including computing and data processing services, such as networking, and telecommunications costs. Includes staff, equipment, software maintenance fees, repairs, supplies, and capital outlay.

2670 **Records Management Services**
Districtwide activities concerned with the retention and disposal of District records.

2690 **Other Support Services – Central Office**
Central Services not classified above.

2700 **Supplemental Retirement Program**
Costs associated with a supplemental retirement program provided to both current and prior employees by the District.

3110 **Food Services – Service Area Direction**
Activities of directing and managing the Nutrition Services Program.

3120 **Food Services – Food Preparation**
Activities related to preparing and serving regular and incidental meals.

3130 **Food Services – Food Delivery Services**
Activities related to delivering food to the school or District.

3300 **Community Services**
Activities which are not directly related to the provision of education for pupils in the District.

3390 **Other Community Services**
Services provided for the community, such as parental involvement and college scholarship expenditures.

4110 **Service Area Direction**
Activities pertaining to directing and managing facilities acquisition and construction services.

4150 **Building Acquisition, Construction, and Improvement Services**
Activities related to District property that may be capitalized per Generally Accepted Accounting Principles (GAAP).

4180 **Other Capital Items**
Activities related to major capital expenditures that are eligible for general obligation bonding like textbooks and technology.

5110 **Long-Term Debt Service**
Payment for debt retirement exceeding 12 months.

5200 **Transfer of Funds**
Transactions that withdraw money from one fund and place it in another fund.

6110 **Operating Contingency**
The portion of the budget not designated for use at this time. This can only be used by Board action for items that could not have been anticipated in the budget (e.g., emergencies).

7000 **Unappropriated Ending Fund Balance**
Estimate of funds needed to maintain operations of the District from July 1 of the ensuing fiscal year to the time when sufficient new revenues become available to meet cash-flow needs of the fund. No expenditure can be made in the year in which it is budgeted. It is reserved for use in the subsequent year.



SPECIAL REVENUE FUNDS

Special Revenue Funds are used to account for proceeds of specific revenues from federal, state, and local sources that are legally restricted to expenditures for specified purposes. The Major Grant Funds are described below.

Title IA – Improving Basic Programs Operated by Local Education Agencies

Title IA is intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. Title I-A provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. The program focuses on promoting school wide reform in high-poverty schools and ensuring students' access to evidence-based instructional strategies and challenging academic content.



Title IIA – Supporting Effective Instruction

The purpose of Title II-A is to improve teacher and leader quality and focuses on preparing, training, and recruiting high-quality teachers and principals. The Title II-A program is designed, among other things to provide students from low-income families and minority students with greater access to effective educators. In general, Title II funds can be used to provide supplemental strategies and activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders.

IDEIA – Individuals with Disabilities Education Improvement Act

IDEIA is the Individuals with Disabilities Education Improvement Act. It was passed in 1975 and it describes categories of disabilities that make students likely to get special education and services related to their specific needs.

Measure 98 – High School Success

High School Success is a fund initiated by ballot Measure 98 in November 2016. The spirit of the measure was to provide funding to establish or expand programs in three specific areas: Dropout Prevention, Career & Technical Education, and College Level Education Opportunities. The intent of High School Success is to improve student progress toward graduation beginning with grade 9, increase the graduation rates of high schools, and improve high school graduates' readiness for college and career. The Student Success Act passed by the 2019 legislature provides for "full funding" of High School Success. The

additional funds will be used for eligible services and provide partial funding for the Pathways Center, an expansion of the Oak Street campus.

Student Investment Account

The Student Investment Account is a fund initiated by HB 3427 established in 2019 and funded by the Corporate Activity Tax. The Student Investment Account is established within the Fund for Student Success and consists of moneys transferred to the account from the Fund for Student Success.

The two stated purposes for the funds distributed under the Student Investment Account are to (1) meet students' mental or behavioral health needs, and (2) increase academic achievement for students, including reducing academic disparities for economically disadvantaged students; students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; students who are English language learners; students who are foster children; students who are homeless; and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education.

In order to satisfy the purpose of the Student Investment Account, funds can be allocated between expanding instructional time, student health and safety, reducing class size and caseloads, and providing a well-rounded education. The District engages with the community, student families and school employees to identify the District's need and investments.

Federal Funds for COVID-19 Relief



To date, there have been three major rounds of federal funding to relieve the economic, technology, health and safety, and learning losses in K-12 education. The Coronavirus Aid, Relief, and Economic Security Act (CARES, 3/27/20) was made available to the district as two non-completive grants: one for general response efforts (ESSER I), and the second to support comprehensive distance learning (GEER/CDL), for a total of $2.9 million. The Consolidated Appropriations Act / Coronavirus Response and Relief Supplemental Appropriations Act (CAA/CRRSAA, 12/27/20) is a spending and COVID-relief package, bringing $11.1 million to HSD in the 2021-23 biennium. Although the administrative rules have not been clearly identified for districts, The American Rescue Plan Act of 2021 is estimated to yield $1.2 billion to Oregon's K-12 schools and expires September 30, 2024.

These resources will be allocated in a tiered, multi-year spending plan and adjusted as needed to best meet the needs of students for the longest period of time and highest impact:

- Accelerate learning for students assessed below grade level,
- Extended day academic and engagement opportunities,
- Neighborhood school model (building capacity), and
- Technology, PPE and Equipment.

Nutrition Services

Hillsboro School District's Nutrition Services department provides a supportive role in the education environment by offering nutritionally complete breakfast, lunch, and snacks to district students at a reasonable cost.

Nutrition Services operates federally, state and locally funded meal programs that provide breakfast, lunch, various after-school snacks, and summer feeding programs; several in cooperation with Hillsboro Parks and Recreation and area organizations. During the regular school year, Nutrition Services provides meals to five high schools, four middle schools, twenty-five elementary schools, one K-8 school, and five Head Start programs. During summer recess, multiple meal serving sites and summer learning programs serve free meals in areas of need within our community.

Outside of worldwide pandemics, the Nutrition Services department is self-supporting. Nutrition Services pays wages and benefits for approximately 120 employees. This includes school-based, warehouse, office, and District maintenance staff. Salary and benefits historically represent approximately 50.0 percent of the department's expenditures.

Food, paper, and chemical supplies average 44.0 percent of Nutrition Services' expenditures. The department funds provide for repair and/or replacement of capital kitchen equipment as well as other professional service needs, approximately 5.0 percent of expenditures.

Nutrition Services operates a warehouse and food distribution program that transports food, government commodities, and supplies to all District schools. The department maintains and operates five transport trucks and three vehicles.



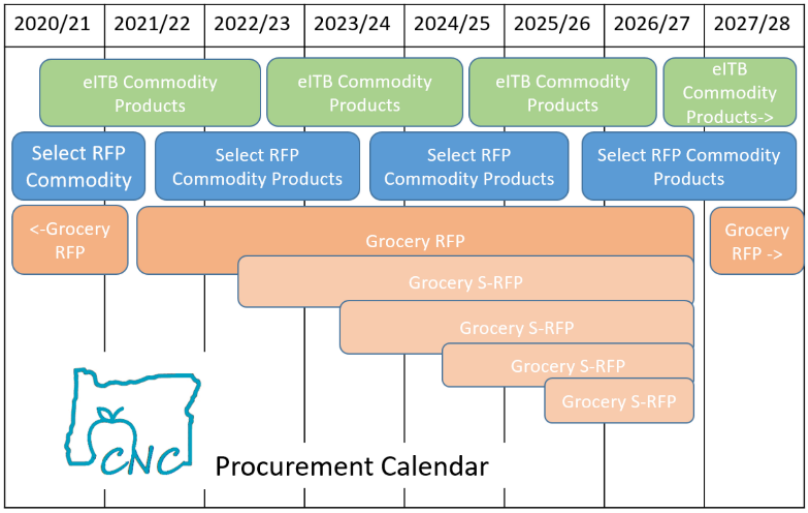
Liberty High School's kitchen staff provide catering services and a bakery function that supports all schools within our District.

Beginning in the 2020-21 school year the State of Oregon has enacted legislative expansion of the free meal eligibility in schools. Increasing the household income limit as well as supplementing revenues for the Community Eligibility Provision, thus promoting expansion of use, are new provisions intended to decrease food instability in households throughout Oregon. During the 2019-20 school year, HSD's percentage of free-and-reduced-price-eligible students totaled 46 percent or 9,043 students. Due to the pandemic, current data is not reliable and indicates a percentage of only 38.0 percent. Federal actions have allowed all students to continue receiving meals at no cost during the 2021-22 school year.

While total meals served thus far in 2021-22 are up 6.6 percent, we can see an average of 60.0 percent increase in lunches (unique student participation) participating versus last school year participation to-date.

An internet payment system for school meals is offered Districtwide, allowing parents to view student account activity and make electronic payments through the service. Payment is not required to view account activity.

HSD's Nutrition Services also co-directs a statewide purchasing cooperative made up of 75 Oregon school districts. The ***Oregon Child Nutrition Coalition*** (OCNC) combines their purchasing needs to leverage higher volume pricing with manufacturers and suppliers. The current management contract to HSD is annually renewed, the next three (3) years.





SPECIAL REVENUE FUND REVENUES

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
2XX.0000.1130*	CONSTRUCTION EXCISE TAX	$1,940,482	$2,557,115	$2,647,792	$2,550,115	$1,250,000
2XX.0000.1612	LUNCH SALES	$1,684,809	$1,218,057	($23,845)	$1,700,000	$1,500,000
2XX.0000.1620	NONREIMB PROGRAM SALES	$97,669	$73,977	$0	$100,000	$100,000
2XX.0000.1630	SPECIAL FUNCTIONS	$264,170	$189,117	$3,698	$300,000	$50,000
2XX.0000.1700	XTRACURRICULAR ACTIVITIES	$239,459	$340,128	$25,356	$350,000	$350,000
2XX.0000.1705	FUNDRAISER SALES	$0	$313	$132	$0	$0
2XX.0000.1744	STUDENT PARTICIPATION FEE	$3,389,610	$2,518,190	$743,196	$2,000,000	$2,150,000
2XX.0000.1745	STUDENT FEES - OTHER	$3,595	$14,410	$0	$0	$0
2XX.0000.1750	VENDING MACHINE	$19,850	$44,443	$608	$130,000	$200,000
2XX.0000.1800	COMMUNITY SERVICES ACTIVITIES	$61,504	$71,745	$0	$0	$0
2XX.0000.1910	BUILDING RENTAL/USAGE	$65,195	$60,000	$60,000	$200,000	$200,000
2XX.0000.1920	DONATION FROM PRIV SOURCE	$921,097	$1,264,365	$575,581	$1,290,000	$950,000
2XX.0000.1940	SERVICES/OTHER AGENCIES	$0	$0	$0	$0	$0
2XX.0000.1960	RECOVERY PRIOR YEAR	$34,902	$135,990	$22,172	$100,500	$100,000
2XX.0000.1970	REBATES	$0	$0	$0	$0	$0
2XX.0000.1971	ENERGY INCENTIVES	$0	$11,782	$0	$12,000	$15,000
2XX.0000.1990	MISCELLANEOUS REVENUE	$470,174	$726,932	$610,686	$801,768	$686,000
LOCAL REVENUE		**$9,192,516**	**$9,226,564**	**$4,665,376**	**$9,534,383**	**$7,551,000**
2XX.0000.2200	RESTRICTED REVENUE	$1,100,346	$1,088,276	$910,671	$1,000,000	$1,000,000
2XX.0000.2212	PUBLIC PURPOSE CHARGE REV	$431,297	$396,947	$435,041	$400,000	$450,000
INTERMEDIATE SOURCES		**$1,531,643**	**$1,485,223**	**$1,345,712**	**$1,400,000**	**$1,450,000**
2XX.0000.3102	SCHOOL SUPPT/LUNCH MATCH	$82,049	$81,221	$81,221	$85,000	$85,000
2XX.0000.3120	REDUCED BRKFST/LNCH	$77,308	$11,776	$0	$20,000	$85,000
2XX.0000.3122	OR FREE EXPAND ELIG BKFST	$0	$0	$0	$65,000	$85,000
2XX.0000.3123	OR FREE EXPAND ELIG LUNCH	$0	$43,369	$0	$85,000	$175,000
2XX.0000.3124	OR CEP SUPPLEMENT BKFST	$0	$0	$0	$50,000	$50,000
2XX.0000.3125	ORE CEP SUPPLEMENT LUNCH	$0	$0	$0	$1,450,000	$1,250,000
2XX.0000.3199	OTHER UNRESTRICTED GRANTS	$0	$12,819	$35,338	$0	$45,000
2XX.0000.3200	RESTRICTED GRANTS IN AID	$931,613	$685,853	$1,834,983	$350,000	$6,700,000
2XX.0000.3222	SSF TRANSPORTATION EQUIP	$1,620,000	$1,464,000	$2,508,933	$1,450,000	$1,500,000
2XX.0000.3299	OTHER RESTRICTED GRANTS	$3,616,813	$3,682,967	$10,945,815	$17,282,967	$21,580,000
STATE SOURCES		**$6,327,783**	**$5,982,005**	**$15,406,290**	**$20,837,967**	**$31,555,000**
2XX.0000.4100	UNRESTR DIR FROM FED GOVT	$29,356	$12,834	$36,327	$15,000	$35,000
2XX.0000.4202	MEDICAID REIMBURSEMENT	$0	$26,005	$0	$100,000	$200,000
2XX.0000.4500	RESTR FROM FED THRU STATE	$948,763	$818,280	$866,045	$18,600,000	$11,500,000
2XX.0000.4501	TITLE I REVENUES	$5,599,242	$4,656,790	$2,969,867	$5,250,000	$5,820,000
2XX.0000.4505	SCHOOL NUTRITION REVENUE	$5,506,994	$5,241,994	$6,816,451	$6,685,000	$6,200,000

*Changed from object code 1200 to 1130 for Construction Excise Tax Revenue to align with the Program Budgeting and Accounting Manual.

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
2XX.0000.4506	PERKINS VOC ED REVENUE	$151,028	$109,019	$156,401	$110,000	$210,000
2XX.0000.4508	IDEA (PL 101-476)	$2,908,691	$2,395,098	$2,427,525	$2,600,000	$3,205,000
2XX.0000.4509	TITLE ID REVENUES	$17,793	$30,732	$1,785,740	$30,732	$650,000
2XX.0000.4512	TITLE II REVENUE	$575,121	$383,534	$601,216	$450,000	$307,000
2XX.0000.4580	HOMELESS GRANT	$59,384	$49,828	$60,664	$50,000	$70,000
2XX.0000.4700	GRANTS FROM FED THRU OTHR	$864,466	$352,483	$3,399,768	$350,000	$494,300
2XX.0000.4705	DEPENDT CARE BLOCK GRANT	$37,889	$49,754	$0	$50,000	$64,268
2XX.0000.4910	USDA COMMODITIES	$608,456	$562,010	$641,416	$685,000	$685,000
FEDERAL SOURCES		**$17,307,183**	**$14,688,361**	**$19,761,420**	**$34,975,732**	**$29,440,568**
2XX.0000.5100	LONG-TERM DEBT	$1,084,810	$1,200,388	$1,237,085	$1,500,000	$1,500,000
2XX.0000.5200	INTERFUND TRANSFERS	$0	$0	$0	$400,000	$400,000
2XX.0000.5300	COMPENSATION/LOSS ASSETS	$15,449	$10,312	$0	$15,000	$15,000
OTHER SOURCES		**$1,100,259**	**$1,210,700**	**$1,237,085**	**$1,915,000**	**$1,915,000**
2XX.0000.5400	**BEGINNING FUND BALANCE**	**$7,932,428**	**$7,098,095**	**$9,467,040**	**$4,000,000**	**$5,205,000**
TOTAL RESOURCES		**$43,391,812**	**$39,690,948**	**$51,882,923**	**$72,663,082**	**$77,116,568**

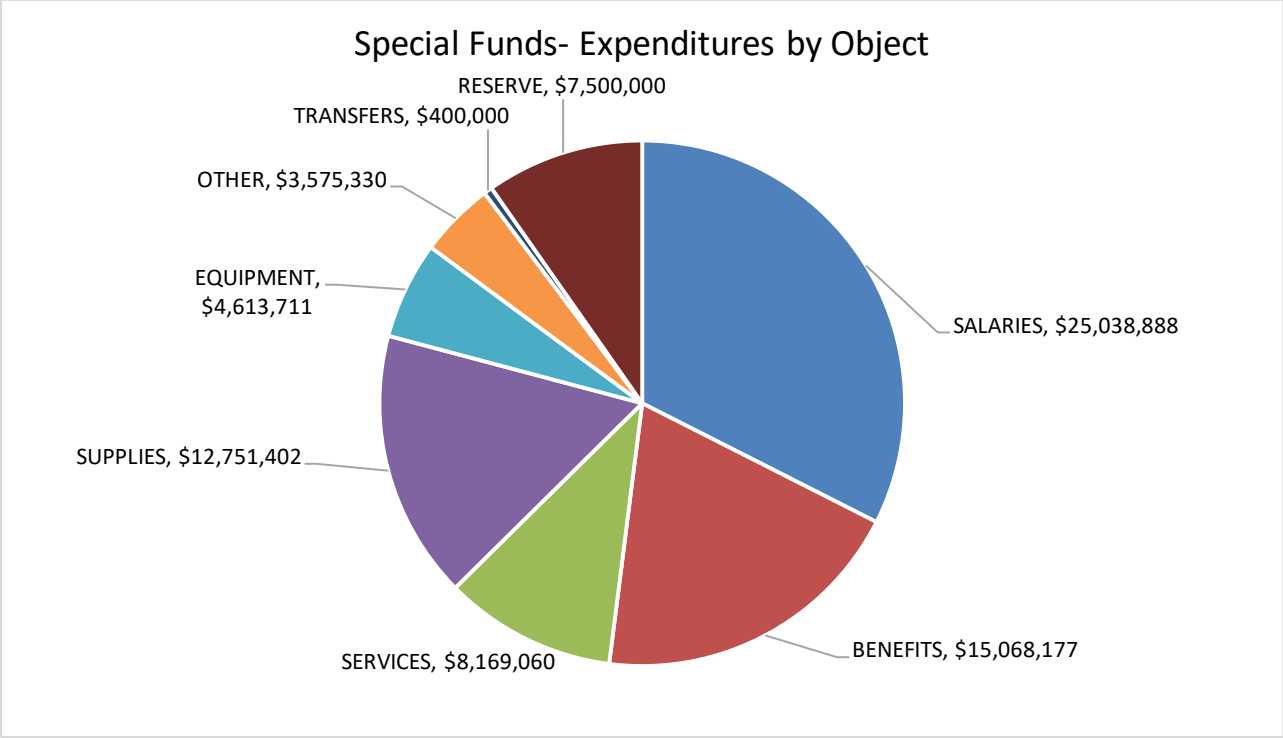


SPECIAL REVENUE FUND EXPENDITURES BY OBJECT

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
2XX.0000.0111	REG LICENSED SALARIES	$4,190,794	$3,407,443	$5,638,751	$12,792,903	$10,672,796
2XX.0000.0112	REG CLASSIFIED SALARIES	$5,120,133	$4,727,002	$5,641,011	$7,349,838	$10,677,073
2XX.0000.0113	REG ADMIN SALARIES	$1,013,915	$1,062,593	$958,271	$1,859,172	$1,813,776
2XX.0000.0114	REG SUPERVISORY SALARIES	$300,021	$192,440	$292,016	$402,560	$552,716
2XX.0000.0121	SUBSTITUTES-LICENSED	$7,659	$2,839	$847	$5,933	$1,603
2XX.0000.0122	SUBSTITUTES-CLASSIFIED	$52,782	$41,962	$3,783	$94,501	$7,160
2XX.0000.0123	CERTIFIED TEMPORARY WAGE	$149,860	$130,085	$140,745	$151,680	$266,396
2XX.0000.0124	TEMPORARY-CLASSIFIED	$175,872	$134,061	$139,746	$175,189	$264,505
2XX.0000.0131	EXTENDED CONTRACT	$578,435	$321,574	$348,736	$638,273	$660,073
2XX.0000.0134	ADVISOR PAY	$8,000	$9,775	$5,363	$13,047	$10,151
2XX.0000.0136	ATHLETIC/ACTIVITY PAY	$0	$10,071	$0	$15,756	$0
2XX.0000.0138	EXTRA DUTY STIPEND	$6,900	$7,073	$7,268	$8,173	$13,757
2XX.0000.0139	OVERTIME WAGES	$31,555	$25,659	$10,977	$40,533	$20,777
2XX.0000.0140	OTHER TIME	$60,671	$90,755	$38,651	$739,821	$73,157
2XX.0000.0144	STUDENT WAGES	$33,720	$23,456	$2,614	$26,590	$4,948
TOTAL SALARIES		**$11,730,317**	**$10,186,788**	**$13,228,779**	**$24,313,969**	**$25,038,888**
2XX.0000.0211	PERS EMPLOYER CONTRIBUTN	$648,508	$716,382	$801,945	$1,111,217	$1,517,888
2XX.0000.0213	PERS BOND 2005	$739,660	$660,627	$878,505	$1,490,078	$1,662,798
2XX.0000.0214	PERS BOND 2015	$216,854	$190,525	$253,313	$428,691	$479,460
2XX.0000.0216	PERS EMPLOYER-TIER III	$874,415	$1,093,882	$1,572,579	$2,692,091	$2,976,513
2XX.0000.0218	PERS PRIOR YEAR RECVRY REFUND	$6,013	$0	$0	$0	$0
2XX.0000.0220	SOCIAL SECURITY ADMIN	$882,138	$769,231	$1,025,046	$1,741,675	$1,940,165
2XX.0000.0231	WORKERS' COMPENSATION	$96,095	$85,334	$90,142	$164,644	$170,617
2XX.0000.0232	UNEMPLOYMENT COMPENSATION	$11,518	$10,032	$13,271	$23,063	$25,119
2XX.0000.0241	DISABILITY INSURANCE	$40,937	$38,644	$47,725	$92,666	$90,332
2XX.0000.0242	MEDICAL INSURANCE	$2,233,683	$1,945,896	$2,425,110	$4,161,342	$4,590,148
2XX.0000.0243	LIFE INSURANCE	$11,879	$10,326	$12,774	$22,710	$24,178
2XX.0000.0244	EMPLOYEE ASSISTANCE	$2,328	$2,108	$2,599	$5,125	$4,919
2XX.0000.0245	TRAVEL ALLOWANCE	$5,700	$6,900	$5,700	$13,707	$10,789
2XX.0000.0246	DENTAL INSURANCE	$282,757	$270,773	$312,727	$558,379	$591,917
2XX.0000.0248	VISION INSURANCE	$65,847	$64,114	$73,487	$126,009	$139,093
2XX.0000.0249	TUITION REIMBURSEMENT	$6,000	$135	$0	$271	$0
2XX.0000.0251	ADMIN FLEX BENEFIT	$111,625	$120,000	$131,250	$221,435	$248,425
2XX.0000.0253	TAXABLE FRINGE BNFT - CHILDCARE	$0	$0	$301,085	$0	$569,881
2XX.0000.0254	COMMUNICATIONS STIPEND	$12,335	$10,713	$13,702	$13,453	$25,935
TOTAL BENEFITS		**$6,248,292**	**$5,995,622**	**$7,960,960**	**$12,866,556**	**$15,068,177**
2XX.0000.0310	INST, PROF & TECH SERVICE	$304,394	$354,132	$168,653	$432,181	$319,219
2XX.0000.0311	INSTRUCTION SERVICES	$215,876	$394,945	$734,019	$3,871,098	$1,389,321
2XX.0000.0312	INSTR PROG IMPROVEMENT	$80,848	$101,999	$105,178	$168,211	$199,077

