

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

Board Meeting Agenda
Tuesday, September 27, 2022
5:15 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. **5:15 PM - Executive Session**
 - A. Call to Order Executive Session
Presenter: Mark Watson
Time: 5:15 PM
 - B. ORS 192.660(2)(d) - Labor Negotiator Consultation
Presenter: Kona Lew-Williams
Time: 5:15 PM, 15 minutes
 - C. Recess Executive Session
Presenter: Mark Watson
Time: 5:30 PM
2. **5:30 PM - Work Session**
 - A. Call to Order
Presenter: Mark Watson
Time: 5:30 PM
 - B. Facilities Naming - ES29
Presenter: Casey Waletich
Time: 5:30 PM, 30 minutes
 - C. Legislative Priorities Input / Planning
Presenter: Beth Graser
Time: 6:00 PM, 25 minutes
 - D. Statewide Assessment Update
Presenter: Audrea Neville
Time: 6:25 PM, 20 minutes available
 - E. Recess Board Meeting
Time: 6:45 PM
3. **7:00 PM - Regular Session**
 - A. Call to Order and Flag Salute
Presenter: Mark Watson
Time: 7:00 PM, 5 minutes
 - B. Land Acknowledgement
Presenter: Mark Watson
Time: 7:05 PM, 5 minutes
 - C. Proclamations
Presenter: Mark Watson
Time: 7:10 PM, 5 minutes
 1. National Principals Month
Presenter: Nancy Thomas
 2. Safe Schools Week
Presenter: Patrick Maguire
 - D. Approval of Agenda
Presenter: Mark Watson

Time: 7:15 PM, 5 minutes

SAMPLE MOTION: I move that the Board of Directors approve the agenda as printed.

E. Consent Agenda

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

Presenter: Mark Watson

Time: 7:20 PM, 5 minutes

SAMPLE MOTION: I move that the Board of Directors approve the Consent Agenda as printed

1. Approve Minutes of June 21, 2022, Board meeting
2. Approve Minutes of June 23, 2022, Board meeting
3. Approve Minutes of June 28, 2022, Board meeting
4. Approve Minutes of August 2, 2022, Board meeting
5. Approve Minutes of September 13, 2022, Board Meeting
6. Approve Routine Personnel Matters
7. Accept Gifts and Donations
8. Adopt Board / Superintendent Working Agreements
9. Adopt Board Goals
10. Approve Policy
 - a. D - Fiscal Management
 - 1) DH: Loss Coverage

Presenter: Michelle Morrison

F. Audience Time

Presenter: Mark Watson

Time: 7:25 PM, 10 minutes

G. Action Items

1. Approve the Nomination of Metro Policy Advisory Committee (MPAC) Members

Presenter: Mark Watson

Time: 7:35 PM, 10 minutes

SAMPLE MOTION: I move that the Board of Directors approve the nomination of Susan Greenberg to serve on the Metro Policy Advisory Committee (MPAC).

~AND~

I move that the Board of Directors nominate Mark Watson to serve on the Metro Policy Advisory Committee (MPAC) for the alternate position.

~AND~

I move that the Board of Directors approve the nomination of Mark Watson to serve on the Metro Policy Advisory Committee (MPAC) for the alternate position.

2. Acknowledge Gifts and Donations

Presenter: Michelle Morrison

Time: 7:45 PM, 5 minutes

SAMPLE MOTION: I move that the Board of Directors acknowledge the donations listed.

3. Facilities Naming - ES29

Presenter: Casey Waletich

Time: 7:50 PM, 10 minutes

SAMPLE MOTION: I move that the Board of Directors select [Insert Name(s) here] as the name(s) for ES29 to be placed on first read.

4. Notice of Intent to Purchase - Microsoft

Presenter: Jordan Beveridge

Time: 8:00 PM, 5 minutes

SAMPLE MOTION: I move that the Board of Directors acknowledge the Notice of Intent to Purchase by use of a cooperative purchasing agreement, under the authority of the State of Oregon (ORS 279A.215 Permissive Cooperative Procurements).

5. Notice of Intent to Purchase - Custodial Agency Services

Presenter: Michelle Morrison

Time: 8:05 PM, 5 minutes

SAMPLE MOTION: I move that the Board of Directors approve the non-exclusive, temporary contracts for Custodial Agency Services to ABM and Cascade Business Services.

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

Presenter: Mark Watson

Time: 8:10 PM

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

Presenters: Jordan Beveridge / Michelle Morrison

Time: 8:10 PM, 5 minutes

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

2. Local Contract Review Board: Public Testimony

Presenter: Mark Watson

Time: 8:15 PM

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

Presenter: Mark Watson

Time: 8:15 PM

- J. Reports and Discussion

1. Financial Report

Presenter: Michelle Morrison

Time: 8:15 PM, 5 minutes

2. Division 22 Assurances

Presenter: Travis Reiman

Time: 8:20 PM, 10 minutes

- K. Information - Administrative Regulation Update

Presenter: Mike Scott

Time: 8:30 PM, 5 minutes

1. C - General Administration

- a. CPA-AR: Layoff and Recall for Administrators

Presenter: Kona Lew-Williams

2. K - District-Community Relations

- a. KBA-AR: Public Records

Presenter: Beth Graser

- L. Policies - First Reading

Policies that are scheduled for first reading are included in the Board meeting packet. Staff members will not formally present the first reading of policies, unless the Board requests information that is not already included in the Board meeting packet. If no public comments or questions are received regarding these policies during the

review period, they may be placed on the consent agenda for approval during the next regular meeting.

Presenter: Mike Scott

Time: 8:35 PM, 5 minutes

1. A/B - Board Governance and Operations
 - a. BBBA: Board Member Qualifications
Presenter: Mike Scott
 - b. BCF: Advisory Committees to the Board
Presenters: Mike Scott / Francesca Sinapi
 2. C: General Administration
 - a. CPA: Layoff and Recall for Administrators
Presenter: Kona Lew-Williams
 3. D: Fiscal Management
 - a. DBEA: Budget Committee
Presenter: Michelle Morrison
 4. G - Personnel
 - a. GDA: Instructional Assistants
Presenter: Kona Lew-Williams
 5. I - Instruction
 - a. IGBAF-AR: Special Education - Individualized Education Plan (IEP)
Presenter: Travis Reiman
 - b. IGBAG-AR: Special Education - Procedural Safeguards
Presenter: Travis Reiman
 6. K/L: District-Community Relations
 - a. KBA: Public Records
Presenter: Beth Graser
- M. HCU / HEA Reports
Presenter: Mark Watson
Time: 8:40 PM, 10 minutes
- N. Discussion Time
Presenter: Mark Watson
Time: 8:50 PM, 10 minutes
1. Student Representatives' Time
 2. Superintendent's Time
 3. Board of Directors' Time
- O. Adjourn Board Meeting
Presenter: Mark Watson
Time: 9:00 PM
- P. Next Meetings of the Board of Directors:
- October 11, 2022 Board Work Session
 - October 25, 2022 