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
2XX.0000.0313	STUDENT SERVICES	$11,065	$17,325	$296,680	$28,175	$561,544
2XX.0000.0318	PROF IMPROVE/NON-INSTRUCT	$9,143	$7,613	$3,940	$13,427	$7,458
2XX.0000.0319	OTHER PROF & TECH INSTRNL	$120,129	$135,323	$177,063	$669,615	$335,138
2XX.0000.0322	REPAIR & MAINTENANCE	$1,065,057	$30,874	$36,466	$232,032	$69,021
2XX.0000.0323	LAUNDRY & DRY CLEANING	$40,500	$13,089	$43,386	$58,380	$82,119
2XX.0000.0324	RENTAL EXPENSE	$4,139	$4,121	$11,773	$12,774	$22,283
2XX.0000.0325	ELECTRICITY	$14,111	$3,099	$12,838	$18,682	$24,299
2XX.0000.0330	STUDENT TRANSPORTATION	$33,775	$74,690	$18,092	$113,501	$34,244
2XX.0000.0331	REIMBURSABLE STUDENT TRAN	$95,504	$20,627	$433	$147,881	$820
2XX.0000.0332	NONREIMB STUDENT TRANSPT	$110	$0	$0	$0	$0
2XX.0000.0340	TRAVEL	$640,395	$354,429	$178,446	$723,107	$337,755
2XX.0000.0343	STUDENT OUT OF DIST TRANS	$35,263	$6,764	$670	$15,542	$1,268
2XX.0000.0351	TELEPHONE	$356	$480	$339,534	$468	$642,656
2XX.0000.0353	POSTAGE	$8,603	$7,346	$13,828	$18,564	$26,173
2XX.0000.0354	ADVERTISING	$796	$1,978	$720	$3,610	$1,363
2XX.0000.0355	PRINTING & BINDING	$26,450	$21,049	$27,997	$46,478	$52,992
2XX.0000.0360	CHARTER SCHOOL PAYMENTS	$0	$3,915	$61,699	$104,538	$116,781
2XX.0000.0374	OTHER TUITION PAYMENTS	$15,615	$25,310	$14,389	$62,413	$27,235
2XX.0000.0382	LEGAL SERVICES	$40,039	$40,205	$388,923	$845,038	$736,137
2XX.0000.0390	OTHER GEN PROF & TECH SRV	$175,845	$120,976	$1,365,464	$320,574	$2,584,494
2XX.0000.0391	SUBSTITUTES- LICENSED	$301,225	$209,446	$127,544	$1,923,772	$241,410
2XX.0000.0395	COMMUNITY PROGRAMS	$0	$2,090	$0	$3,802	$0
2XX.0000.0399	SUBSTITUTES- CLASSIFIED	$97,580	$103,892	$188,219	$2,638,496	$356,253
TOTAL SERVICES		**$3,336,818**	**$2,055,717**	**$4,315,954**	**$12,472,359**	**$8,169,060**
2XX.0000.0410	SUPPLIES & MATERIALS	$4,551,199	$3,025,620	$1,922,589	$3,248,382	$3,638,997
2XX.0000.0413	FOOD SUPPLIES	$0	$0	$0	$0	$0
2XX.0000.0414	PAPER SUPPLIES	$144	$0	$0	$0	$0
2XX.0000.0415	USDA COMMODITIES	$608,465	$562,010	$641,416	$717,493	$1,214,046
2XX.0000.0418	GASOLINE & OIL	$10,223	$6,938	$7,246	$17,689	$13,715
2XX.0000.0419	TIRES	$949	$0	$0	$2,919	$0
2XX.0000.0420	TEXTBOOKS	$82,843	$23,054	$23,646	$26,181	$44,756
2XX.0000.0430	LIBRARY BOOKS	$11,255	$19,154	$12,956	$123,150	$24,523
2XX.0000.0440	PERIODICAL SUBSCRIPTIONS	$13,984	$7,339	$8,703	$17,186	$16,473
2XX.0000.0450	FOOD	$2,853,145	$2,521,088	$1,767,968	$4,712,177	$3,346,337
2XX.0000.0460	NON-CONSUMABLE ITEMS	$166,228	$147,440	$558,565	$307,861	$1,057,229
2XX.0000.0461	<$5000 EQUIPMENT	$269,921	$136,914	$103,251	$203,084	$195,429
2XX.0000.0470	COMPUTER SOFTWARE	$254,549	$203,680	$1,433,145	$345,401	$2,712,598
2XX.0000.0480	COMPUTER HARDWARE	$293,853	$170,049	$124,451	$365,861	$235,556
2XX.0000.0481	<$5000 COMPUTER HARDWARE	$96,566	$35,365	$133,003	$69,358	$251,743
TOTAL SUPPLIES		**$9,213,324**	**$6,858,651**	**$6,736,939**	**$10,156,742**	**$12,751,402**

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
2XX.0000.0510	LAND ACQUISITION	$21,991	$0	$0	$0	$0
2XX.0000.0520	BUILDINGS ACQUISITION	$188,973	$0	$287,970	$0	$545,058
2XX.0000.0530	IMPROV OTHER THAN BLDGS	$832,682	$382,533	$0	$523,664	$0
2XX.0000.0540	CAPITAL EQUIPMENT	$1,275,364	$122,195	$219,427	$1,018,811	$415,322
2XX.0000.0542	REPLACEMENT EQUIPMENT	$166,555	$4,591	$15,769	$204,331	$29,847
2XX.0000.0550	CAPITAL TECHNOLOGY	$53,996	$25,828	$17,202	$30,545	$32,559
2XX.0000.0564	BUS & CPTL BUS IMPRVMENT	$0	$1,595,872	$1,897,191	$0	$3,590,925
TOTAL EQUIPMENT		**$2,539,561**	**$2,131,019**	**$2,437,559**	**$1,777,351**	**$4,613,711**
2XX.0000.0610	PRINCIPAL	$2,328,163	$2,263,477	$1,709,036	$2,000,000	$1,750,000
2XX.0000.0621	INTEREST	$190,606	$106,248	$71,191	$90,813	$95,000
2XX.0000.0622	INTEREST-TRANSPORTATION	$0	$30,010	$60,485	$16,586	$25,000
2XX.0000.0640	DUES & FEES	$165,654	$88,963	$77,835	$139,516	$147,323
2XX.0000.0651	LIABILITY INSURANCE	$135,724	$46,212	$0	$29,190	$0
2XX.0000.0690	GRANT INDIRECT CHARGES	$405,258	$461,201	$823,141	$900,000	$1,558,007
TOTAL OTHER		**$3,225,405**	**$2,996,111**	**$2,741,688**	**$3,176,105**	**$3,575,330**
2XX.0000.0700	INTERFUND TRANSFERS	$0	$0	$0	$400,000	$400,000
TOTAL TRANSFERS		**$0**	**$0**	**$0**	**$400,000**	**$400,000**
2XX.0000.0810	PLANNED RESERVE	**$0**	**$0**	**$0**	**$5,000,000**	**$5,000,000**
2XX.0000.0820	RESERVED FOR NEXT YEAR	**$7,098,095**	**$9,467,040**	**$14,461,044**	**$2,500,000**	**$2,500,000**
TOTAL EXPENDITURES		**$43,391,812**	**$39,690,948**	**$51,882,923**	**$72,663,082**	**$77,116,568**



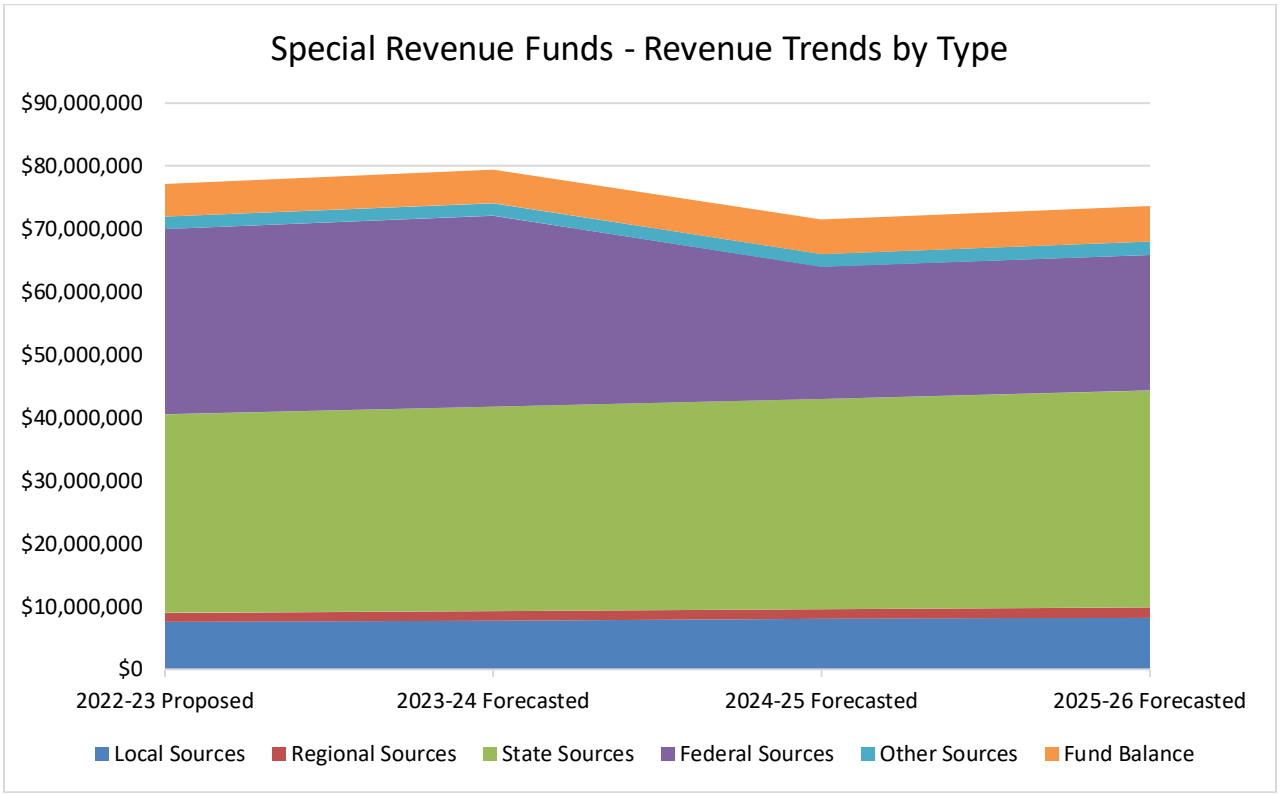
SPECIAL REVENUE FUND EXPENDITURES BY FUNCTION

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
2XX.1111.0000	PRIMARY PROGRAMS K-3	$486,179	$565,627	$1,375,235	$6,609,922	$2,602,988
2XX.1113.0000	ELEMENTRY EXTRACURRICULAR	$44,723	$44,668	$210,564	$543,350	$398,547
2XX.1121.0000	MIDDLE SCHOOL PROGRAMS	$324,868	$675,381	$753,752	$5,698,469	$1,426,671
2XX.1122.0000	MIDDLE SCH EXTRACURRICULR	$144,771	$27,257	$100	$245,719	$189
2XX.1131.0000	HIGH SCHOOL PROGRAMS	$2,104,362	$1,409,307	$1,704,918	$5,591,390	$3,226,999
2XX.1132.0000	HIGH SCH EXTRACURRICULAR	$3,547,576	$2,537,272	$1,008,377	$59,700	$1,908,615
2XX.1133.0000	HIGH SCH SATURDAY SCHOOL	$2,503	$850	$0	$2,257	$0
2XX.1140.0000	PRE-KINDERGARTEN PROGRAMS	$19,136	$45,586	$49,467	$6,609	$93,629
2XX.1210.0000	TALENTED & GIFTED PROGRAMS	$0	$650	$0	$1,986	$0
2XX.1221.0000	LEARNING CNTRS-STRUCTURED	$1,111,006	$1,069,057	$1,291,562	$1,308,072	$2,444,615
2XX.1223.0000	COMMUNITY TRANSITION SRVC	$399,791	$146,127	$183,626	$212,330	$347,560
2XX.1224.0000	LIFE SKILL WITH NURSING	169	$0	$255,550	$0	$483,695
2XX.1225.0000	OUT OF DISTRICT PROGRAMS	$0	$0	$301,424	$0	$570,523
2XX.1227.0000	EXTENDED SCHOOL YR PROGRM	$0	$6,789	$2,509	$1,513,976	$4,749
2XX.1250.0000	LESS RESTR PROG-DISABLED	$341,618	$399	$0	$0	$0
2XX.1272.0000	TITLE I	$3,210,625	$2,347,418	$2,386,825	$2,829,737	$4,517,684
2XX.1280.0000	ALTERNATIVE EDUCATION	$415,393	$299,765	$324,502	$531,318	$614,204
2XX.1288.0000	CHARTER SCHOOLS	$0	$1,499	$61,699	$0	$116,781
2XX.1289.0000	OPTIONS PROGRAMS	$777,409	$735,509	$1,651,892	$1,402,997	$3,126,633
2XX.1290.0000	DESIGNATED PROGRAMS	$0	$443	$0	$0	$0
2XX.1291.0000	ENGLISH 2ND LANG PROGRAMS	$13,738	$14,650	$162,730	$22,386	$308,009
2XX.1292.0000	TEEN PARENT PROGRAMS	$37,778	$49,754	$0	$58,380	$0
2XX.1293.0000	MIGRANT EDUCATION	$1,211,771	$1,352,321	$1,125,347	$1,596,008	$2,130,010
2XX.1295.0000	INDIAN EDUCATION PROGRAM	$31,242	$14,396	$37,547	$32,288	$71,067
2XX.1400.0000	SUMMER SCHOOL PROGRAMS	$35,866	$3,637	$344,352	$11,112	$651,775
TOTAL INSTRUCTION		**$14,260,524**	**$11,348,362**	**$13,231,978**	**$28,278,006**	**$25,044,943**
2XX.2110.0000	ATTENDENCE & SOCIAL WORK SRVCS	$0	$0	$294,407	$0	$557,242
2XX.2113.0000	SOCIAL WORK SERVICES	$281,935	$0	$0	$0	$0
2XX.2115.0000	STUDENT SAFETY	$44,912	($4,942)	$32,781	$62,162	$62,047
2XX.2116.0000	BEHAVIORAL SUPPORT SRVCS	$0	$0	$856,952	$0	$1,622,004
2XX.2117.0000	ID & RCRTMNT OF MIGRANT	$222,316	$117,175	$115,570	$151,795	$218,746
2XX.2118.0000	LIMITED STUDENT SUPPORT	$0	$0	$31,694	$747,569	$59,989
2XX.2119.0000	OTHER ATTEN & SOCIAL SVCS	$428,845	$159,770	$133,445	$222,278	$252,579
2XX.2120.0000	GUIDANCE SERVICES	$0	$0	$0	$771,987	$0
2XX.2122.0000	COUNSELING SERVICES	$1,110,677	$1,302,991	$2,139,810	$2,393,633	$4,050,144
2XX.2130.0000	HEALTH SERVICES	$33,886	$49,023	$38,900	$773,291	$73,628
2XX.2132.0000	MEDICAL SERVICES	$0	$5,053	$18,890	$0	$35,754
2XX.2134.0000	NURSE SERVICES	$227,889	$0	$10,937	$1,197,550	$20,701
2XX.2139.0000	OTHER HEALTH SERVICES	$0	$0	$0	$2,169,149	$0

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
2XX.2140.0000	PSYCHOLOGICAL SERVICES	$118,782	$122,165	$1,192,877	$930,504	$2,257,829
2XX.2150.0000	SPEECH & AUDIO SERVICES	$37,967	$39,360	$43,646	$50,821	$82,611
2XX.2160.0000	STUDENT TREATMENT SERVICE	$372,112	$389,077	$419,427	$502,482	$793,874
2XX.2190.0000	STUDENT SERVICES DIRECTOR	$704,968	$722,499	$797,728	$1,023,991	$1,509,907
2XX.2210.0000	IMPROVEMENT OF INSTRUCTION	$259,275	$412,571	$371,828	$1,622,438	$703,781
2XX.2219.0000	OTHER IMPR OF INSTRUCTION	$22,905	$17,494	$5,313	$38,531	$10,056
2XX.2220.0000	MEDIA SERVICES	$0	$0	$513,083	$0	$971,142
2XX.2222.0000	LIBRARY/MEDIA CENTER	$12,435	$19,967	$50,700	$208,449	$95,963
2XX.2230.0000	ASSESSMENT & TESTING	$8,771	$8,118	$0	$14,791	$0
2XX.2240.0000	HEALTH SERVICES	$1,477,594	$922,388	$1,060,182	$1,351,880	$2,006,669
2XX.2300.0000	SUPPORT SVCS-GEN ADMIN	$0	$0	$0	$900,000	$0
2XX.2410.0000	OFFICE OF THE PRINCIPAL	$120,333	$81,507	$51,904	$246,890	$98,242
2XX.2490.0000	OTHER SUP-SCH ADMINISTRATION	$101,631	$107,011	$192,507	$367,965	$364,369
2XX.2510.0000	DIR OF BUSINESS SUPPORT SRV	$84,513	$33,615	$0	$157,821	$0
2XX.2520.0000	FISCAL SERVICES	$149,450	$0	$0	$612,993	$0
2XX.2528.0000	RISK MANAGEMENT SERVICES	$0	$46,212	$0	$0	$0
2XX.2540.0000	FACILITIES MAINTENANCE	$2,283,945	$639,576	$294,981	$819,457	$558,328
2XX.2542.0000	ENERGY RETROFIT	$0	$75,776	$0	$56,880	$0
2XX.2550.0000	STUDENT TRANSPORTATION	$1,235,730	$1,628,986	$1,897,191	$1,790,907	$3,590,925
2XX.2570.0000	INTERNAL SERVICES	$0	$0	$199,564	$0	$377,727
2XX.2574.0000	PRINTING SERVICES	$3,278	$6,664	$0	$0	$0
2XX.2610.0000	DIRECTOR/CENTRAL SUPPORT	$680,180	$766,113	$575,624	$1,195,012	$1,089,517
2XX.2630.0000	COMMUNITY RELATIONS	$34,765	$0	$9,438	$0	$17,864
2XX.2640.0000	RECRUITMENT AND PLACEMENT	$6,000	$9,503	$2,066	$142,811	$3,910
2XX.2645.0000	EMPLOYEE HEALTH SERIVES	$0	$327	$600	$0	$1,136
2XX.2660.0000	TECHNOLOGY SERVICES	$28,394	$67,895	$730,667	$2,228	$1,382,976
2XX.2690.0000	OTHER SUPPORT SRVCS-CENTRAL	$0	$148,006	$212,663	$0	$402,520
TOTAL SUPPORT SERVICES		**$10,093,488**	**$7,893,900**	**$12,295,375**	**$20,526,265**	**$23,272,180**
2XX.3110.0000	SERVICE AREA DIRECTION	$969,172	$1,182,726	$1,347,265	$0	$2,550,048
2XX.3120.0000	FOOD PREP & DISP SERVICES	$7,827,531	$6,482,171	$5,984,714	$11,794,268	$11,327,620
2XX.3130.0000	FOOD PREP & DISP SERVICES	$28,455	$63,837	$51,099	$17,937	$96,718
2XX.3300.0000	COMMUNITY SERVICES	$130,896	$115,425	$134,883	$171,664	$255,301
2XX.3390.0000	OTHER COMMUNITY SERVICES	$464,956	$737,715	$1,083,409	$908,324	$2,050,632
2XX.3500.0000	CUSTODY & CARE OF CHILD SRVCS	$0	$0	$1,452,444	$0	$2,749,126
TOTAL COMMUNITY SERVICES		**$9,421,010**	**$8,581,874**	**$10,053,814**	**$12,892,193**	**$19,029,445**
2XX.5100.0000	DEBT SERVICE	$2,518,695	$2,399,772	$1,840,712	$3,066,618	$1,870,000
2XX.5200.0000	INTERFUND TRANSFERS	$0	$0	$0	$400,000	$400,000
TOTAL OTHER EXPENDITURES		**$2,518,695**	**$2,399,772**	**$1,840,712**	**$3,466,618**	**$2,270,000**
2XX.6100.0000	**PLANNED RESERVE**	**$0**	**$0**	**$0**	**$5,000,000**	**$5,000,000**
2XX.7000.0000	**RESERVED FOR NEXT YEAR**	**$7,098,095**	**$9,467,040**	**$14,461,044**	**$2,500,000**	**$2,500,000**
TOTAL EXPENDITURES		**$43,391,812**	**$39,690,948**	**$51,882,923**	**$72,663,082**	**$77,116,568**

SPECIAL REVENUE FUND THREE YEAR FORECAST

		2022-23 Proposed	2023-24 Forecasted	2024-25 Forecasted	2025-26 Forecasted
Revenue					
1000	Local Revenue	$7,551,000	$7,777,530	$8,010,856	$8,251,182
2000	Intermediate Revenue	$1,450,000	$1,493,500	$1,538,305	$1,584,454
3000	State Revenue	$31,555,000	$32,501,650	$33,476,699	$34,481,000
4000	Federal Revenue	$29,440,568	$30,323,785	$20,933,499	$21,561,504
5000	Other Revenue	$7,120,000	$7,333,600	$7,553,608	$7,780,216
	Total Revenue	**$77,116,568**	**$79,430,065**	**$71,512,967**	**$73,658,356**
Expenditures					
0100	Salaries	$25,038,888	$25,790,055	$23,219,462	$23,916,046
0200	Associated Payroll Costs	$15,068,177	$15,520,222	$13,973,263	$14,392,461
0300	Purchased Services	$8,169,060	$8,414,132	$7,575,463	$7,802,727
0400	Supplies & Materials	$12,751,402	$13,133,943	$11,824,833	$12,179,578
0500	Capital Equipment	$4,613,711	$4,752,123	$4,278,460	$4,406,814
0600	Other Expenditures	$3,575,330	$3,682,590	$3,315,532	$3,414,998
0700	Transfers	$400,000	$412,000	$370,934	$382,062
0800	Reserves	$7,500,000	$7,725,000	$6,955,020	$7,163,670
	Total Expenditures	**$77,116,568**	**$79,430,065**	**$71,512,967**	**$73,658,356**



DEBT SERVICE FUND

The Debt Service Fund is designated for repayment of long or short-term debt from the sale of bonds used to finance capital construction.

The primary revenue source is property taxes that fall outside the limits set for operation. The tax levy for debt service is determined by dividing the bonded debt by the assessed value of the District.

The voters passed a construction levy in November 2006. Since that time, the Board has approved three bond refinancing options and authorized the sale of Pension Obligation Bonds in order to minimize interest expenses and the pending unfunded actuarial liability cost of the Districts retirement obligation.

The community voted again in November 2017 to approve the sale of $408 million in bonds for capital projects. These bonds are being issued in two separate sales in order to align the proceeds with the cash flow requirements of project expenditures as described in the ballot title.

The 2017 Bond was defined as a “renewal” levy that replaced expiring debt service items without increasing the tax rate per thousand of assessed value to local constituents. This section of the budget document identifies both revenue and expenditures for debt service only. Bond project expenditures will be included in the Capital Construction section of the document.

The District collects tax revenues for all outstanding bond issues. The total outstanding principal as of July 1, 2022, is $431,340,000 in bonded capital project debt, and $87,865,000 for PERS Pension Obligation Bonds. The debt limit for Hillsboro School District is based on an assessed value of $17.5 billion. The debt ratio as of June 30, 2021, was 4.69 percent.

ORS 328.245 establishes a parameter of bonded indebtedness for school districts. Aggregates governed by real market value of all taxable properties within the District are based on the following: 1) for each grade from kindergarten to Eighth for which the District operates schools, fifty-five one-hundredths of one percent (0.0055) of the real market value. 2) for each grade from Ninth to Twelfth for which the District operates schools, seventy-five one-hundredths of one percent (0.0075) of the real market value.

The legal debt margin for Fiscal Year 2021 is:

Real Market Value	$43,783,494,055
Debt Limit (7.95% of RMV)	$3,480,787,777
Debt Applicable to Limit	$450,705,000
Legal Debt Margin	$3,030,082,777
Debt as a Percentage of Debt Limit	12.95%

DEBT SERVICE FUND REVENUE

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
300.0000.1111	CURRENT YEAR PROPERTY TAX	$33,135,235	$35,396,545	$38,457,542	$37,744,550	$39,894,969
300.0000.1112	PRIOR YEAR PROPERTY TAX	$1,035,638	$286,568	$282,196	$265,000	$250,000
300.0000.1114	PAYMENTS IN LIEU OF TAX	$6,623	$6,167	$6,368	$7,000	$7,000
300.0000.1190	PENALTIES & INTER ON TAX	$31,869	$34,466	$19,060	$32,000	$32,000
300.0000.1512	INTEREST ON LGIP	$283,562	$279,426	$103,965	$320,000	$100,000
300.0000.1990	MISCELLANEOUS REVENUE	$1,211	$57	$0	$0	$0
300.0000.2199	OTHER INTERMEDIATE SOURCES	$0	$0	$55,987	$0	$0
300.0000.5110	BOND PROCEEDS	$0	$0	$40,360,000	$0	$0
300.0000.5400	BEGINNING FUND BALANCE	$2,537,190	$2,400,290	$2,018,562	$500,000	$2,000,000
390.0000.1512	INTEREST ON LGIP	$0	$148,664	$453	$126,000	$500
390.0000.1970	SERVICES PROVIDE OTHER FUND	$11,383,708	$11,877,350	$12,307,736	$13,181,071	$13,793,695
TOTAL REVENUE		**$48,415,036**	**$50,429,533**	**$93,611,869**	**$52,175,621**	**$56,078,164**

DEBT SERVICE FUND EXPENDITURES BY OBJECT

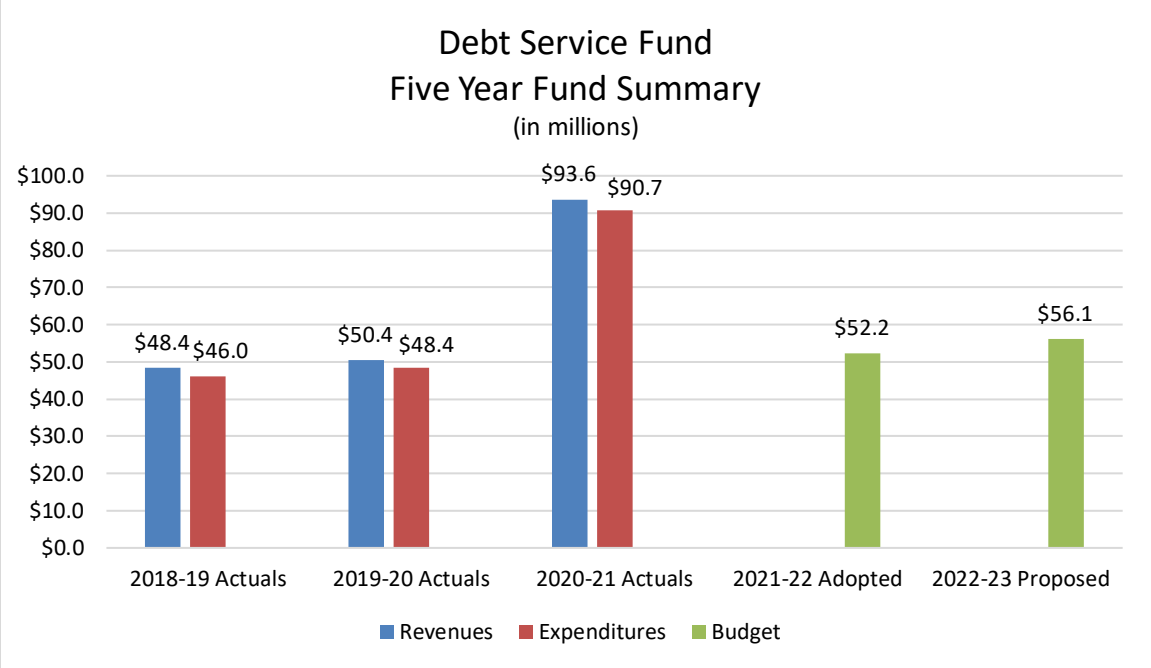
ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
300.XXXX.0600	OTHER EXPENDITURES	$0	$0	$27,450	$0	$0
300.XXXX.0610	REDEMPTION OF PRINCIPAL	$11,430,000	$20,010,000	$55,938,984	$18,500,000	$21,610,000
300.XXXX.0621	INTEREST	$23,211,049	$16,377,125	$21,893,230	$19,244,550	$18,684,969
300.XXXX.0640	DUES AND FEES	$0	$0	$289,919	$1,000	$10,000
300.XXXX.0820	RESERVED FOR NEXT YEAR	$2,400,290	$2,018,562	$2,868,600	$1,249,000	$1,979,500
390.XXXX.0610	REDEMPTION OF PRINCIPAL	$6,075,000	$6,985,000	$7,855,000	$8,790,000	$9,795,000
390.XXXX.0620	INTEREST	$5,298,697	$3,587,799	$3,318,688	$4,391,071	$3,998,695
390.XXXX.0621	INTEREST	$0	$1,451,047	$1,419,998	$0	$0
TOTAL EXPENDITURES		**$48,415,036**	**$50,429,533**	**$93,611,869**	**$52,175,621**	**$56,078,164**

DEBT SERVICE FUND EXPENDITURES BY FUNCTION

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
300.2520.XXXX	FISCAL SERVICES	$0	$0	$0	$1,000	$10,000
300.5110.XXXX	LONG TERM DEBT SERVICE	$34,641,049	$36,387,125	$78,149,583	$37,744,550	$40,294,969
300.7000.XXXX	UNAPPROPRIATED ENDING BALANCE	$2,400,290	$2,018,562	$2,868,600	$1,249,000	$1,979,500
390.5110.XXXX	LONG TERM DEBT SERVICE	$11,373,697	$12,023,846	$12,593,686	$13,181,071	$13,793,695
TOTAL EXPENDITURES		**$48,415,036**	**$50,429,533**	**$93,611,869**	**$52,175,621**	**$56,078,164**

DEBT SERVICE FUND THREE YEAR FORECAST

		2022-23 Proposed	2023-24 Forecasted	2024-25 Forecasted	2025-26 Forecasted
Revenue					
1000	Local Revenue	$54,078,164	$55,269,862	$57,985,561	$60,810,661
2000	Intermediate Revenue	$0	$0	$0	$0
3000	State Revenue	$0	$0	$0	$0
4000	Federal Revenue	$0	$0	$0	$0
5000	Other Revenue	$2,000,000	$1,979,500	$1,000,000	$500,000
	Total Revenue	**$56,078,164**	**$57,249,362**	**$58,985,561**	**$61,310,661**
Expenditures					
0100	Salaries	$0	$0	$0	$0
0200	Associated Payroll Costs	$0	$0	$0	$0
0300	Purchased Services	$0	$0	$0	$0
0400	Supplies & Materials	$0	$0	$0	$0
0500	Capital Equipment	$0	$0	$0	$0
0600	Other Expenditures	$54,098,664	$56,249,362	$58,485,561	$60,810,661
0700	Transfers	$0	$0	$0	$0
0800	Reserves	$1,979,500	$1,000,000	$500,000	$500,000
	Total Expenditures	**$56,078,164**	**$57,249,362**	**$58,985,561**	**$61,310,661**



CAPITAL CONSTRUCTION FUND

The Capital Construction Fund consists of funds used to complete projects associated with the 2017 bond issue. The 2017 Bond Program will assist the District in reaching the goal of an "equitable learning environment" for all students in all schools. While understanding that each school presents physical challenges due to its age and design, bond projects will inspire students to achieve their educational goals, while continuing to provide excellent stewardship of District resources. Achieving an equitable learning environment will be accomplished by ensuring that classrooms are comfortable and safe places for students and staff; by providing flexibility and allowing for implementation of technology and innovation; and ensuring that students are prepared for life after school, whether that is higher education or career.

The bond will accomplish these goals by focusing on the priorities identified during the bond campaign:

Prioritize Safety and Security



Installing seismic upgrades at Peter Boscow building

- Ensure that all district campuses are equipped with modern safety and security systems
- Provide improved parent/bus/pedestrian traffic flow at all district campuses
- Upgrade all buildings to current seismic code
- Install cameras and GPS systems on District school buses

Renovate and Repair Aging Schools



Remodeled media center at HilHi

- Upgrade HVAC systems and add air conditioning to all school buildings
- Replace failing water pipes
- Replace/repair roofs
- Remodel Reedville Elementary School
- Remodel Hillsboro High School
- Construct lighted synthetic turf fields at Glencoe, Hillsboro and Century High Schools
- Construct track at Hillsboro High School
- Replace portable buildings in the poorest condition with permanent modular structures
- Other improvements as identified during construction at all school sites

Relieve Crowded Classrooms and Plan for Growth



Aerial view of new Atfalati Ridge Elementary School campus

- Construct new 600-student elementary school to replace Brookwood Elementary School
- Construct new 600-student elementary school in North Plains
- Construct new 600-student elementary school in South Hillsboro
- Build new gymnasiums at elementary schools to replace existing gym-a-cafetoriums

Provide a Modern Education for Every Student

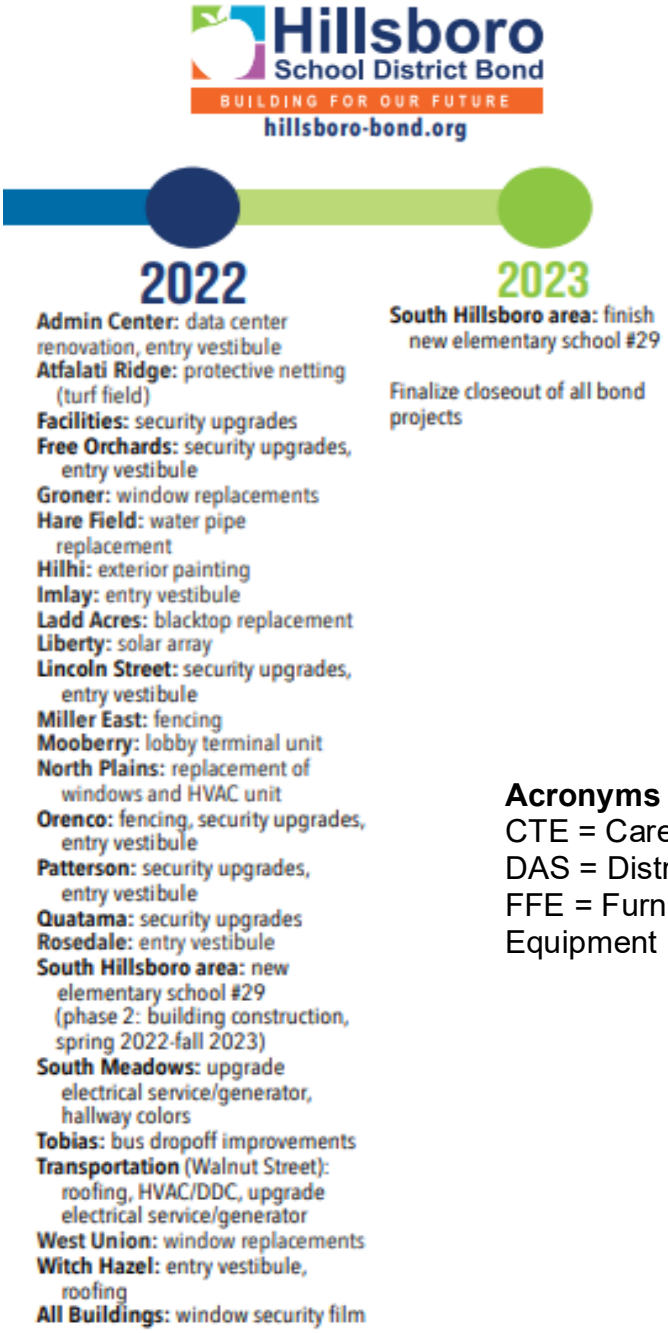


New sustainable agriculture/design CTE building at Liberty HS

- Upgrade classroom technology at all schools
- Upgrade District technology infrastructure including construction of a dark fiber ring to serve all District facilities
- Career-technical education investment at all District high schools
- Purchase of flexible classroom furniture for all District schools

Budget Year Project Timeline

The grid below illustrates the timeline for projects in the current budget year. For current information on bond projects, please visit the Hillsboro School District Bond web site at hillsboro-bond.org.



Acronyms used:
CTE = Career-Technical Education
DAS = Distributed Antenna System
FFE = Furniture, Fixtures, Equipment

CAPITAL CONSTRUCTION FUND RESOURCES

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
4XX.0000.151X	INTEREST ON INVESTMENTS	$5,484,598	$4,339,592	$2,358,352	$250,000	$50,000
4XX.0000.153X	UNREALIZED GAIN OR LOSS ON INVES	$2,279,215	($231,916)	($1,094,714)	$0	$0
4XX.0000.1960	RECOVERY PRIOR YEAR EXP	$763,973	$5,212	($22,500)	$0	$0
4XX.0000.3200	RESTRICTED GRANTS-IN-AID	$0	$8,000,000	$0	$0	$0
4XX.0000.5110	BOND PROCEEDS	$0	$167,306,843	$0	$0	$0
4XX.0000.5400	BEGINNING FUND BALANCE	$302,160,060	$223,535,859	$205,550,815	$83,000,000	$45,000,000
TOTAL RESOURCES		**$310,687,846**	**$402,955,590**	**$206,791,953**	**$83,250,000**	**$45,050,000**

CAPITAL CONSTRUCTION FUND EXPENDITURES BY OBJECT

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
4XX.0000.0112	REG CLASSIFIED SALARIES	$132,418	$140,090	$93,701	$125,000	$100,000
4XX.0000.0113	REG ADMIN SALARIES	$505,479	$464,770	$472,265	$535,000	$200,000
4XX.0000.0114	REG SUPERTECH SALARIES	$87,033	$142,574	$146,505	$175,000	$75,000
4XX.0000.012X	NONPERMANENT SALARIES	$4,761	$3,106	$0	$0	$0
4XX.0000.013X	ADDITIONAL SALARIES	$49,654	$114,513	$19,245	$35,000	$20,000
4XX.0000.014X	OTHER SALARIES	$29,614	$6,403	$852	$0	$1,000
TOTAL SALARIES		**$808,959**	**$871,456**	**$732,568**	**$870,000**	**$396,000**
4XX.0000.0211	PERS EMPLOYER CONT-TIER I	$94,300	$113,018	$110,472	$150,000	$75,000
4XX.0000.0213	PERS UAL CONTRIBUTION	$56,213	$63,064	$54,134	$75,000	$37,500
4XX.0000.0214	PERS BOND – 2015	$16,490	$18,142	$15,552	$20,000	$10,000
4XX.0000.0216	PERS EMPLOYER-TIER III	$35,337	$70,128	$51,171	$75,000	$37,500
4XX.0000.0220	SOCIAL SECURITY ADMIN	$61,096	$65,909	$56,858	$80,000	$40,000
4XX.0000.0231	WORKERS' COMPENSATION	$4,315	$4,216	$2,443	$5,000	$2,500
4XX.0000.0232	UNEMPLOYMENT COMPENSATION	$819	$870	$735	$1,500	$750
4XX.0000.0240	MEDICAL/DENTAL INSURANCE	$101,955	$129,439	$121,461	$175,000	$100,000
TOTAL BENEFITS		**$370,525**	**$464,786**	**$412,826**	**$581,500**	**$303,250**
4XX.0000.0311	INSTRUCTIONAL SERVICES	$0	$0	$0	$0	$10,000
4XX.0000.0322	REPAIR & MAINTENANCE	$0	$685,689	$104,987	$350,000	$50,000
4XX.0000.0324	RENTAL EXPENSE	$116,309	$1,367,536	$155,279	$350,000	$150,000
4XX.0000.0325	ELECTRICITY	$0	$0	$7,251	$0	$5,000
4XX.0000.0327	WATER & SEWER	$0	$0	$0	$0	$5,000
4XX.0000.0328	GARBAGE	$0	$361	$0	$0	$1,000
4XX.0000.0331	STUDENT TRANSPORTATION	$375	$0	$0	$0	$0
4XX.0000.0340	TRAVEL	$5,429	$1,514	$345	$1,000	$0
4XX.0000.0354	ADVERTISING	$1,408	$413	$227	$1,000	$500
4XX.0000.0355	PRINTING & BINDING	$9,303	$844	$5,826	$15,000	$7,500
4XX.0000.0382	LEGAL SERVICES	$0	$10,008	$10,265	$0	$7,500
4XX.0000.0383	ARCHITECT/ENGINEER SERVCS	$12,717,168	$7,349,316	$5,118,166	$2,500,000	$1,750,000

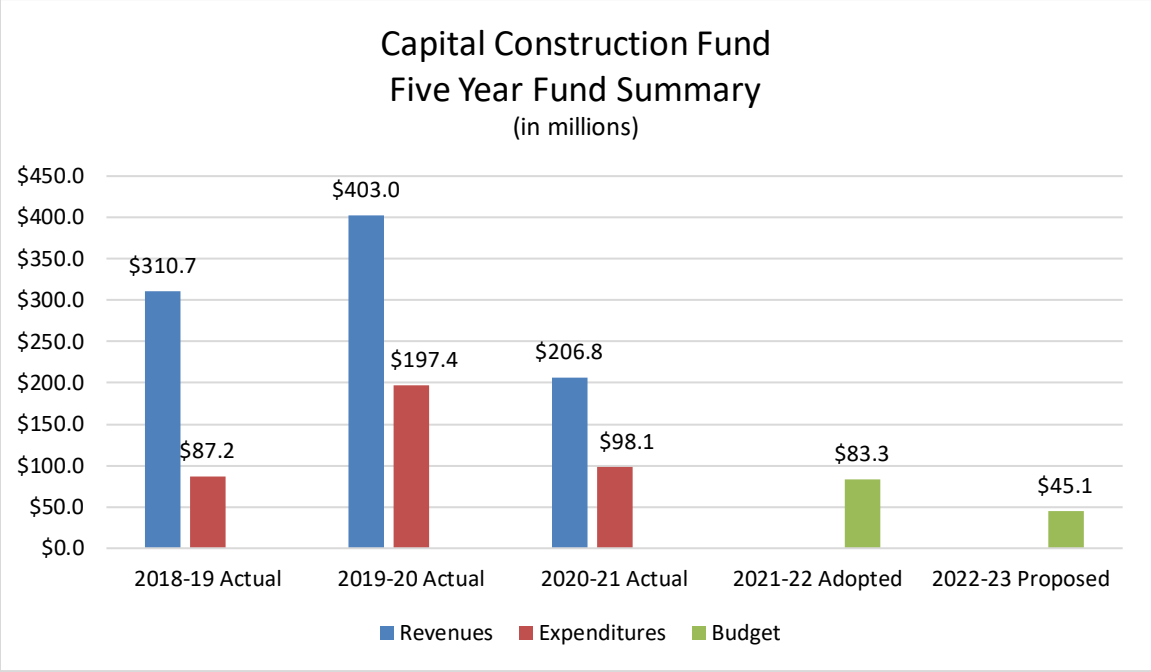
ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
4XX.0000.0388	ELECTION SERVICES	$0	$0	$0	$0	$0
4XX.0000.0390	OTHER GEN PROF & TECH SRV	$5,706,234	$6,113,409	$4,158,589	$2,500,000	$1,000,000
4XX.0000.0391	LICENSED SUBSTITUTES	$566	$13,267	$0	$0	$500
4XX.0000.0392	BANK SERVICE FEE	$0	($13)	$0	$0	$0
4XX.0000.0399	CLASSIFIED SUBSTITUTES	$68,441	$144,269	$78,374	$0	$50,000
TOTAL SERVICES		**$18,625,233**	**$15,686,613**	**$9,639,309**	**$5,717,000**	**$3,037,000**
4XX.0000.0410	SUPPLIES & MATERIALS	$52,407	$46,421	$94,614	$22,500	$45,000
4XX.0000.0420	TEXTBOOKS	$0	$0	$157,734	$0	$10,000
4XX.0000.0430	LIBRARY BOOKS	$0	$0	$10,481	$0	$150,000
4XX.0000.0460	NON-CONSUMABLE ITEMS	$930,510	$3,970,309	$2,874,185	$500,000	$500,000
4XX.0000.0461	<$5000 EQUIPMENT	$719,466	$78,945	$3,299	$112,500	$5,000
4XX.0000.0470	COMPUTER SOFTWARE	$44,048	$2,444,278	$352,293	$15,000	$1,000,000
4XX.0000.0480	COMPUTER HARDWARE	$549,453	$339,066	$3,494,644	$1,000,000	$750,000
4XX.0000.0481	<$5000 COMPUTER HARDWARE	$1,023,015	$81,120	$146,024	$45,000	$100,000
TOTAL SUPPLIES		**$3,318,899**	**$6,960,139**	**$7,133,274**	**$1,695,000**	**$2,560,000**
4XX.0000.0520	BUILDINGS ACQUISITION	$40,821,286	$157,117,898	$75,921,522	$35,639,000	$20,990,269
4XX.0000.0530	IMPROV OTHER THAN BLDGS	$16,329,047	$8,993,668	$3,188,503	$2,500,000	$2,500,000
4XX.0000.0540	CAPITAL EQUIPMENT	$3,827,963	$4,323,049	$322,867	$500,000	$500,000
4XX.0000.0550	CAPITAL TECHNOLOGY	$10,600	$214,407	$24,306	$0	$1,250,000
TOTAL CAPITAL OUTLAY		**$60,988,896**	**$170,649,022**	**$79,457,198**	**$38,639,000**	**$25,240,269**
4XX.0000.0640	DUES & FEES	$6,645	$655,282	$32,443	$10,000	$100,000
4XX.0000.0650	INSURANCE	$10,000	$70,216	$53,147	$0	$50,000
4XX.0000.0670	TAXES & LICENSES	$3,022,830	$2,047,261	$670,499	$750,000	$100,000
TOTAL OTHER		**$3,039,475**	**$2,772,759**	**$756,089**	**$760,000**	**$250,000**
4XX.0000.0810	**PLANNED RESERVE**	**$0**	**$0**	**$0**	**$5,000,000**	**$5,000,000**
4XX.0000.0820	**RESERVED FOR NEXT YEAR**	**$223,535,859**	**$205,550,815**	**$108,660,689**	**$29,987,500**	**$8,263,481**
Total Expenditures		**$310,687,846**	**$402,955,590**	**$206,791,953**	**$83,250,000**	**$45,050,000**

CAPITAL CONSTRUCTION FUND EXPENDITURES BY FUNCTION

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
4XX.2520.XXXX	FISCAL SERVICES	$0	$0	$0	$0	$0
4XX.2540.XXXX	FACILITIES MAINTENANCE	$0	$0	$0	$0	$0
4XX.2660.XXXX	TECHNOLOGY	$104,912	$52,588	$30,048	$12,500	$25,000
4XX.4110.XXXX	SERVICE AREA DIRECTION	$9,045	$0	$0	$0	$0
4XX.4150.XXXX	BUILDING ACQUISITIONS	$77,384,300	$187,190,041	$96,480,208	$45,750,000	$29,261,519
4XX.4180.XXXX	OTHER CAPITAL PURCHASES	$9,653,730	$10,162,146	$1,621,008	$2,500,000	$2,500,000
4XX.5110.XXXX	LONG TERM DEBT SERVICE	$0	$0	$0	$0	$0
4XX.6110.XXXX	OPERATING CONTINGENCY	$0	$0	$0	$5,000,000	$0
4XX.7000.XXXX	UNAPPROPRIATED ENDING BALANCE	$223,535,859	$205,550,815	$108,660,689	$29,987,500	$13,263,481
TOTAL EXPENDITURES		**$310,687,846**	**$402,955,590**	**$206,791,953**	**$83,250,000**	**$45,050,000**

CAPITAL CONSTRUCTION FUND THREE YEAR FORECAST

		2022-23 Proposed	2023-24 Forecasted	2024-25 Forecasted	2025-26 Forecasted
Revenue					
1000	Local Revenue	$50,000	$500	$350	$250
2000	Intermediate Revenue	$0	$0	$0	$0
3000	State Revenue	$0	$0	$0	$0
4000	Federal Revenue	$0	$0	$0	$0
5000	Other Revenue	$45,000,000	$15,000,000	$10,000,000	$5,000,000
	Total Revenue	**$45,050,000**	**$15,000,500**	**$10,000,350**	**$5,000,250**
Expenditures					
0100	Salaries	$396,000	$260,000	$260,000	$260,000
0200	Associated Payroll Costs	$303,250	$121,000	$121,000	$121,000
0300	Purchased Services	$3,037,000	$500,000	$500,000	$500,000
0400	Supplies & Materials	$2,560,000	$2,500,000	$2,500,000	$1,500,000
0500	Capital Equipment	$25,240,269	$1,519,500	$1,519,350	$19,250
0600	Other Expenditures	$250,000	$100,000	$100,000	$100,000
0700	Transfers	$0	$0	$0	$0
0800	Reserves	$13,263,481	$10,000,000	$5,000,000	$2,500,000
	Total Expenditures	**$45,050,000**	**$15,000,500**	**$10,000,350**	**$5,000,250**



INTERNAL SERVICE FUND

An Internal Service Fund may be established by transfer of one-time resources such as surplus fund balance with the intent of planning for future spending. Most recently, the District has utilized this function to establish a PERS Reserve Fund to offset pension cost increases. The fund was established and utilized within 5 fiscal years and was exhausted in 2018-19.

Due to the unusual circumstances described in the General Fund Balance section of this section (pages 40-41), there is an opportunity to establish such a fund as noted in the 2020-21 Comprehensive Annual Financial Report as "Future Expenses." As one-time funds, the District may not use them to sustain long-term operational functions. The Internal Service Fund may be appropriated as transfers to the General Fund by the board during future budget development periods for uses such as:

- Actual Service Level Stabilization
  If the general fund resources, specifically the State School Fund is not appropriated at a level to cover the increase in costs to maintain stable service levels for students, the board may access the Internal Service Fund as a temporary supplement.
- Technology Replacement
  The District is now on a 1:1 device program that requires access to the internet, replacement of devices on a schedule, and additional licenses for system security and safety for students.
- PERS Reserve
  Historically, the District has utilized the Internal Service Fund to offset rising costs of the pension program. Costs include debt service on pension obligation bonds that are stable based on a payment schedule through 2026. The rates that are paid directly to PERS by employers are determined by market returns every odd year, and set employer rates in the upcoming biennium. For example, the pension system earnings for 2019-21 determine the payroll rates for the 2023-25 biennium.
- Strategic Plan Initiatives
  The district is entering the process of developing the next 5-year Strategic Plan. Initiatives under the plan may be explored, piloted, and supported by Internal Service Fund resources in future years.
- Curriculum Adoption
  The District strives to maintain alignment with the Department of Education curriculum adoptions. Over the course of multiple underfunded years, the District has fallen behind in an effort to preserve student services over purchasing new curriculum. The process for adoption requires a period of discovery and piloting prior to implementation (spanning 2 fiscal years). See the table below for a ***tentative*** adoption plan for curriculum.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Instructional Materials Division 22 Action Plan

INTERNAL SERVICE FUND RESOURCES AND EXPENDITURES

ACCOUNT	DESCRIPTION	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 PROPOSED
RESOURCES						
XXX.0000.1990	MISCELLANEOUS REVENUE	$0	$0	$0	$0	$0
XXX.0000.5200	INTERFUND TRANSFER	$0	$0	$0	$0	$8,500,000
XXX.0000.5400	BEGINNING FUND BALANCE	$1,000,000	$0	$0	$0	$0
TOTAL RESOURCES		**$1,000,000**	**$0**	**$0**	**$0**	**$8,500,000**
EXPENDITURES						
XXX.0000.0790	TRANSFER TO GENERAL FUND	$1,000,000	$0	$0	$0	$0
XXX.0000.0820	* RESERVE	$0	$0	$0	$0	$8,500,000
TOTAL EXPENDITURES		**$1,000,000**	**$0**	**$0**	**$0**	**$8,500,000**

INTERNAL SERVICE FUND THREE YEAR FORECAST

		2022-23 Proposed	2023-24 Forecasted	2024-25 Forecasted	2025-26 Forecasted
Revenue					
1000	Local Revenue	$0	$0	$0	$0
2000	Intermediate Revenue	$0	$0	$0	$0
3000	State Revenue	$0	$0	$0	$0
4000	Federal Revenue	$0	$0	$0	$0
5000	Other Revenue	$8,500,000	$8,500,000	$8,500,000	$8,500,000
	Total Revenue	**$8,500,000**	**$8,500,000**	**$8,500,000**	**$8,500,000**
Expenditures					
0100	Salaries	$0	$0	$0	$0
0200	Associated Payroll Costs	$0	$0	$0	$0
0300	Purchased Services	$0	$0	$0	$0
0400	Supplies & Materials	$0	$0	$0	$0
0500	Capital Equipment	$0	$0	$0	$0
0600	Other Expenditures	$0	$0	$0	$0
0700	Transfers	$0	$0	$0	$0
0800	Reserves	$8,500,000	$8,500,000	$8,500,000	$8,500,000
	Total Expenditures	**$8,500,000**	**$8,500,000**	**$8,500,000**	**$8,500,000**

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INFORMATIONAL SECTION



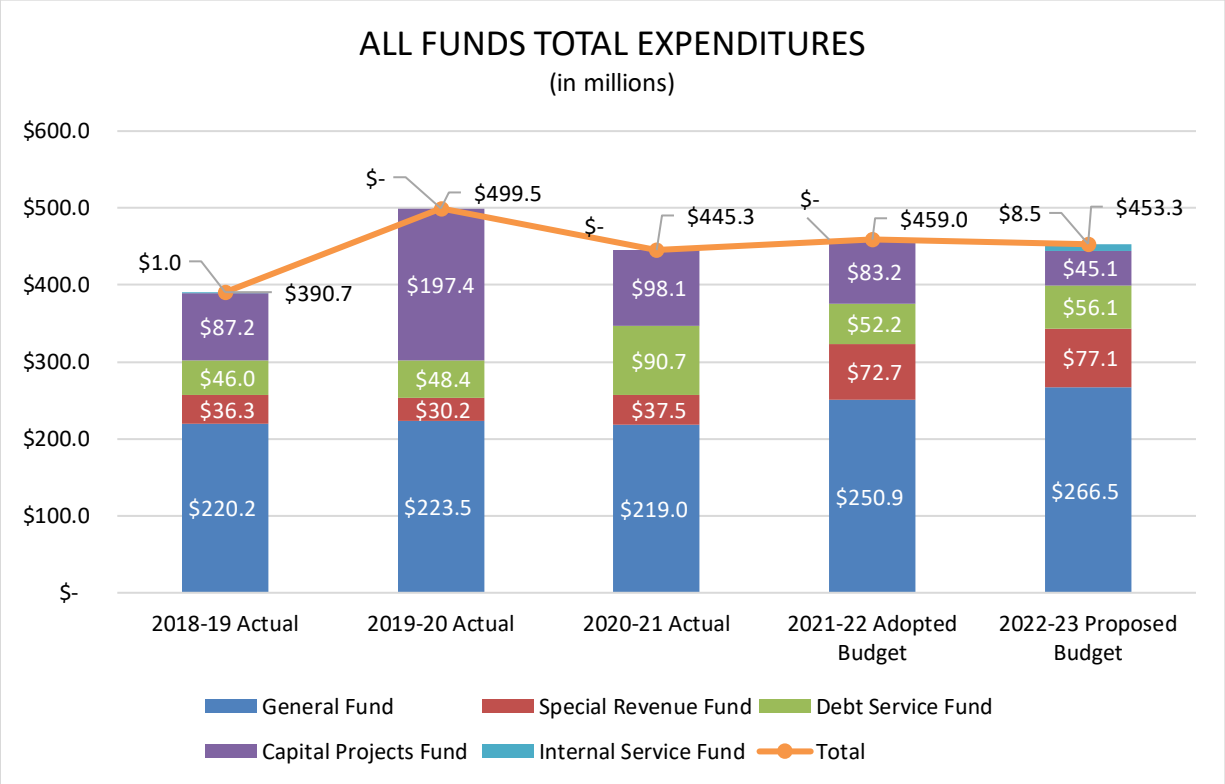

HILLSBORO SCHOOL DISTRICT
Engage and challenge all learners to ensure academic excellence

HILLSBORO SCHOOL DISTRICT 1J
INFORMATIONAL SECTION
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SUMMARY OF REVENUES & EXPENDITURES HISTORY AND BUDGETED – ALL FUNDS

	Actual 2018-2019	Actual 2019-2020	Actual 2020-2021	Adopted Budget 2021-22	Proposed Budget 2022-23
Revenue	$306,353,618	$485,389,132	$363,453,026	$361,630,554	$370,966,123
Transfers In	0	0	0	400,000	8,900,000
Beginning Balance	327,425,477	243,124,786	229,009,651	96,994,012	73,399,031
Total Revenues	633,779,095	728,513,918	592,462,677	459,024,566	453,265,154
Expenditures	390,654,309	499,504,267	445,278,313	452,624,566	441,781,777
Transfers Out	0	0	0	400,000	8,900,000
Contingency	0	0	0	6,000,000	2,583,377
Total Expenditures	390,654,309	499,504,267	445,278,313	459,024,566	453,265,154
Ending Fund Balance	243,124,786	$229,009,651	$147,184,364	$0	$0



TAX RATE EFFECT ON TAXPAYERS

While the District lies in multiple counties, 99.98 percent of the District's assessed value lies within Washington County. The District's Operating (Permanent) Tax Rate Limit is $4.9749 per $1,000 of assessed property value, and calculated in conjunction with the implementation of Measure 50 in 1997.

Tax Rates	2018-19	2019-20	2020-21	2021-22	Projected 2022-23
Permanent Tax Rate per $1,000 of AV	4.9749	4.9749	4.9749	4.9749	4.9749
Bond Tax Rate per $1,000 of AV	2.1639	2.2049	2.2755	2.1321	2.1631
Average Assessed Value	$270,208	$279,432	$287,220	$295,978	$304,857
Tax Burden	$1,929	$2,006	$2,082	$2,104	$2,176

Measure 5, which introduced property tax rate limits, was passed in 1990 and became effective starting in the 1991-92 tax year. When fully implemented in 1995-96, Measure 5 cut property tax rates an average of 51 percent from their 1990-91 levels. Measure 50 was passed in 1997 and cut property taxes, introduced assessed value growth limits, and replaced most tax levies with permanent tax rates. Permanent tax rate equals the maximum rate without voter approval. When Measure 50 was implemented in 1997-98 it cut effective tax rates an average of 11 percent from their 1996-97 levels.

Measure 5 (M5 limits)

- $5 per $1,000 real market value (RMV) for schools
- $10 per $1,000 RMV for general government taxes
- Applied only to operating taxes, not bonds
- For each property, school taxes and general government

Measure 50 (M50 limit)

- Annual growth of AV limited to 3.0 percent for existing property
- Assessed value (AV) for 1997-98 was set (at 90.0 percent of 1995-96 AV for each property) and permanent rates were established for taxing districts
- For new property, AV = (RMV) times (AV/RMV of similar property)

ASSESSED VALUE OF TAXABLE PROPERTY WITHIN HILLSBORO SCHOOL DISTRICT BOUNDARIES

Fiscal Year	Measure 5 Real Market Value	District Assessed Value	Total Direct Rate	Assessed Value as a percentage of RMV
2026[1]	$36,681,757,997	$20,902,121,370	$7.28	56.98%
2025[1]	34,452,670,233	20,293,321,718	7.08	58.90
2024[1]	32,359,040,324	19,702,254,095	6.89	60.89
2023[1]	30,392,636,728	19,128,402,034	6.70	62.94
2022[1]	28,545,728,118	18,571,264,111	6.52	65.06
2021	26,811,052,990	17,506,912,143	6.34	65.30
2020	25,224,928,632	16,682,866,306	6.27	66.14
2019	23,998,502,613	15,915,917,572	6.22	66.32

1 - Estimated

PROPERTY TAX LEVIES AND COLLECTIONS

Fiscal Year	Net Taxes Levied for the Fiscal Year	Collected within the Fiscal Year of Levy		Collection in Subsequent Years	Tax Collections to Date	
		Amount	Per of Levy		Amount	Per. of Levy
2023[2]	$ 136,046,085	$129,243,781	95.00%			
2022[2]	129,969,452	123,470,979	95.00			
2021	124,164,238	119,259,552	96.05	$ 0	119,259,552	96.05
2020	117,575,638	112,800,608	95.94	824,179	113,624,787	96.64
2019	111,269,635	106,810,743	95.99	981,437	107,792,180	96.87

2 - Estimated

***Source**: Washington County Department of Assessment and Taxation and Hillsboro School District financial records*

PRINCIPAL PROPERTY TAXPAYERS CURRENT AND NINE YEARS PRIOR

	2021			2012		
Taxpayer	Rank	Measure 50 Assessed Value (AV)	% of County AV	Rank	Measure 50 Assessed Value (AV)	% of County AV
Intel	1	$1,941,050,338	2.72%	1	$ 1,316,340,035	2.73 %
Nike, Inc.	2	1,435,297,509	2.01	2	437,733,767	0.91
Portland General Electric Co.	3	819,111,924	1.15	3	405,597,504	0.84
Pacific Realty Associates	4	417,932,187	0.59	5	299,183,240	0.62
Northwest Natural Gas Co.	5	408,827,140	0.57	6	279,691,970	0.58
Verizon Communications Inc	6	299,376,000	0.42			
Gentech Inc	7	273,303,730	0.38	7	239,232,340	0.50
Comcast Corporation	8	263,248,000	0.37	8	223,356,000	0.46
LAM Research Corporation	9	198,542,849	0.28			
BV Centercal LLC	10	155,910,754	0.22			
Frontier Communications				4	350,700,000	0.73
Maxim Integrated Products, Inc.				9	133,369,640	0.28
Tektronix, Inc				10	132,546,208	0.27
All Other Washington County		65,060,763,723			44,642,387,459	
Total Washington County		$71,273,364,154			$48,460,138,163	

***Source**: Washington County Department of Assessment and Taxation*

DEMOGRAPHIC AND ECONOMIC STATISTICS LAST TEN CALENDAR YEARS

Year	Population	Personal Income (in thousands)	Per Capita Income	Unemployment Rate
2021	140,986	$5,707,395	$40,482	5.00%
2020	139,536	5,648,696	40,482	11.80
2019	139,448	5,322,033	38,165	3.80
2018	145,402	5,340,470	36,729	3.90
2017	144,785	5,027,080	34,721	4.10
2016	141,412	4,582,739	32,407	5.20
2015	135,294	4,220,226	31,193	4.70
2014	128,709	3,457,896	26,866	6.00
2013	132,506	3,479,343	26,258	7.60
2012	127,825	3,448,207	26,976	8.50

***Source**: United States Census Bureau and U.S. Bureau of Labor Statistics.*

BUDGET GENERAL OBLIGATION BONDS

		PRINCIPAL OUTSTANDING 7/1/2022	2022-23 PRINCIPAL PAYMENTS	2022-23 INTEREST PAYMENTS
PURPOSE	GO Bond Series 2012, 2020 Refunding			
ISSUE DATE	October 2020			
ISSUE AMOUNT	$40,360,000	$38,150,000	$15,640,000	$210,269
COUPON RATES	0.22-0.75%			
FINAL PAYMENT DATE	June 2025			
PURPOSE	GO Bond, Series 2017			
ISSUE DATE	November 2017			
PAR AMOUNT	$268,395,000	$257,955,000	$2,185,000	$12,857,750
COUPON RATES	1.50 – 5.00%			
FINAL PAYMENT DATE	June 2038			
PURPOSE	GO Bond, Series 2020			
ISSUE DATE	February 2020			
PAR AMOUNT	$139,605,000	$135,235,000	$3,785,000	$5,616,950
COUPON RATES	1.50 – 5.00%			
FINAL PAYMENT DATE	June 2040			
PURPOSE	Pension Bond Pool			
ISSUE DATE	June 2005			
ISSUE AMOUNT	$102,850,000	$55,930,000	$8,155,000	$2,661,709
COUPON RATES	4.052 – 4.759%			
FINAL PAYMENT DATE	June 2028			
PURPOSE	Pension Obligation Bond			
ISSUE DATE	March 2015			
ISSUE AMOUNT	$39,285,000	$31,935,000	$1,640,000	$1,336,987
COUPON RATES	0.65% – 3.505%			
FINAL PAYMENT DATE	June 2034			
TOTAL		**$519,205,000**	**$31,405,000**	**$22,683,665**
GENERAL OBLIGATION DEBT SERVICE (LEVIED)		**$431,340,000**	**$21,610,000**	**$18,684,969**

Long-term obligations for the year are as follows:

Governmental Activities Description	Outstanding July 1, 2021	Increases	Decreases	Outstanding June 30, 2022
General obligation bonds	$450,705,000	$ -	$19,365,000	$431,340,000
Unamortized Premium	68,365,390	-	3,965,117	64,400,273
Total General obligation bonds, net	519,070,390	-	23,330,117	495,740,273
Pension obligation bonds	96,655,000	-	8,790,000	87,865,000
Notes from direct placements and borrowings:				
Qualified energy cons. bond	1,735,125	-	171,807	1,563,318
Capital leases	2,305,825	-	1,650,434	655,391
Total	$619,766,340	-	$33,942,358	$585,823,982

General Obligation Bonds – In November 2012, the District issued $98.9 million in General Obligation Bonds with an interest rate of 1.5 percent to 5.0 percent. In November 2017, the District passed a $408 million capital project levy. In December 2017, the District issued a $268.4 million general obligation bond series and realized an unamortized premium of $51.6 million, with an interest rate of 3.0 percent to 5.0 percent. In February 2020, the District issued a $139.6 million general obligation bond series and realized an unamortized premium of $27.7 million, with an interest rate of 1.5 percent to 5.0 percent. In October 2020, the District refinanced the 2012 General Obligation Bonds and issued $40.4 million in General Obligation Bonds with an interest rate of 0.22 percent to 0.75 percent.

The District issued General Obligation Refunding Bonds, Series 2020, in an aggregate principal amount of $40.4 million. The proceeds were used to refund the Callable Portion only of the District's 2012 Bonds and to pay the costs of issuance. The Bonds helped the District obtain a benefit of savings in total debt service requirements. The present value of the economic gain resulting from the refunding was $1,617,680. The Callable Portion of the 2012 Bonds, $37.1 million, are defeased due to placing the proceeds of the new bonds in irrevocable trusts to provide for future debt payments on the old bonds. This amount has a call date of June 15, 2022.

Pension Obligation Bonds – During the 2004-05 fiscal year, the District participated in pooled issuances of taxable pension obligation bonds to pay off a portion of the District's unfunded actuarial liability. The District issued $102.9 million in debt as part of a pooled issuance of $458.6 million. In May 2015, the District issued $39.86 million in taxable pension obligation bonds to finance the District's estimated PERS unfunded actuarial liability. Bond proceeds were paid to the Public Employee Retirement System (PERS). An intercept agreement with the State of Oregon was required as a condition of issuance; therefore, a portion of State School Support is withheld on a monthly basis to repay debt. Annual principal and interest payments are made each June 30, ending June 2034.

Qualified Energy Conservation Bonds – In March 2016, the District entered into a direct placement agreement for an Energy Conservation Bond in the amount of $3.4 million. The bond has an interest rate of 3.46 percent, which is offset by tax rebates to the issues as a participant in the Quality Energy Conservation Bond program.

Capital Leases – The District entered into lease agreements as lessee for financing the acquisition of buses for student transportation in 2016-17 for $1.3 million, 2017-18 for $1.3 million, 2018-19 for $1.1 million, 2019-20 for $1.2 million and 2020-21 for $1.2 million. These lease agreements qualify as capital leases for accounting purposes and, therefore, have been recorded at the net present value of their future minimum lease payments as of the inception date. The capital lease obligations are paid by the Special Revenue Fund, which is funded by a transportation grant from the State School Fund. The District is on a schedule to decrease financing transactions for bus purchases by the end of fiscal year 2024.

Future debt service requirements for governmental activities long-term debt are as follows:

For the Year Ending	General Obligation Bonds		Pension Obligation Bonds		Notes from Direct Placements		Capital Leases	
June 30,	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest
2023	$21,610,000	$18,684,969	$9,795,000	$3,998,695	$129,179	$52,976	$716,577	$27,501
2024	23,455,000	18,319,217	10,880,000	3,558,037	134,704	48,459	557,623	10,385
2025	25,385,000	17,857,800	12,040,000	3,065,600	140,409	43,749	-	-
2026	28,305,000	16,879,700	13,280,000	2,517,508	146,300	38,840	-	-
2027	31,300,000	15,464,450	14,625,000	1,894,300	152,385	33,725		
2028-32	86,590,000	62,584,100	21,090,000	3,773,720	860,341	84,234	-	-
2033-37	139,870,000	37,289,200	6,155,000	360,378	-	-	-	-
2038-40	74,825,000	5,615,400	-	-	-	-	-	-
Total	$ 431,340,000	$ 192,694,836	$ 87,865,000	$ 19,168,238	$ 1,563,318	$ 301,983	$ 1,274,200	$ 37,886

STUDENT ENROLLMENT

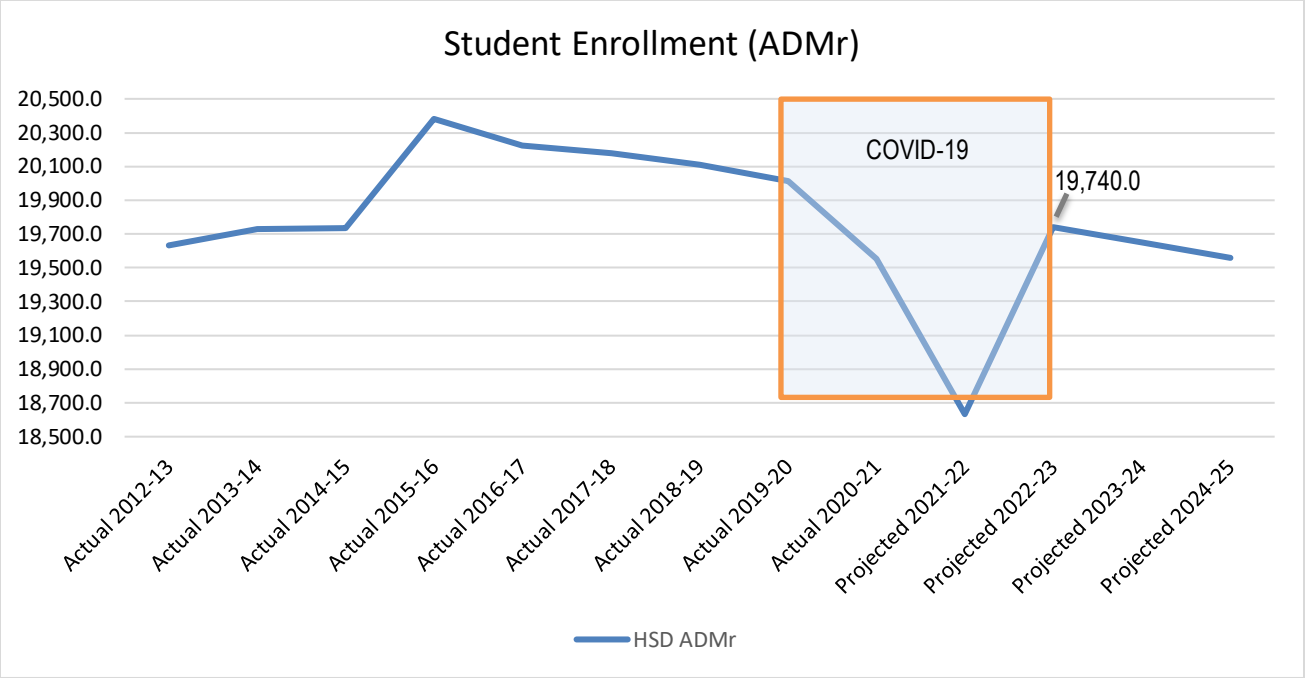
For the 2022-23 school year, the District will operate twenty-five elementary schools, serving Grades K-6; one elementary school, serving Grades K-8; four middle schools, serving Grades 7-8; and four high schools, serving Grades 9-12. Hillsboro School District also serves students in one alternative school, one online academy, and one charter school.

In order to have the most complete picture possible for projecting enrollment, the District has multiple tools for estimating the number and types of students to serve. Enrollment projections drive the State School Fund formula and predict funding levels. Recent residential development trends also rely on projections. Please see methods described below.

Davis Demographics Reports	(2016, 2017, 2018, 2019, 2020) This annual report is based on historical student enrollment by school, participation and mobility trends, and regional residential development.	The most recent report shows there are housing projects underway and the District is only beginning to see new students.
Oregon Department of Education[1]	(Quarterly) Consolidated student enrollment reports and state school fund estimates provide insight to enrollment and demographics for the District and the state of Oregon.	The District's Student Information System provides the data and staff verify that data prior to use.
Historical Student Data	District staff record and analyze data monthly to project staffing and facility needs for instruction at the targeted class size and caseload ratios.	A five-year annual ADMr average change and class roll-ups determine the enrollment levels for budgeting purposes.

The Average Daily Membership (ADMr) represents the number of resident students in attendance at schools within the district. The district submits a quarterly and annual report generated by the student information system to the Department of Education that drives the base level of state funding, prior to weighting for various types of students. Typically, the first quarter enrollment report from October 1st is higher than the finalized annual report that determines funding. Please note in the chart below that in 2015-16 Kindergarten changed from 0.5 FTE to 1.0 FTE in order for districts to fund full-day services.

[1] Oregon Department of Education: http://www.oregon.gov/ODE/Pages/default.aspx



In the following chart, ADMr represents Average Daily Membership-Resident or students enrolled. ADMw represents Average Daily Membership-Weighted and includes the students enrolled plus their additional weighting for various eligibilities such as students on individual education plans, students in poverty, etc. Please see ORS 327.013 for more information on student eligibility and weighting.

Annual	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
HSD ADMr	19,630.1	19,727.0	19,737.2	20,381.3	20,223.4	20,176.6	20,108.3
HSD ADMw	23,756.0	23,950.5	24,104.8	25,293.4	24,998.3	24,770.1	24,608.5

	2019-20	2020-21	>>> Projected >>>	2021-22	2022-23	2023-24	2024-25
HSD ADMr	20,013.0	19,550.7		18,663.2	19,740.0	19,650.3	19,560.9
HSD ADMw	24,454.4	24,454.4		24,454.4[2]	24,454.4	24,454.4	24,454.4

Another key piece of data is the October 1st District enrollment report. Historically, the October 1st enrollment marks the highest student count of the year and projections are used for staffing and determining discretionary budgets for schools. The district has experienced level and declining enrollment over the last five years. Although student growth is anticipated due to new available housing within the district, birth rates are down (consistent with national trends), and student mobility (students exiting the District across all grades) is a challenge that district staff are focusing on.

[2] Extended ADMw is the highest of the current or prior year for funding purposes.

PERSONNEL RESOURCE ALLOCATION

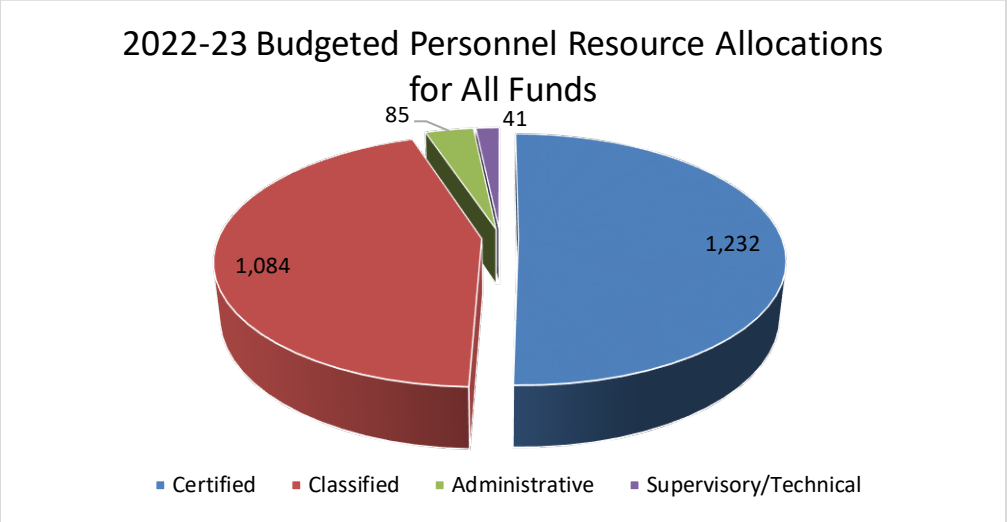
Personnel Type	Full Time Equivalents (FTE) Actual 2018-2019	Actual 2019-2020	Actual 2020-2021	Adopted Budget 2021-22	Adopted Budget 2022-23
Certified	1,156	1,137	1,091	1,232	1,232
Classified	1,167	1,102	986	1,084	1,084
Administrative	77	77	72	85	85
Supervisory/Technical	34	34	36	41	41
Total All Staff	2,434	2,350	2,185	2,442	2,442

Certified – an employee who fills school or educational assignments requiring the issuance of a certificate. Examples are teachers and specialists.

Classified – an employee whose position within the District does not require certification. Examples are clerical, custodial, maintenance, computer tech, etc.

Administrative – an employee involved in the management of school operations at a school or district level. Examples are principals, vice principals, superintendent, executive directors, etc.

Supervisory/Technical – an employee providing management and technical assistance for specialized fields. Examples are department managers, software developers, systems analysts, etc.



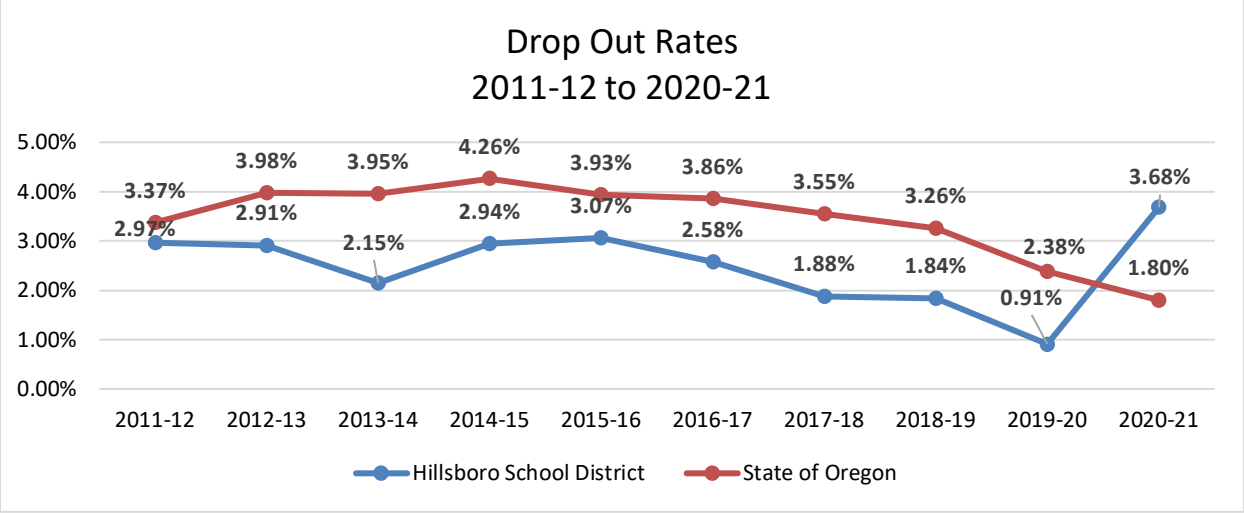
PERFORMANCE MEASURES

Drop Out Rates

Drop out data is collected in the Annual Cumulative Average Daily Membership (ADM) Data Collection each year at the end of the school year, which identifies students' enrollment dates and status as of the last day of enrollment for the year. A drop out is a student who withdrew from school and did not graduate or transfer to another school that leads to graduation. Dropouts do not include students who:

- are deceased,
- are being home schooled,
- are enrolled in an alternative school or hospital education program,
- are enrolled in a juvenile detention facility,
- are enrolled in a foreign exchange program,
- are temporarily absent because of suspension, a family emergency, or severe health problems that prevent attendance at school,
- received a GED certificate,
- received an adult high school diploma from a community college.

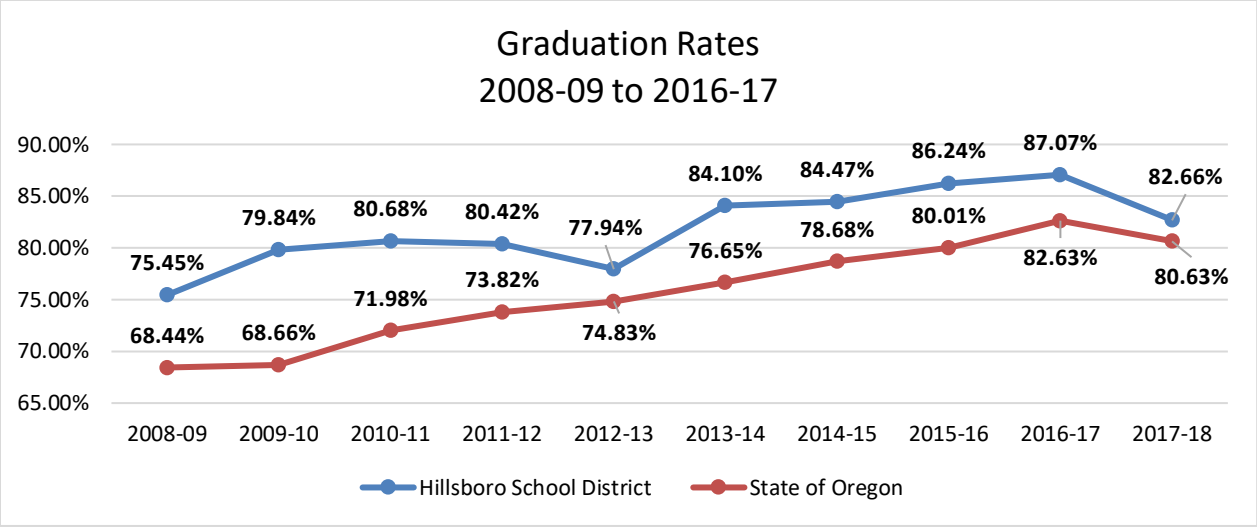
Dropout rates at the State level have been decreasing for several years and are the lowest they have been since 2011-12. The change is primarily due to the transition from in-person to on-line school in the spring of 2020. Students in the community were disproportionately impacted and faced multiple challenges including illness (either the student of a family member), unemployment in their families necessitating many students go to work, having to provide care/childcare for family members, access to support with assignments, mental health or social issues. Students are more engaged and showing progress now that students are back in schools. The District continues to try to reengage those students that dropped out.



Graduation Rates

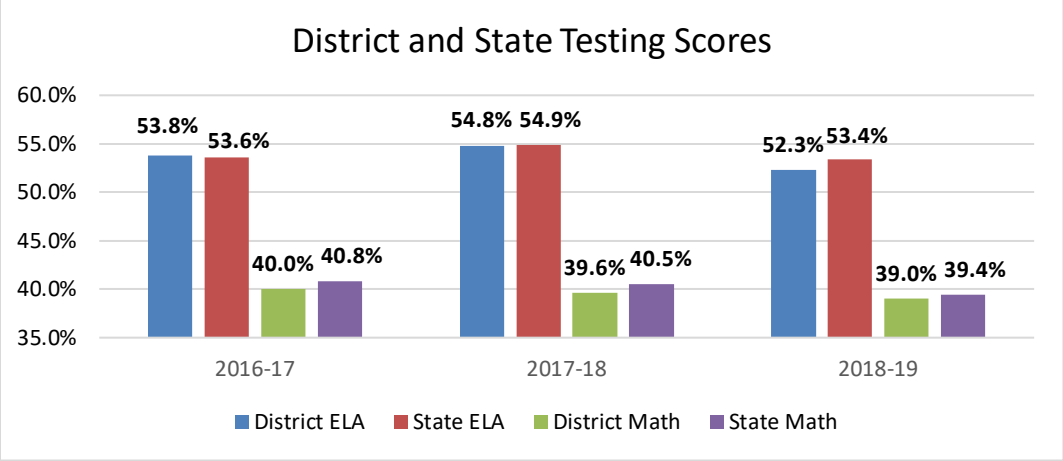
Hillsboro School District graduation rates were on a steady rise over the last 5 years until 2020-21. The change is primarily due to the transition from in-person to on-line school in the spring of 2020. Our students of color, many who are emerging bilinguals, benefit by the scaffolds, supports, feedback and interaction with the teacher in school, which did not exist for the same amount of time in comprehensive distance learning as it did in person. Once students started limited in person, more students were engaged in their learning.

The following data is 4-year cohort graduation rates for 9th graders entering High School in 2008-09 through 2017-18.



Standardized Test Scores

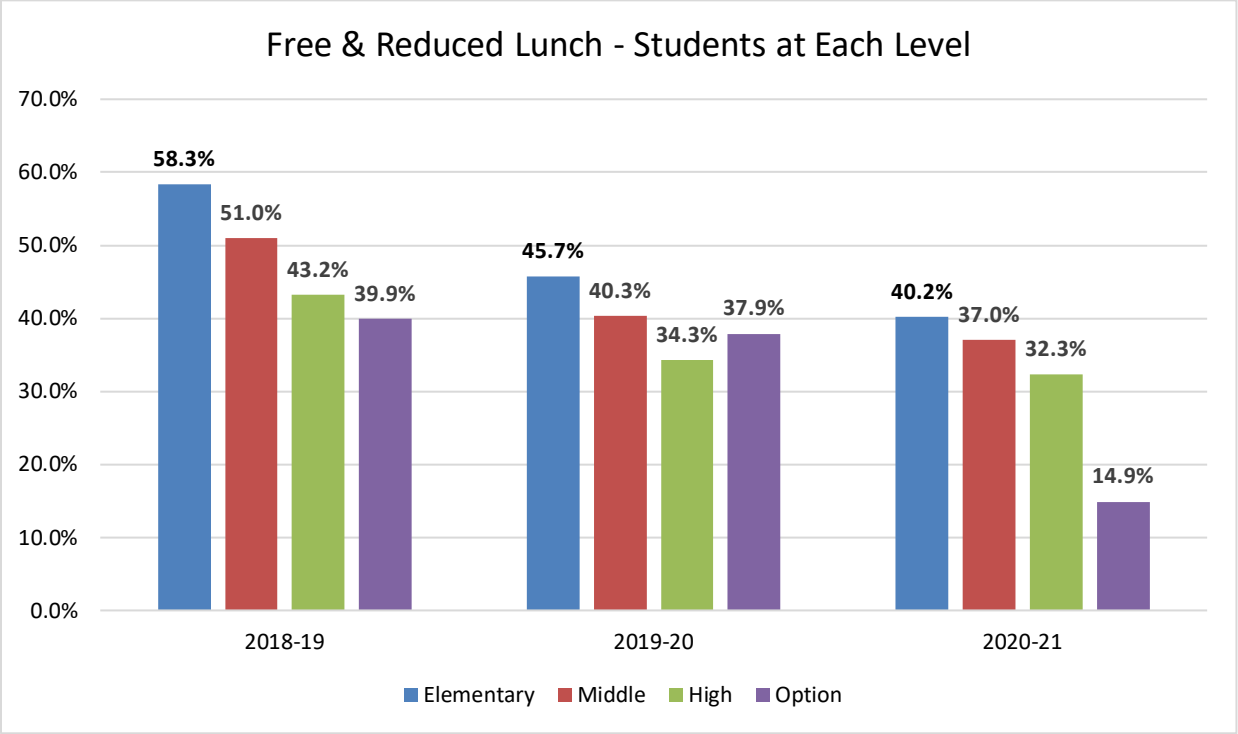
The District has scored within 1.0 percent of the State in both ELA standardized test scores and Math standardized test scores between 2016-17 and 2018-19. Due to the pandemic, test scores are not available for 2019-20 or 2020-21.



Free/Reduced Lunch Statistics

Beginning in the 2020-21 school year the State of Oregon has enacted legislative expansion of the free meal eligibility in schools. Increasing the household income limit as well as supplementing revenues for the Community Eligibility Provision promotes expansion of use. These new provisions are intended to decrease food instability in households throughout Oregon. During the 2019-20 school year, HSD's percentage of free-and-reduced-price-eligible students totaled 46.0 percent or 9,043 students. Due to the pandemic, current data is not reliable and indicates a percentage of only 38.0 percent. Federal actions have allowed all students to continue receiving meals at no cost during the 2021-22 school year. While total meals served thus far in 2021-22 are up 6.6 percent; we can see an average of 60.0 percent increase in lunches (unique student participation) participating versus last school year participation to-date.

The graph below depicts the breakdown by level of students receiving free/reduced lunches (FRL) in the past three years.



BUDGET SITUATION RETROSPECTIVE

2021-22 (-$3.9 million General Fund, +$5.25 million Student Investment Account, +$18.9 ESSER I/II/ARP Funds)

Heading into the 2021-22 school year, we anticipated a general fund shortfall of approximately $3.9 million. We intended to absorb that shortfall by funding eligible expenses with a portion of the $16.5 million in Student Success Act/Student Investment Account (SSA/SIA) dollars we expected to receive.

During CDL, a concerted effort was made to keep staff safely working by repurposing some to support students and some to work on maintenance projects, and continuing to utilize the Work Share program for select employees. The Oregon Employment Department Work Share program streamlined unemployment benefits to eligible employees that had a reduction in 20-40% of their regular hours while maintaining a pre-reduction level of insurance benefits.

Areas of savings during CDL include transportation, utilities (from lack of evening events), and substitutes. Areas of excessive costs include technology (hardware, licensing, training, and support), access to the internet, and meal delivery services.

The state was ultimately able to deliver $150 million (of the initially-anticipated $475 million) in SIA funds to school districts, which meant HSD received approximately $5.25 million to help support eligible expenses in the categories of instructional time, student health and safety, reducing class size, and well-rounded education.

HSD expects to receive approximately $38 million in federal coronavirus relief funds (Elementary and Secondary School Emergency Relief Funds, or ESSER Funds). A group of cross-functional administrators created and Accelerated Learning Spending Plan that will guide investments of the temporary federal aid or ESSER funds, ODE Summer Grants, Student Investment Account, and High School Success/Measure 98 funds. These funds will be central to our efforts to mitigate the negative impacts of the pandemic and successfully transition students back to full-time in-person instruction.

We intend to continue advocating at the state level for additional funding for K-12 education through the SSF. It is a delicate exercise, as we certainly do not want to appear ungrateful for the historic investment in education that was realized through the SSA/SIA; however, for the SSA/SIA to be a true investment, it needs to be in addition to - not a substitute for - a stable base of funding.

2020-21 (-$4.6M, +$3M (cost savings), +$5.25M (SIA), - ~$4M (increased operational expenses, + $4M COVID relief funds)

Heading into the 2020-21 school year, we anticipated a shortfall of approximately $4.6 million. We intended to absorb that shortfall by funding eligible expenses with a portion of the $16.5 million in Student Success Act/Student Investment Account (SSA/SIA) dollars we

expected to receive. As the spring wore on, however, there was increasing uncertainty over the impact COVID-19 would have on our funding situation, including the availability of SIA dollars, so HSD implemented three cost-saving measures in late spring 2020:

1. Spending freeze
2. Hiring freeze
3. Participation in Work Share program for all employees from May 15, 2020, through July 24, 2020, in which employees were furloughed one to two days per week, rather than being laid off. Employees received their regular pay for the days they worked and Work Share unemployment pay for the furlough days. Employees also received $600 per week from the federal CARES Act.

These measures saved the District approximately $3 million that was then available for operational expenses in 2020-21.

HSD also staffed schools at a three percent reduction in anticipation of enrollment loss due to extended school closures and the Comprehensive Distance Learning (CDL) model. (2020-21 enrollment is down approximately 1,000 students from the 2019-20 school year.)

During CDL, a concerted effort was made to keep staff safely working by repurposing some to support students and some to work on maintenance projects, and continuing to utilize the Work Share program for select employees.

Areas of savings during CDL include transportation, utilities (from lack of evening events), and substitutes. Areas of excessive costs include technology (hardware, licensing, training, and support), access to the internet, and meal delivery services.

The state was ultimately able to deliver $150 million in SIA funds to school districts, which meant HSD received approximately $5.25 million to help support eligible expenses in the categories of instructional time, student health and safety, reducing class size, and well-rounded education.

It is anticipated that HSD will end the year with a balanced budget. Partners such as Washington County and the Hillsboro Schools Foundation brought additional support for students and their families during the public health emergency. The District will also have access to additional COVID-19 relief funds that can be spent over the next biennium; funding will be used to address long-term recovery from the pandemic that will benefit the greatest number of students with the highest levels of need.

2019-20 (-$9,612,175 + $480,000 + -$1.5 million)

The 2019 Legislative Session was one the education community was extremely excited about. With a democratic supermajority in the House and Senate, the opportunity for a generational fix for education funding was within reach. Indeed, the Legislature passed the Student Success Act- a piece of legislation designed to generate $2 billion each biennium through a corporate activities tax (CAT)- to provide the funds to lower class sizes, support students' mental health needs, offer extended learning opportunities and enriched

educational experiences, and fully fund Measure 98- the career-technical education, graduation attainment, and dropout prevention measure passed overwhelmingly by voters in 2016.

But the Legislature also allocated what was for many large districts, including HSD, an insufficient amount to the State School Fund (SSF). At the time we needed to present a budget proposal to our budget committee, the statewide K-12 budget was thought to be $8.972 billion; therefore, we planned for reductions of $9.6 million from our 2019-20 to cover our shortfall for the biennium. However, on June 4, 2019, the Governor signed a budget that increased K-12 funding to $9.0 billion. The additional $28 million statewide translated to approximately $480,000 for HSD. Rather than allocate those funds, we opted to use the funds to ensure high school student success coaches remained whole, address class size hot spots, and meet other student support needs.

By winter, it was clear that decreasing enrollment and an increase to the cost of utilities beyond historical averages had caused an additional shortfall in the current year of approximately $1.5 million. That shortfall was managed by restricting discretionary spending and utilizing other funding to cover general fund expenses, where possible.

2018-19 (-$3,679,289 + -$2,000,000)

Relatively flat state revenue projections and this being the second year of the biennium meant there were no changes to the 2017-19 K-12 budget during the 2018 short session. That, coupled with the fact that our student enrollment has fallen short of projections for the last two years and that student enrollment across the state has increased, thereby reducing the amount provided per-student, meant that we were in a reduction mode again for 2018-19.

We estimated our shortfall to be $3,679,289, which already accounted for the utilization of the last $1 million in our PERS Reserve Fund and the further reduction of our Ending Fund Balance to 4.0 percent after the 2018-19 school year. We proposed managing the shortfall in the following ways:

- Use Construction Excise Tax funds to pay principal and interest on our administration center - $530,000
- Pay for certain technology and equipment expenses out of bond funds - $700,000
- Reduce roll-up cost estimates for staffing, salaries, and benefits reductions - $2,449,289

In early 2019, it became clear that the reductions heading into the school year hadn't gone far enough, based on our declining enrollment and changing student demographics. So we implemented mid-year spending reductions to affect an additional $2 million in savings.

2017-18 (-$7,713,000)

The State Legislature met for their full session starting in February 2017. Facing the state was a $1.6 billion shortfall versus what would have been needed to simply roll costs up from 2016-17.* On the K-12 side, we were also looking at a significant increase to PERS employer rates beginning in the 2017-18 school year (approx. 6.0 percent).

We built our budget assuming an $8.15 billion allocation to K-12 education, which meant making cuts of approximately $7.5 million. We ultimately had to stick to those cuts- even though the final allocation was $8.2 billion- because the money was split 50/50 rather than 49/51, which meant higher costs in the second year of the biennium.

To reach our target, we did the following: 1) Used reserves and adjustments: State School Fund adjustments for 2015-16 and 2016-17- $1 million; PERS Reserve Fund- $1 million; Construction Excise Tax to offset Facilities budget- $1 million; Reduce Ending Fund Balance to 4.5 percent- $1 million; and 2) Implemented efficiencies/reductions: Central Office reductions and efficiencies- $2,258,000; Student Services reductions- $455,000; Better align staffing to enrollment- $1 million. Total reductions were $7,713,000.

Efforts to pass bills around revenue reform and cost containment were not successful in the 2017 session, but will hopefully be addressed again in the 2019 session.

(*The $1.6 billion shortfall was largely filled by the implementation of a healthcare provider tax, which would not only bring in revenue from the tax, but also federal matching dollars. A successful signature-gathering campaign in the summer/fall of 2017 led to this item's referral to a special election in January 2018. It was defeated and the tax was initiated as planned.)

2016-17 (-$2.33 million)

As we budget for the 2016-17 school year, we are feeling the effects of a still-volatile economy. Modifications to the laws around Gain Share mean that the District is no longer receiving "pass-through" money of approximately $1.2 million per year from the City and County. Also, though the region saw significant growth and districts around us experienced increasing enrollment, Hillsboro's enrollment did not meet projections. Furthermore, a majority of the PERS reforms that were passed in the 2013 session were deemed unconstitutional by the State Supreme Court and were nullified.

A positive is that we were able to secure three-year contracts with both our licensed and classified employee groups, which provides a measure of certainty when budgeting. Negotiated increases through those contracts included an annual cost of living adjustment (COLA) and insurance cap increase (total value equivalent to 3.0 percent COLA and $25/month/year insurance cap increase).

Our efforts to contain costs for 2016-17 included "trueing up" the staffing ratio to align with actual enrollment (loss of 14.42 licensed FTE positions), and reducing district-level department budgets (discretionary) by 2.0 percent. We were able to add 2.0 FTE classified custodial positions to reduce the pressure on some of our buildings with half-time night custodians. Net reductions/savings of approximately $2.33 million.

More information regarding budget years prior to 2016-17 are provided on the District website at https://www.hsd.k12.or.us/Page/2060.

GLOSSARY OF TERMS AND ACRONYMS

ACCRUAL BASIS
The basis of accounting under which transactions are recognized when they occur regardless of the timing of related cash flows.

ADMw
Average daily membership, weighted for additional student characteristics

ADOPTED BUDGET
Financial plan adopted by the governing body for the fiscal year or budget period that is the basis for appropriations (ORS 294.456).

APPROPRIATION
A legal authorization to make expenditures and incur obligations for specific purposes. Total appropriations include the adopted budget and any supplemental budget(s). The legal appropriation is the amount authorized by the board (ORS 294.311(3)).

APPROVED BUDGET
The budget that has been approved by the budget committee.

AROI
Academic Return on Investment

ASBO
Association of School Business Officials International

ASSESSED VALUE (AV)
The value placed on real and personal property as a basis for imposing taxes. It is the lesser of the property's maximum assessed value or real market value.

AVERAGE DAILY MEMBERSHIP (ADM)
The year-to-date average of daily student enrollment.

AVID
Advancement Via Individual Determination

BALANCED BUDGET
Projected resources equal projected requirements within each fund.

BALLOT MEASURE 98 (HSS)
High School Success is a fund initiated by ballot Measure 98 in November 2016 to aid in increasing graduation rates and ensuring high school graduates are ready for their next step. The measure passed with 65% voter support and allowed the Oregon Department of Education (ODE) to disperse funds during the 2017-19 biennium among districts and charter schools that serve students in grade 9 through grade 12. All areas of eligibility must be fully in place by the end of the 2020-21 school year.

BASIS OF ACCOUNTING
Methodology and timing of when revenues and expenditures or expenses are recognized and reported in the financial statements.

BOARD OF EDUCATION
Seven member elected board, created according to state law and vested with responsibilities for educational activities in a given geographical area, who establishes policy, hires a superintendent and governs the operations of the district.

BOND
A written promise, general under seal, to pay a specific sum of money, called the face value, at a fixed time in the future, called the date of maturity and carrying interest at a fixed rate, usually payable periodically. The difference between a note and a bond is that the latter usually runs for a longer period and requires greater legal formality.

BUDGET COMMITTEE
A statutorily (ORS 294.414) defined committee composed of the School Board and an equal number of citizen members appointed by the Board. The committee is responsible for reviewing the budget as proposed, recommending changes and approving the final budget presented to the School Board for adoption.

BUDGET DOCUMENT
Written report showing the school district's comprehensive financial plan for one fiscal year. It must include a balanced statement of actual revenues and expenditures for each of the last two budgets and estimated revenues and expenditures for the current and upcoming budget.

BUDGET MESSAGE
Written explanation of the budget and the school district's financial priorities. The Superintendent of the school district prepares and presents the message.

BUDGET
A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the purposed means of financing them.

CAFR
Comprehensive Annual Financial Report

CAPITAL OUTLAY
Items which have a useful life of one or more years and exceed a dollar threshold established by the district, such as land, buildings, furniture, and equipment.

CAPITAL CONSTRUCTION FUND
Accounts for resources, usually bond sale proceeds, used for activities related to the purchase or construction of major capital assets.

CARES ACT
Coronavirus Aid, Relief and Economic Security Act

CASH BASIS
System of accounting under which revenues are accounted for only when received in cash, and expenditures are accounted for only when paid.

CCR
College & Career Readiness

CET
Construction Excise Tax

CIP
Construction in Progress

CONTINGENCY
An estimate in an operating fund for unforeseen spending that may become necessary.

COST CENTER
An administrative subdivision of the school district, which is charged with carrying on one or more specific purposes such as a school, department or special program.

COVID
A mild to severe respiratory illness caused by a coronavirus first identified in Wuhan, China in December 2019. In 2020, the virus was declared a global pandemic.

CTE
Career and Technical Education

CURRENT BUDGET PERIOD
The budget period currently in progress.

CURRENT SERVICE LEVEL (CSL)
Determined by the Confederation of School Administrators and the Oregon Association of School Business Officials.

DAS
Distributed Antenna System

DEBT SERVICE FUND
A fund established to account for payment of general long-term debt principal and interest.

DISTRICT STRATEGIC PLAN
Articulates the District's mission, goals, and focus areas as it strives to increase the achievement of all students.

DMGroup
District Management Group is an independent consultant that helps school district leaders combine the most effective educational best practices with proven management techniques to bring about measurable, sustainable improvements in student outcomes. The District works with DMGroup on AROI.

EL
English Learner

ELA
English Language Arts

ELL
English Language Learner

ELPA
English Language Proficiency Assessment for the 21st Century

ENCUMBRANCE
An obligation chargeable to an appropriation and for which part of the appropriation is reserved.

ES
Elementary School

ESD
Education Service District

ESSA
Every Student Succeeds Act

ESSER
Elementary and Secondary School Emergency Relief Fund

EVERY STUDENT SUCCEEDS ACT (ESSA)
Federal law governing the United States K-12 public education policy. Like the No Child Left Behind Act, ESSA is a reauthorization of the 1965 Elementary and Secondary Education Act, which established the federal government's expanded role in public education.

EXPENDITURES
Total amount incurred if accounts are on an accrual basis; total amount paid if accounts are on a cash basis.

FEMA
Federal Emergency Management Agency

FFCO
Full Faith & Credit Obligation

FFE
Furniture, Fixtures, and Equipment

FISCAL YEAR
A 12-month period from July 1 through June 30 to which the annual operating budget applies.

FULL TIME EQUIVALENT (FTE)
The term used to note the percentage of the job employed based on one full time employee being the norm. One FTE is one employee 100% of the time for the entire year. (0.5) FTE is one employee working one-half of the day in that position.

FUNCTION
A group of related activities aimed at accomplishing a major service or regulatory program for which a government is responsible.

FUND BALANCE
The excess of assets of a fund over its liabilities and reserves. During the fiscal year prior to closing, it represents the excess of the fund's assets and estimated revenues for the period over its liabilities, reserves & appropriations for the period.

FUND TYPE
Any one of seven categories into which all funds are classified in governmental accounting. The seven fund types are: general, special revenue, debt service, capital projects, enterprise, internal service, and trust and agency.

FUND
A fiscal and accounting entity with self-balancing accounts to record cash and other financial resources, related liabilities, balances and changes, all segregated for specific, regulated activities and objectives.

FYE
Fiscal Year End

GAAP
Generally Accepted Accounting Principles

GASB
Governmental Accounting Standards Board

GEER
Governor's Emergency Education Relief Fund

GENERAL FUND
A fund used to account for most operating activities, except those activities required to be accounted for in another fund.

GFOA
Government Finance Officers Association

GO
General Obligation Bond

GOVERNING BODY
County court, board of commissioners, city council, school board, board of trustees, board of directors, or other managing board of a local government unit.

GRANT
A donation or contribution in cash which may be made to support a specified purpose or function, or general purpose.

HB
House Bill

HB 3427
House Bill that established the SSA and allocated funding to education purposed including the SIA.

HSD
Hillsboro School District

IASA
Improving America's Schools Act

IDEIA
Individuals with Disabilities Education Improvement Act

IEP
Individualized Education Program

INSTRUCTION
The activities dealing directly with the teaching of students or improving the quality of teaching.

INTERNAL SERVICE FUND
PERS Reserve available for transfers to offset increasing pension costs in the General Fund

LEVY
Amount or rate of ad valorem tax certified by a local government for the support of governmental activities.

LIABILITIES
Debt or other legal obligation arising from transactions in the past which must be liquidated, renewed, or refunded at a future date; does not include encumbrances.

LSS
Limited Student Support

MEASURE 5 CONSTITUTIONAL LIMITS
The maximum amount of tax on property that can be collected from an individual property in each category of limitation.

NWRESD
Northwest Regional Education Service District

OBJECT CLASSIFICATION
A grouping of expenditures, such as personal services, materials and services, capital outlay, debt services, and other types of requirements.

OCNC
Oregon Child Nutrition Coalition

ODE
Oregon Department of Education

ORS
Oregon Revised Statutes. Oregon laws established by the legislature.

PD
Professional Development

PERMANENT TAX RATE LIMIT
The maximum rate of ad valorem property taxes that a local government can impose. Taxes generated from the permanent rate limit can be used for any purpose. No action of the local government can increase a permanent rate limit once it is established.

PERS
Public Employees Retirement System

PROGRAM
A group of related activities to accomplish a major service or function for which the local government is responsible.

PROPERTY TAXES
Ad valorem tax certified to the county assessor by a local government unit.

PROPOSED BUDGET
Financial and operating plan prepared by the budget officer. It is submitted to the public and the budget committee for review.

PURCHASED SERVICES
Includes such items as conference fees, mileage paid, consultant fees, fees of subcontractors, utilities including electricity, telephone, water, refuse and gas, liability, property and fleet insurance.

REQUIREMENT
The sum of all appropriated and unappropriated items in a fund. Total requirements must always equal total resources in a fund.

RESERVE FUND
Established to accumulate money over time for a specific purpose, such as purchase of new equipment.

RESOLUTION
A formal order of a governing body.

RESOURCE
Estimated beginning funds on hand plus anticipated receipts.

RMV
Real market property value

S3
Smarter School Spending

SB
Senate Bill

SB 1049
Senate Bill effective in 2020 redirecting a portion of PERS employee contributions to an employee pension stability account.

SIA
Student Investment Account, the account by which the State of Oregon has divided approximately 50% of the resources of the Student Success Act

SLC
Structured Learning Center

SLP
Speech Language Pathologist

SPECIAL REVENUE FUND
A fund used to account for proceeds of specific revenue sources (other than special assessments, expendable trusts, or major capital projects) that are restricted to expenditure for specific purposes.

SPED
Special Education

SSA
Student Success Act

SSF
State School Fund

STEAM
Science, Technology, Engineering, Arts and Mathematics

STEM
Science, Technology, Engineering and Mathematics

SUPPLEMENTAL BUDGET
A financial plan prepared after the regular budget has been adopted to meet unexpected needs or to spend revenues not anticipated when the budget was originally adopted.

TAG
Talented and Gifted

TOSA
Teacher on Special Assignment

TRANSFERS
Amounts moved from one fund to finance activities in another fund. They are shown as expenditures in the originating fund and revenues in the receiving fund.

UAL
Unfunded Actuarial Liability in reference to the PERS system and employer rates.

UNAPPROPRIATED ENDING FUND BALANCE
Amount set aside in the budget to be used as a cash carryover to the next fiscal year or budget period. It provides the local government with cash until tax money is received from the county treasurer in November. This amount cannot be transferred by resolution or used through a supplemental budget, unless necessitated by a qualifying emergency.



SUGGESTED BUDGET COMMITTEE MOTION FOR APPROVAL OF THE 2022-23 PROPOSED BUDGET

I move that the Hillsboro School District 1J budget for 2022-23 in the aggregate amount of $453,265,154 (total of all funds) be approved as proposed, and that the permanent tax rate of $4.9749 per $1,000 of assessed value be assessed in support of the General Fund.

I further move that tax levies totaling $39,894,969 be approved for the debt service fund for the purpose of the retirement of bonded debt owed by the District.

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.

It is my pleasure tonight to recognize Jim Peterson who has been instrumental in our 2017 and 2006 Bond Programs.

Jim started his work career in 1974 with 4 years in the US Army. From there, he spent many years working as a maintenance and production supervisor. Jim came to the Hillsboro School District in 2000 as an Electrician and HVAC Specialist and became Coordinator of Facilities in 2006. This experience gave Jim an intimate knowledge of all of the mechanical, electrical and HVAC systems in every building in the District. His skills and leadership provided instrumental assistance in the implementation of the 2006 Bond projects.

When we started to prepare the administration team for the 2017 Bond, I immediately approached Jim to see if he'd be willing to take on this new challenge. Thankfully, Jim agreed. His knowledge and experience have been critical in helping guide the District throughout all the phases of the bond work. Jim has been involved in everything from the design of new buildings, selection of mechanical and electrical equipment, methods of construction, and so much more. His goals always have been to provide the best learning environments we can for our students and staff, and to provide the best value for the community. I know that everybody involved in the bond would agree that Jim has been a key player in making sure we deliver on all of the promises we made to our community when they voted for passage of the 2017 Bond.

When we started this work, our core district bond team members – myself, Jane Siguenza, Sharon McCarty and Jim – had all planned to see the bond program through to completion and then retire. However, due to some ongoing medical issues, Jim was forced to retire in January of this year. While Jim's health has kept him from staying involved in all of his bond work, he has agreed to work on specific projects, including the Liberty solar array project and the facilities assessment.

So, tonight, I'm very happy to have the opportunity to publicly thank Jim for his 22 years of service to the Hillsboro School District and especially for the past 5 years supporting the 2017 Bond Program. Our District and our facilities are better for Jim's dedicated service.

Adam Stewart, Capital Projects Officer

PROCLAMATION

The Hillsboro School District acknowledges that school nurses act as a liaison to the school community, families, and healthcare providers on behalf of children's health by promoting wellness and improving health outcomes for our nation's children.

The Hillsboro School District knows that students today face more complex and life-threatening health problems requiring care in school and appreciates the role that school nurses play in the lives of students.

The Hillsboro School District recognizes that school nurses have served a critical role in improving public health and in ensuring student's academic success for more than 100 years.

The Hillsboro School District understands that school nurses are the link between health and learning and are in a position to make a positive difference for children every day.

The Hillsboro School District celebrates the accomplishments of school nurses and their efforts of meeting the needs of today's students by improving the delivery of health care in our schools.

The Hillsboro School District offers gratitude for school nurses, who contribute to our local communities by helping students stay healthy, in school, and ready to learn.

The Board of Education of the Hillsboro School District do hereby proclaim the week of May 6-12, 2022 to be:

SCHOOL NURSES APPRECIATION WEEK

HILLSBORO SCHOOL DISTRICT

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

Hillsboro School District Board of Directors

PROCLAMATION

The Hillsboro School District acknowledges that Asian Americans and Pacific Islanders have lived and worked in Oregon since its early days, contributing to the state's rich history, economy, and culture.

The Hillsboro School District knows that Asian Americans and Pacific Islanders have helped advance our community's prosperity through their contributions to all fields of education, business, the arts, economic development, science, and technology.

The Hillsboro School District recognizes that Asian Americans and Pacific Islanders history is marked by a struggle for freedom, equality, and justice, prevailing over the adversity of exclusion, persecution, incarceration, and disparities.

The Hillsboro School District understands that the vibrant history and diverse cultures of Oregon's Asian Americans and Pacific Islanders are here to be honored as a central part of our state's story and shared across all Oregon communities.

The Hillsboro School District celebrates that the month of May is nationally recognized as a time to celebrate contributions of Asian Americans and Pacific Islanders to our society and collective history.

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

ASIAN AMERICAN & PACIFIC ISLANDER HERITAGE MONTH

HILLSBORO SCHOOL DISTRICT

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

Hillsboro School District Board of Directors

PROCLAMATION

The Hillsboro School District celebrates teachers who keep American democracy alive by molding future community members through guidance and education.

The Hillsboro School District honors teachers who are constantly learning so they can adapt to the ever-changing needs of a diverse population in order to open students' minds to ideas, knowledge, and dreams that reach beyond the limits of their present circumstances.

The Hillsboro School District thanks teachers who contribute to the growth of our city, state, and nation by providing high-quality equitable education to all students.

The Hillsboro School District recognizes that teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service.

The Hillsboro School District salutes teachers in their work to inspire students to discover endless possibilities for success.

The Board of Education of the Hillsboro School District do hereby proclaim the week of May 2-6, 2022 to be:

TEACHER APPRECIATION WEEK

HILLSBORO
SCHOOL DISTRICT

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

Hillsboro School District Board of Directors

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
March 15, 2022
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

1. *EXECUTIVE SESSION*

Board Present:	Staff and Others Present:
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	Kona Lew-Williams, Human Resources Officer
Erika Lopez, virtual	Beth Graser, Communications Officer
Yadira Martinez, virtual	Jordan Beveridge, Information Technology Officer
Monique Ward	Francesca Sinapi, Equity, Access and Engagement Officer
	Michelle Morrison, Financial Officer
Others Present:	Rose Roman, Executive Assistant to the Board
Greg McKenzie	

A. Call to Order Executive Session
Board Chair Mark Watson called the meeting to order at 5:17 PM.

B. ORS 192.660(2)(i) - Evaluation of the Superintendent
Consultant Greg McKenzie gave an overview of the evaluation process and the save feature available for the survey. Board members discussed the survey and timeline for the evaluation process.

C. ORS 192.660(2)(d) - Labor Negotiator Consultation
Human Resources Officer Kona Lew-Williams and Financial Officer Michelle Morrison gave a brief update on labor negotiations.

D. Recess Executive Session
Board Chair Mark Watson moved the Board out of executive session and recessed the meeting at 6:06 PM.

2. *WORK SESSION*

Board Present:	Staff Present:
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, virtual	Kona Lew-Williams, Human Resources Officer
Monique Ward	Michelle Morrison, Financial Officer
Yadira Martinez, virtual	Jordan Beveridge, Information Technology Officer
	Francesca Sinapi, Equity, Access and Engagement Officer
Student Representatives Present:	Olga Acuna, Executive Director of Federal Programs
Michelle Chen	Carol Hatfield, Executive Director of Transportation
	Nate Roedel, Executive Director of Nutrition Services
Budget Committee Members Present:	Dave Peterson, Facilities Coordinator
Dawn Wallace	Rose Roman, Executive Assistant to the Board
Michael Smith	Hugo Salmeron, Technology Support
Kristine Adams-Wannberg	Sebastian Hernandez Viera, Language Liaison
Kim Strelchen	
Alexander Flores	

A. Call to Order
Board Chair Mark Watson called the meeting to order at 6:10 PM

B. Budget Update
Financial Officer Michelle Morrison presented the budget update. Board and budget committee members asked clarifying questions.

C. Announce Interim Budget Committee Vacancy
Financial Officer Michelle Morrison notified the Board of a vacancy on the Budget Committee, as Sarah Parson has offered her resignation due to moving out of state.

D. Annual Support Services Report
Superintendent Mike Scott introduced the report and staff. Nate Roedel discussed the Nutrition Services department, Dave Peterson discussed the Facilities department, and Carol Hatfield discussed the Transportation department.

E. Recess Board Meeting
Board Chair Mark Watson recessed at 6:44 PM.

3. REGULAR SESSION

Board Present:	Staff Present:
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
See Eun Kim	Dayle Spitzer, Assistant Superintendent, School Performance
Erika Lopez, virtual	Beth Graser, Communications Officer
Monique Ward	Kona Lew-Williams, Human Resources Officer
Yadira Martinez, virtual	Michelle Morrison, Financial Officer
	Jordan Beveridge, Information Technology Officer
Student Representatives Present:	Francesca Sinapi, Equity, Access and Engagement Officer
Michelle Chen	Adam Stewart, Capital Projects Officer
Ceph Tronco	Olga Acuna, Executive Director of Federal Programs
Kaylee Vazquez	Brooke Nova, Director of CCP and Student Support Networks
	Jill Golay, HEA President
	Melody Hansen, HCU President
	Rose Roman, Executive Assistant to the Board of Directors
	Hugo Salmeron, Technology Support
	Sebastian Hernandez Viera, Language Liasion

A. Call to Order and Flag Salute
Board Chair Mark Watson reconvened the meeting at 7:00 PM and led the Pledge of Allegiance.

B. Land Acknowledgement
Board Chair Mark Watson read a Land Acknowledgement.

C. Proclamations
1. National Volunteer Week
Director Monique Ward read the National Volunteer Week Proclamation.

D. Approval of Agenda
Director Yadira Martinez 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
No audience members requested to address the Board.

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

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

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

Consent Agenda items were as follows:
1. Approve Minutes of February 22, 2022 Board Meeting
2. Approve Routine Personnel Matters
3. Accept Gifts and Donations

G. Action Items

1. Award Contract for Walnut Street Transportation Center Improvements

   Capital Project Officer Adam Stewart presented the contract.

   Director See Eun Kim MOVED, SECONDED by Director Erika Lopez, that the Board of Directors award the contract for improvements to the Walnut Street Transportation Center to Five Star Builders for the base bid amount of $995,708 and bid alternate of $12,050.

   The MOTION CARRIED (6-0).

   Board members asked clarifying questions.

2. Award Contract for Liberty High School Solar Project

   Capital Project Officer Adam Stewart presented the contract. Assistant Superintendent Travis Reiman added additional information.

   Director Nancy Thomas MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors award the contract for the solar canopy at the Liberty High School Sustainable Agriculture Program to Ross Builders for the bid amount of $1,352,384.

   The MOTION CARRIED (6-0).

   No discussion took place.

3. Adopt Inter-District Transfers Plan

   Communications Officer Beth Graser presented the Inter-District Transfers Plan.

   Director See Eun Kim MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors adopt the inter-district transfers plan.

   The MOTION CARRIED (6-0).

   Board members asked clarifying questions.

4. Adopt 2022-2023 School Calendar

   Human Resources Officer Kona Lew-Williams presented the 2022-2023 school calendar.

Director Monique Ward MOVED, SECONDED by Director Erika Lopez, that the Board of Directors adopt the proposed 2022-2023 School Calendar.

The MOTION CARRIED (6-0).

No discussion took place.

5. Adopt 2021-2022 Drug, Alcohol and Tobacco Prevention Plan
Brooke Nova presented the 2021-2022 Drug, Alcohol, and Tobacco Plan.

Director Nancy Thomas MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors adopt the 2021-2022 Drug, Alcohol and Tobacco Prevention Plan.

The MOTION CARRIED (6-0).

No discussion took place.

6. Acknowledge Gifts and Donations
Financial Officer Michelle Morrison presented the donation by the Patterson Booster Club.

Director Erika Lopez MOVED, SECONDED by Director Monique Ward, that the Board of Directors acknowledge the donation of $11,000 from the Patterson Booster Club to Patterson Elementary School for library books.

The MOTION CARRIED (6-0).

No discussion took place.

H. Reports and Discussions

1. COVID-19 Update
Superintendent Mike Scott discuss optional masking and reported that there was no additional information on COVID-19 to discuss.

2. Financial Report
Financial Officer Michelle Morrison presented the Financial Report.

I. Information - Administrative Regulation Update

1. E - Support Services
   a. EEAB-AR: School Bus Scheduling and Routing
   Presenter: Casey Waletich
2. G - Personnel
   a. GBA-AR: Veterans' Preference
   Presenter: Kona Lew-Williams
   b. GCBDA/GDBDA-AR(1): Family Leave
   Presenter: Kona Lew-Williams
3. I - Instruction
   a. IICC-AR: Volunteers
   Presenters: Kona Lew-Williams / Beth Graser

J. Policies - First Reading

1. G - Personnel
   a. GBL: Personnel Records
   Presenter: Kona Lew-Williams
   b. GBLA: Disclosure of Information
   Presenter: Kona Lew-Williams
2. J - Students
   a. JB: Equal Educational Opportunity
   Presenter: Francesca Sinapi

K. HCU / HEA Reports

HEA President Jill Golay introduced new HEA officers, Mary Kay Babcock, Angela Adzima, and Una Maher. She expressed her excitement at returning to the classroom and ended with a bargaining update. HCU President Melody Hansen looked forward to Spring Break, shared the classified staff perspective, and gave a bargaining update.

L. Discussion Time

1) Student Representatives' Time

Ceph Tronco thanked those who presented especially Classified, and HEA unions. Michelle Chen shared that some students were anxious about masking, but pleasantly surprised with the transition of masks not being required. Kaylee Vazquez acknowledge staff and shared her college application process, stating that she was accepted to the colleges she applied to and received scholarship offers.

2) Superintendent's Time

Superintendent Mike Scott congratulated Kaylee Vazquez. He acknowledged Classified Staff Appreciation week and thanked classified staff. He additionally highlighted academic conferences with Principals and recent school visits.

3) Board of Directors' Time

Director See Eun Kim congratulated Kaylee on her success, thanked Jill Golay for her work with HEA, and congratulated the new officers. She also highlighted a high school student listening session at Glencoe High School, and the candor of the students. Director Monique Ward thanked staff for their presentations, for answering her questions, and their assistance, and congratulated Kaylee Vazquez. Vice Chair Nancy Thomas congratulated Kaylee Vazquez, highlighted Glencoe High School theater performance Xanadu, and thanked Ceph Tronco for hosting her. She reminded everyone that children are struggling, and thanked the student reps for their efforts. Director Erika Lopez wished everyone a well-deserved Spring Break, thanked staff for presenting, and for their work. Director Yadira Martinez announced her resignation from the Board of Directors stating that it has been an honor to serve on the Board. She shared that she is currently training to be a dental therapist. Director Mark Watson stated that it has been an honor to serve with Director Martinez. He highlighted the City of Hillsboro levy, and informed Board members of the opportunity to formally endorse the levy. He also thanked to the HSD administrative team for their work during COVID-19.

M. Adjourn Meeting

Chair Mark Watson adjourned the meeting at 7:56 PM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
April 12, 2022
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

1. *EXECUTIVE SESSION*

Board Present:	Staff and Others Present:
Mark Watson, Chair	Jordan Beveridge, Technology Officer
Nancy Thomas, Vice Chair	Rose Roman, Executive Assistant to the Board
Lisa Allen, virtual	
See Eun Kim	Others Present:
Erika Lopez, virtual	Greg McKenzie, Consultant - NextUp Leadership
Yadira Martinez, virtual	
Monique Ward	

A. Call to Order Executive Session
Board Chair Mark Watson called the meeting to order at 5:17 PM.

B. ORS 192.660(2)(i) – Evaluation of the Superintendent
Consultant Greg McKenzie outlined the Executive Summary of the Superintendent Evaluation. Board members asked clarifying questions.

Board Present:	Staff and Others Present:
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen, virtual	Kona Lew-Williams, Human Resources Officer
See Eun Kim	Beth Graser, Communications Officer
Erika Lopez, virtual	Casey Waletich, Operations Officer
Yadira Martinez, virtual	Jordan Beveridge, Information Technology Officer
Monique Ward	Francesca Sinapi, Equity, Access and Engagement Officer
	Michelle Morrison, Financial Officer
	Rose Roman, Executive Assistant to the Board

C. ORS 192.660(2)(d) - Labor Negotiator Consultation
Superintendent Mike Scott and the Cabinet members joined the Executive Session. Human Resources Officer Kona Lew-Williams informed the Board that HCU and HSD have reached an agreement. Chair Mark Watson shared information about the bargaining process with his fellow Board members. Board members asked clarifying questions.

D. Recess Executive Session
Board Chair Mark Watson moved the Board out of executive session and recessed the meeting at 5:55 PM.

2. *WORK SESSION*

Board Present:	Staff Present:
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, virtual	Kona Lew-Williams, Human Resources Officer
Monique Ward	Michelle Morrison, Financial Officer
Yadira Martinez, virtual	Casey Waletich, Operations Officer
	Jordan Beveridge, Information Technology Officer
Student Representatives Present:	Francesca Sinapi, Equity, Access and Engagement Officer
Ceph Tronco	Olga Acuña, Executive Director of Federal Programs
Michelle Chen, virtual	Jeff Jones, Manager of Business Services
Kaylee Vazquez, virtual	Jill Golay, HEA President
	Melody Hansen, HCU President
Budget Committee Present:	Rose Roman, Executive Assistant to the Board
Michael Smith	Idania Romo, Language Liaison
Kristine Adams-Wannberg	Ciara Hartzell, Technology Support
Monica Uribe	

A. Call to Order
Board Chair Mark Watson called the meeting to order at 6:01 PM

B. Budget Update
Financial Officer Michelle Morrison gave a budget update including information on the budget development process, 2021-2022 budget composition, debt service fund, payroll and pension costs, capital projects fund, and internal service fund.

C. Board Vacancy Discussion and Action
Chair Mark Watson led a discussion on the process of filling the vacancy left by Director Yadira Martinez' resignation.

Director Monique Ward MOVED, SECONDED by Director Lisa Allen, that the Board of Directors accept Director Martinez's resignation from position 7 on the Board of Directors, announce the vacancy of Board position 7, and approve the appointment process and timeline.

The MOTION CARRIED (7-0).

No further discussion took place.

D. Strategic Plan Update
Communications Officer Beth Graser introduced Lauren Klaffky of Performance Fact, Inc. Ms. Klaffky shared the proposed strategic planning process. Board members and student reps asked clarifying questions and provided feedback.

E. Student Rep Process Discussion

Chair Mark Watson led a discussion on the student representative selection process, including removing question #6 and having a hybrid component to the interviews.

F. Discussion Time

1) Student Representatives' Time

Kaylee Vazquez shared her excitement about recruiting new student representatives. Michelle Chen shared the success of the Glencoe High School Band that she participates in and their recent qualification for State. Ceph Tronco expressed excitement at participating in the student representative interview process, highlight the Glencoe High school theater project, and asked for support of the arts and sports.

2) Superintendent's Time

Superintendent Mike Scott thanked everyone who participated in classified bargaining and express excitement about the strategic plan process.

3) Board of Directors' Time

Director See Eun expressed excitement about proactive strategic plan, and briefly shared her experience at the NSBA national conference. Director Lisa Allen expressed her excitement about the strategic plan process. Director Monique Ward thanked staff for the presentations, and for their work. Director Erika Lopez expressed appreciation for the presentations, and shared her experience at the NSBA national conference.

Director Nancy Thomas expressed that she is looking forward to the strategic plan development and her confidence in the process and briefly shared her experience at the NSBA national conference. Director Yadira Martinez highlighted snowfall in April. Chair Mark Watson briefly shared his experience at the NSBA national conference and his sense of pride in HSD. He also informed the Board of the upcoming discussion on the Superintendent contract and a complaint hearing that the Board will hold.

G. Recess Board Meeting

Chair Mark Watson adjourned the meeting at 8:34 PM.

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2022
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Cynthia Dale
Assignment: 1.0 FTE Kindergarten Teacher
Location: Indian Hills Elementary
Effective Date: June 17, 2022
Years of Service: 22 years

Laura McBroom
Assignment: 1.0 FTE Elementary Resource Specialist
Location: Indian Hills Elementary
Effective Date: June 17, 2022
Years of Service: 23 years

Barbara Scott
Assignment: 1.0 FTE Math Teacher, Computers Teacher
Location: Glencoe High School
Effective Date: June 17, 2022
Years of Service: 7 years

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

Michael Blomenkamp
Assignment: 0.8 FTE Music and Band Teacher
Location: Farmington View Elementary, Patterson Elementary
Effective Date: June 17, 2022

Rhianon Brennan
Assignment: 1.0 FTE 6th Grade Teacher
Location: Rosedale Elementary School
Effective Date: June 17, 2022

Holly Draper
Assignment: 1.0 FTE Resource Specialist
Location: Groner K-8 School
Effective Date: June 17, 2022

Sarah Funk
Assignment: 1.0 FTE Behavior Specialist
Location: Imlay Elementary, Witch Hazel Elementary
Effective Date: June 17, 2022

Griffith Gans
Assignment: 1.0 FTE Health Teacher, PE Teacher
Location: Hillsboro High School
Effective Date: April 6, 2022

Sofia McKinney Langenstein
Assignment: 1.0 FTE Secondary Resource Specialist
Location: Liberty High School
Effective Date: June 17, 2022

Liliana Morales Rodriguez
Assignment: 1.0 FTE Speech Language Pathologist
Location: Witch Hazel Elementary
Effective Date: June 17, 2022

Rachel Nehring
Assignment: 1.0 FTE 6th Grade Dual Language Teacher
Location: Reedville Elementary School
Effective Date: June 17, 2022

Breanna Smith
Assignment: 1.0 FTE 1st Grade Teacher
Location: Orenco Elementary School
Effective Date: June 17, 2022

Nancy Timmer
Assignment: 0.5 FTE English Learner Specialist
Location: Groner K-8 School
Effective Date: June 17, 2022

Holly Turner
Assignment: 1.0 FTE Speech Language Pathologist
Location: McKinney Elementary, Jackson Elementary
Effective Date: April 29, 2022

Joseph Vermeire
Assignment: 1.0 FTE Language Arts Teacher, AVID Teacher
Location: Century High School
Effective Date: June 17, 2022

C. Approve the employment of the following licensed personnel in the 2021-2022 school year:

Melissa Buechler
Education: MA – Loyola Marymount University, Los Angeles, CA
Experience: 4 years

Assignment: 1.0 FTE Culinary Arts Teacher CTE – Liberty High School

Kelly Butterfield
Education: BA – Washington State University, Vancouver, WA
Experience: None
Assignment: 1.0 FTE 4th Grade Teacher – Indian Hills Elementary School

Bryce Driscoll
Education: MA – University of Portland, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE Music Teacher – Orenco Elementary School

Julie Fong
Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE French Teacher – Century High School

Byron Fuentes
Education: BA – California State University Bakersfield, Bakersfield, CA
Experience: 6 years
Assignment: 1.0 FTE English Learner Specialist – Lincoln Street Elementary School

Kevin Hehn
Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE PE Teacher – Hillsboro Online Academy

Dorotea Lopez Perez
Education: BA – Universidad Nacional Autónoma de México, Mexico City, MX
Experience: None
Assignment: 1.0 FTE Counselor – W.L. Henry Elementary School

Meredith Meyer
Education: MA – University of Oregon, Eugene, OR
Experience: 1 year
Assignment: 0.8 FTE Speech Language Pathologist – McKinney Elementary School

Izabella Rivera
Education: BA- Portland State University, Portland, OR
Experience: None

Assignment: 1.0 FTE Social Studies Teacher – Glencoe High School

Nadia Sanchez
Education: BA – Georgia Gwinnett College, Lawrenceville, GA
Experience: 5 years
Assignment: 1.0 FTE General Education Teacher – Mooberry Elementary School

Angela Sellers
Education: BA – University of Florida, Gainesville, FL
Experience: 7 years
Assignment: 1.0 FTE Intermediate Classroom Teacher – Quatama Elementary School

Madeline Shoemaker
Education: BA – University of Oregon, Eugene, OR
Experience: None
Assignment: 1.0 FTE 1st Grade Teacher – Quatama Elementary School

Dakota Spencer
Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Language Arts Teacher – Hillsboro High School

Lauren Starts
Education: BA – Multnomah University, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE Math Teacher – Poynter Middle School

Xavier Anthony Suarez-Cuellar
Education: BA – Western Oregon University, Monmouth, OR
Experience: None
Assignment: 1.0 FTE Spanish Teacher – Liberty High School

David Top
Education: MA –Western Governors University, Salt Lake City, UT
Experience: 5 years
Assignment: 0.4 FTE Music Teacher, 0.3 FTE Music/Band Teacher– Groner K-8

Xochiquetzal Turner
Education: BA (expected June 2022)–Western Oregon University, Monmouth, OR
Experience: None

Assignment: 1.0 FTE 6th Grade Dual Language Teacher– Reedville Elementary School

Daniel Van Winkle
Education: MA – City of College of New York, New York, NY
Experience: 14 years
Assignment: 1.0 FTE Math Teacher – Liberty High School

Gabrielle Wisot
Education: BA – Hawaii Pacific University, Honolulu, HI
Experience: 1 year
Assignment: 0.8 FTE Counselor – Groner K-8

HILLSBORO SCHOOL DISTRICT 1J
April 26, 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 March 15, 2022:

- Policies in Section G - Personnel
  - GBL: Personnel Records
  - GBLA: Disclosure of Information

- Policies in Section J - Students
  - JB: Equal Educational Opportunity

RECOMMENDATION

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

Code: **GBL**
Adopted: 11/25/08
Revised/Readopted: 4/28/20; 9/22/20
Orig. Code: GBL

Personnel Records

An official personnel file will be established for each person employed by the District. Such files will be maintained in a central location.

The Superintendent or the superintendent's designee will be responsible for establishing procedures regarding the control, use, safety, and maintenance of all personnel records. Employees will be given a copy of evaluations, complaints, and written disciplinary actions placed in their personnel file. All charges resulting in disciplinary action shall be considered a permanent part of an employee's personnel or administrator's personnel file and shall not be removed for any reason. Employees may submit a written response to be attached to the file copy. Any medical records will be placed in a separate file.

All records containing employee medical condition information such as workers' compensation reports and release or permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

Except as provided below, or required by law, District employees'[1] personnel records will be available for use and inspection only by the following:

1. The individual employee. An employee or designee (designated in writing by the employee) may arrange with the human resources department to inspect the contents of the employee's personnel file on any day the Human Resources Department is open for business.

2. A Board member when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection.

3. The Superintendent and designated members of the central administrative staff.

4. District administrators and supervisors who currently or prospectively supervise the employee.

5. Attorneys for the District or the District's designated representative on matters of District business.

6. Upon receiving a request from a prospective employer issued under Oregon Revised Statute (ORS) 339.374(1)(b), the district, pursuant to ORS 339.378(1), shall disclose the requested information if it has or has had an employment relationship with a person who is the subject of the request, no later

[1] Includes former employees.

than 20 days after receiving such request. The records created by the District~~Records created~~ pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The District may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1).

7. Upon request from a law enforcement agency, the Oregon Department of Human Services, the Teacher Standards and Practices Commission, or the Oregon Department of Education, in conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination.

8. Upon request from a prospective employer or a former employee, authorized District officials may disclose information about a former employee's job performance to a prospective employer and such disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was knowingly false or deliberately misleading, was rendered with malicious purpose or violated any civil right of the former employee protected under ORS 659 or ORS 659A.

The Superintendent or their designee may permit persons other than those specified above to use and to inspect personnel records when, in their opinion, ~~with the Superintendent's or designee's discretion~~ the person requesting access has a legitimate official purpose. The Superintendent or designee will determine in each case, the appropriateness and extent of such access.

Personnel record requests by parties other than those listed above will follow Board policy KBA – Public Records.

END OF POLICY

Legal Reference(s):

ORS 30.178
ORS 339.370 – 339.374
ORS 339.378
ORS 339.388
ORS 342.143
ORS 342.850
ORS 652.750
ORS Chapter 659
ORS Chapter 659A
OAR 581-022-2405

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

Corrected 2/01/22

Code: GBLA
Adopted: 4/28/20
Revised/Readopted: 11/17/20

Disclosure of Information

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

1. The disclosure of information regarding the former employee's job performance is upon request of the prospective employer or the former employee. This disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was:

   a. Knowingly false;
   b. Deliberately misleading;
   c. Rendered with malicious purpose; or
   d. Violated civil right of the former employee protected under Oregon Revised Statute (ORS) 659 or ORS 659A.

2. Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);

3. The disclosure is a result of a request from law enforcement, Oregon Department of Human Services, Teacher Standards and Practices Commission, or the Oregon Department of Education in conducting an investigation related to suspected abuse or suspected sexual conduct to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;

4. No later than 20 days after receiving a request under ORS 339.374(1)(b), the district, if it has or has had an employment relationship with the applicant, shall disclose the information requested.

END OF POLICY

Legal Reference(s):

ORS 30.178
ORS 339.370 - 339.374
ORS 339.378
ORS 339.388
ORS Chapter 659
ORS Chapter 659A

OR. ATTORNEY GENERAL'S PUBLIC RECORDS AND MEETINGS MANUAL.

Code: JB
Adopted: 4/28/09
Revised/Readopted: 5/28/19
Orig. Code(s): JB

Equal Educational Opportunity

Every student of the district will be given equal educational opportunities regardless of age, sex, sexual orientation[1], gender identity, race, religion, color, national origin, disability, marital status, familial status, ~~or~~ parental status, linguistic background, culture, socioeconomic or immigration status, capability or geographic location.

The District staff shall acknowledge the dignity and worth of individuals and groups and their participative roles in society.

The District shall develop and implement an Equal Educational Opportunity Plan that assures that no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district or denied access to facilities in the district.

~~The District shall implement, in each school, programs which assure equity, opportunity, and access for all students, and will treat its students without discrimination on the basis of sex as this pertains to course offerings, athletics, counseling, employment assistance, and extracurricular activities.~~

~~The Superintendent will designate an employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The Title IX coordinator will investigate complaints communicated to the District alleging noncompliance with Title IX through the District's complaint process. The Title IX coordinator's name, address, and telephone number will be provided to all students and employees.~~

~~The Board will adopt and the district will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints under Title IX.~~

The Superintendent and District staff are directed to make continuous efforts to provide equal educational opportunities and to eliminate those conditions which may cause discrimination.

A student or parent may also access and use the District's general complaint procedure through Board policy KL - Public Complaints.

All reports, complaints or information will be investigated.

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[1] ~~"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual's sex at birth.~~

The District will communicate the availability of policy and available complaint procedures to students and their parents through available district communication systems, and handbooks and will be published to the District website and made available at the district office during regular business hours.

A student of the District may not be subjected to retaliation by the District for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 192.630
ORS 326.051
ORS 329.025
ORS 332.107
ORS 336.086
ORS 659.850
ORS 659.852
ORS 659A.003
ORS 659A.006
ORS 659A.103 - 659A.145
ORS 659A.400
ORS 659A.403
ORS 659A.406
OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2310
OAR 839-003-0000

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12333 (2018).

Cross Reference(s):

AC - Nondiscrimination
ACA - Americans with Disabilities Act

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2022
CITY OF HILLSBORO – LEVY PRESENTATION

SITUATION

The May 17, 2022 ballot will contain proposed Measure 34-311 that, if passed, would renew the current operating local option levy to maintain police, fire, and parks services.

The City of Hillsboro provides public safety services, including police, fire, and emergency medical services to the community. The City also provides parks maintenance services to City parks, facilities, wetlands, and natural areas. The proposed measure would provide funding to maintain police, fire, and emergency medical services, and parks maintenance services.

Voters authorized the current local option tax levy of $1.72 per $1,000 of assessed value in 2017. The current levy expires in June 2023. Hillsboro's local option levy was first authorized by voters in 1998. The proposed levy would continue the current rate of $1.72 per $1,000 of assessed value for five years, starting in July 2023. If passed, the majority of the proposed levy funding would go to police, fire, and emergency medical services. The remaining amount of the proposed levy would be used for parks maintenance services.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
April 26, 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 58: Software Discovery and Testing*
> Central office services are designed to anticipate and proactively meet the needs of each school. In partnership with human resources and technology services, the business office continues to explore tools and options for improving paperless business functions. Tyler Content Manager is a supplement that many users of the same financial/human resource software are currently using. This cross-department team will view demos and solicit performance feedback from both Tyler Technology and users to determine if this platform would benefit the district.

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

Finance Manager Jennifer Zavatsky and the finance team are providing exceptional support to office and department managers as the end of the fiscal year approaches. The new school year connection group has been created as requested by Human Resources for staffing purposes and the finance team helps navigate workflows and transactions according to Generally Accepted Accounting Principles (GAAP). The legislature has appropriated state funds targeting Summer Programs, creating an extra layer of planning and procurement at the building and department levels.

Finance Team – Financial Reporting, Contracts and Grants

Manager of Business Services Jeff Jones continues to assist with the development of the 2022-23 Proposed Budget document that will be presented to the Budget Committee on April 26.

Christy Woodard and Nathan DePinto, Fiscal Planning Specialists continue to monitor major grant programs to ensure activities and expenditures are allowable under district, state and federal guidelines. Specifically, the major programs of High School Success, the Student Investment Account, and ESSER/ARP funds are drawing press and public attention to assure they are used to operate safely and meet student needs. The Oregon Department of Education continues to develop and alter reporting mechanisms as more information becomes available and are careful not to request information that can be accessed through another reporting mechanism (consolidated student or district level reports).

Payroll Team and Employee Benefits

Payroll Supervisor Kim Grannis and the payroll team have completed the Quarter 1/Period 3 reporting for payroll and continue to prepare for the retroactive payrolls that may occur in May.

Welcome to Wendy Holland, the newest addition to the payroll team! Wendy is coming to the Business Office after many years in the Student Services Department. Wendy is succeeding Bill Watkins after 8.5 years as he follows his dreams with his wife in Colorado. Congratulations to all!

Lynette Coffman has notified the district of her acceptance of a position in the Beaverton School District as Payroll Supervisor and the Employee Benefits Supervisor position is currently posted. Although this transition is a challenge, Lynette's work family is proud of her service and growth over the past 14.5 years.

General Functions

If you would like more information or to discuss these or other Business Office items, please contact Michelle Morrison at 503-844-1527 or morrisom@hsd.k12.or.us.

Workers' Compensation Report

In order to ensure accurate reports to the Board, and allow adequate time for the claims submitted each month to be fully processed, there is a one-month delay in reporting workers' compensation claims to the Board. The table below includes workers' compensation claims reported in February 2022.

The District received 10 workers' compensation claims in February. As of February 28, 2022, there were 32 open claims; 14 were for medical costs only, and 18 included time loss. There were three employees on a modified work plans during February.

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	6
February	17	0	10
March	3	2	
April	0	4	
May	1	7	
June	0	3	
Yearly Total:	**99**	**34**	**62**

Student Incident Report

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

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	56	0.3	1
February	2	N/A	0	84	0.2	1
March	12	N/A	0			
April	29	1.4	1			
May	24	0.8	0			
June	9	1.4	2			
Yearly Total:	**78**		**3**	**443**		**10**

Vehicle Accidents

There is a one-month delay in reporting vehicle accidents to the Board, in order to allow adequate time to ensure that monthly reports are accurate and complete. There were two vehicle accidents in February.

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

	1st Quarter	October	November	December	2nd Quarter	January	February	March	3rd Quarter	Fiscal YTD	Budget		Fiscal YTD	
Revenues	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**Actual**	**2021-22**	**2021-22**	**% of Budget**	**2020-21**	**% of Budget**
Taxes	$113,991.67	$105,623.50	$0.00	$15,636,608.73	$15,742,232.23	$907,066.78	$565,267.47	$1,165,285.53	$2,637,619.78	$18,493,843.68	$85,131,045.00	21.72%	$79,593,631.27	96.47%
Interest	$38,373.74	$9,934.89	$12,515.65	$35,642.02	$58,092.56	$32,848.83	$26,278.56	$31,979.75	$91,107.14	$187,573.44	$500,343.00	37.49%	$284,898.61	23.74%
Local Sources	$57,132.16	$18,174.86	$65,544,084.04	$55,057.96	$65,617,316.86	$48,705.41	$47,138.44	$177,337.66	$273,181.51	$65,947,630.53	$3,111,507.00	2119.48%	$351,261.92	12.70%
Total Local	**$209,497.57**	**$133,733.25**	**$65,556,599.69**	**$15,727,308.71**	**$81,417,641.65**	**$988,621.02**	**$638,684.47**	**$1,374,602.94**	**$3,001,908.43**	**$84,629,047.65**	**$88,742,895.00**	**95.36%**	**$80,229,791.80**	**92.78%**
County/ESD	$2.39	$1,325,703.50	$299,401.00	$331,697.06	$1,956,801.56	$402,223.14	$299,401.00	$325,417.19	$1,027,041.33	$2,983,845.28	$3,775,652.00	79.03%	$3,393,399.03	89.53%
State Sources	$47,009,402.72	$11,748,791.18	$11,520,238.53	$11,293,674.18	$34,562,703.89	$12,418,345.14	$11,589,968.25	$11,343,123.18	$35,351,436.57	$116,923,543.18	$148,923,304.00	78.51%	$117,877,665.09	82.34%
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%
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%	$102,378.19	0.00%
Beginning Balance*	$9,494,012.00	$0.00	$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	**$56,712,914.68**	**$13,208,227.93**	**$77,376,239.22**	**$27,352,679.95**	**$117,937,147.10**	**$13,809,189.30**	**$12,528,053.72**	**$13,043,143.31**	**$39,380,386.33**	**$214,030,448.11**	**$250,935,863.00**	**85.29%**	**$211,012,325.11**	**86.88%**
Expenditures														
Instruction														
Salaries	$7,347,731.34	$7,330,578.34	$7,346,609.34	$7,305,979.10	$21,983,166.78	$7,252,179.39	$7,141,769.42	$7,179,988.79	$21,573,937.60	$50,904,835.72	$82,611,861.05	61.62%	$47,792,491.58	60.16%
Benefits	$3,828,044.23	$3,907,327.00	$3,859,604.31	$3,838,321.02	$11,605,252.33	$3,796,815.22	$3,692,929.50	$3,802,454.52	$11,292,199.24	$26,725,495.80	$43,980,029.26	60.77%	$26,745,813.60	58.72%
Purchased Service	$903,209.82	$270,752.38	$728,034.90	$647,552.76	$1,646,340.04	$238,441.21	$358,636.45	$239,531.54	$836,609.20	$3,386,159.06	$14,722,372.52	23.00%	$3,171,959.53	22.07%
Supplies/Materials	$753,712.91	$272,123.47	$245,412.44	$168,196.85	$685,732.76	$88,497.99	$152,741.88	$96,971.65	$338,211.52	$1,777,657.19	$4,697,968.00	37.84%	$1,330,984.81	28.19%
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%	$63,392.00	0.00%
Other	$104,316.00	$67,615.31	$2,516.00	$8,273.00	$78,404.31	$1,675.71	$486.00	$2,460.00	$4,621.71	$187,342.02	$1,020,362.19	18.36%	$152,828.94	15.66%
Total Instruction	**$12,937,014.30**	**$11,848,396.50**	**$12,182,176.99**	**$11,968,322.73**	**$35,998,896.22**	**$11,377,609.52**	**$11,346,563.25**	**$11,321,406.50**	**$34,045,579.27**	**$82,981,489.79**	**$147,032,593.02**	**56.44%**	**$79,257,470.46**	**54.64%**
Support Services														
Salaries	$7,632,355.72	$3,629,389.82	$3,616,896.10	$3,494,588.53	$10,740,874.45	$3,516,829.76	$3,535,761.78	$3,547,630.38	$10,600,221.92	$28,973,452.09	$52,364,058.48	55.33%	$24,665,945.01	52.22%
Benefits	$4,362,058.75	$2,092,181.96	$2,041,182.59	$2,054,753.96	$6,188,118.51	$2,066,582.86	$2,041,791.58	$2,067,984.44	$6,176,358.88	$16,726,536.14	$27,877,023.92	60.00%	$16,094,507.55	59.43%
Purchased Service	$3,428,985.20	$1,351,267.46	$1,188,437.26	$1,218,176.48	$3,757,881.20	$1,679,667.87	$1,950,390.78	$2,007,742.60	$5,637,801.25	$12,824,667.65	$9,331,870.33	137.43%	$7,625,446.36	89.24%
Supplies/Materials	$1,663,459.96	$893,790.73	$708,739.79	$216,941.82	$1,819,472.34	$342,275.13	$350,960.33	$390,405.35	$1,083,640.81	$4,566,573.11	$2,977,837.18	153.35%	$4,162,985.36	148.31%
Capital Purchases	$34,716.33	$5,767.80	$16,135.49	$0.00	$21,903.29	$12,607.00	$9,672.00	$13,000.00	$35,279.00	$91,898.62	$0.00	0.00%	$147,739.79	0.00%
Other	$1,725,336.30	$35,936.53	$29,561.57	$5,952.20	$71,450.30	-$13,800.05	$5,634.03	$2,427.35	-$5,738.67	$1,791,047.93	$646,763.12	276.92%	$1,577,254.00	271.90%
Total Support	**$18,846,912.26**	**$8,008,334.30**	**$7,600,952.80**	**$6,990,412.99**	**$22,599,700.09**	**$7,604,162.57**	**$7,894,210.50**	**$8,029,190.12**	**$23,527,563.19**	**$64,974,175.54**	**$93,197,553.03**	**69.72%**	**$54,273,878.07**	**62.93%**
Community Services														
Salaries	$78,493.80	$26,055.63	$32,977.26	$30,471.31	$89,504.20	$28,128.07	$27,736.79	$28,518.69	$84,383.55	$252,381.55	$375,481.49	67.22%	$246,127.23	78.51%
Benefits	$40,463.19	$17,250.18	$20,573.84	$17,860.20	$55,684.22	$17,792.24	$16,697.70	$17,090.86	$51,580.80	$147,728.21	$199,894.87	73.90%	$144,070.34	80.17%
Purchased Service	$1,964.00	$4,872.45	$4,083.87	$361.79	$9,318.11	$0.00	$700.00	$91.73	$791.73	$12,073.84	$66,915.07	18.04%	$931.59	1.64%
Supplies/Materials	$879.81	$0.00	$398.51	$1,505.68	$1,904.19	$0.00	$68.92	$0.00	$68.92	$2,852.92	$21,352.87	13.36%	$1,384.75	7.43%
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%
Other	$0.00	$0.00	$0.00	$0.00	$0.00	$800.00	$0.00	$0.00	$800.00	$800.00	$4,637.65	0.00%	$0.00	0.00%
Total Community Services	**$121,800.80**	**$48,178.26**	**$58,033.48**	**$50,198.98**	**$156,410.72**	**$46,720.31**	**$45,203.41**	**$45,701.28**	**$137,625.00**	**$415,836.52**	**$668,281.95**	**62.22%**	**$392,513.91**	**68.58%**
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%	-$3,246.50	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%	-$45.81	0.00%
Contingency/Ending Balance	$10,037,435.00	$0.00	$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	**$41,943,162.36**	**$19,904,909.06**	**$19,841,163.27**	**$19,008,934.70**	**$58,755,007.03**	**$19,028,492.40**	**$19,285,977.16**	**$19,396,297.90**	**$57,710,767.46**	**$158,408,936.85**	**$250,935,863.00**	**63.13%**	**$144,914,582.13**	**59.67%**

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

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2022
RATIFY AGREEMENT WITH HILLSBORO CLASSIFIED UNITED

SITUATION

The District has been negotiating with Hillsboro Classified United (HCU) since January 20, 2021. The scope of bargaining has included the following:

- Opening 32 of the 32 articles
- Memorandum of Understandings

On April 8, 2022, our District bargaining team reached a tentative agreement with HCU for a new three-year contract and they ratified the contract on April 15, 2022. The main points of the tentative agreement are as follows:

SALARY AND FINANCIALS

- The 2021-22 salary schedule will be increased by 4% (retroactive to July 1, 2021).
- Employees who were not eligible for step advancement for 2020-21 due to being on the maximum step of their respective salary schedule shall be placed on the revised salary schedule; the first step of each salary schedule shall be eliminated. (Article 10)
- Employees who have worked in our District for 15 or more years will receive a longevity bonus payment of five hundred dollars ($500), payable at the end of the 2022-23 and 2023-24 contract years. (Article 10)
- The 2022-23 salary schedule will be increased by 3%.
- A collaborative salary study was completed that has a targeted wage analysis adjustment to be implemented for <3.11%. The financial implementation will take place in 2022-23 and 2023-24, year two and three of the contract.
- The 2023-24 salary schedule will be increased by 3%.
- Juneteenth will be considered a paid holiday for 12-month employees starting in the 2021-22 contract year and moving forward. (Article 13)
- Effective July 1, 2022, staff who are bilingual in languages designated by the District that are representative of numerically significant portions of our diverse student population may qualify for the annual stipend of $1,200.
- Normal step increases for eligible employees will take place in all three years.

INSURANCE

- 2021-21: $50.00 increase to the insurance cap ($1,275/month for 1.0 FTE);
- 2022-23: $50.00 increase to the insurance cap ($1,325/month for 1.0 FTE);
- 2023-24: $50.00 increase to the insurance cap ($1,375/month for 1.0 FTE).

BARGAINING HIGHLIGHTS

- Clarified and standardized language used within the contract.

- Amended temporary employees hired into a regular position without break in service shall serve a nine (9) month probationary period. (Article 6)
- Probationary employees who are eligible for vacation may use accrued vacation after six (6) months of employment with the District. (Article 6)
- When a vacancy becomes open that a temporary employee in the same position could fill, the District will first post that position in accordance with Section B. In the event the current temporary employee is the sole internal applicant for that position, the District may fill that vacancy with the current temporary employee in that position without further completing a formal hiring process. (Article 8)
- A financial institution may be used for voluntary financial deductions as long as it is part of the electronic funds transfer system, with a maximum of two, and in accordance with practices set forth by the payroll department (effective July 1, 2022). (Article 11)
- The implementation of the Bilingual Stipend will require a successful completion of a language proficiency assessment. Staff who receive the stipend will be expected to use bilingual skills on a regular basis to communicate with students, families, staff and community members. (Article 10)
- Sick leave shall be used for the illness or injury of the employee, including medical appointments, or for any reason set forth in the Oregon Sick Time Law, including mental health and family illness. (Article 15)
- If dress code requires specific shirts, the District will provide up to four (4) shirts for each employee per year. If specialized work clothing or equipment is required it will be provided by the District. (Article 19)
- Clarification of the process for assigning summer trips in the Transportation Department. (Article 20)
- The District shall establish a Professional Improvement Fund in the amount of forty thousand ($40,000) for each year of the contract for the purpose of assisting employees seeking to upgrade and gain new skills. Employees may initially apply for one thousand dollars ($1,000) in any one year and may request additional funds, up to five hundred dollars ($500), a total of fifteen hundred dollars ($1,500) after June 1, if any funds remain in the Professional Improvement Fund. (Article 21)
- When an emergency school or District closure is necessary, employees may have the ability to work their shift remotely as approved by their supervisor. (Article 25)
- All unopened articles will continue as current contract language.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the three-year collective bargaining agreement with Hillsboro Classified United, effective July 1, 2021, through June 30, 2024, as tentatively agreed to by the District bargaining team.

> *I move that the Board of Directors approve the three-year collective bargaining agreement with Hillsboro Classified United, effective July 1, 2021, through June 30, 2024, as tentatively agreed to by the District bargaining team.*

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2022
APPROVE PURCHASE OF ELECTRIC SCHOOL BUSES

SITUATION

The District has been awarded $1,000,000 through the Federal and State American Rescue Plan Act (ARPA) to be used for the purchase of electric school buses and the required infrastructure, and a Portland General Electric (PGE) grant of $255,000. The District has also applied for Department of Environmental Quality (DEQ) grant funds to further offset a portion of the total purchase price.

Buses to be purchased will be two (2) Blue Bird Type D Transit Electric ($396,164 each). The Transit type D buses are being purchased from an open purchase agreement with Western Bus Sales from Lane County School District 4J (Eugene) RFP-18-442 (extended to August 31, 2022). The cost for these two (2) vehicles is anticipated to be approximately $792,328.

This purchase aligns with the District's plan to replace "gross polluter" buses.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the purchase of two (2) vehicles for a total estimated cost of $792,328.

> *I move that the Board of Directors approve the purchase of two (2) vehicles for a total estimated cost of $792,328.*

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2022
ACCEPT GIFTS AND DONATIONS
(as of March 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.

- Donation of $7,462.40 from the Orenco Booster Club to Orenco Elementary School to be used as follows:
    - $5,000 for library materials and supplies
    - $1,462.40 for recess equipment
    - $1,000 for Spanish library books
- Donation of $6,394.55 from the North Plains PTO to North Plains Elementary School for computer purchases.

RECOMMENDATION

The Superintendent recommends that the Board of Directors accept the donation of $7,462.40 from the Orenco Booster Club to Orenco Elementary School for library materials and supplies, recess equipment, and Spanish library books, and the donation of $6,394.55 from the North Plains PTO to North Plains Elementary School for computer purchases.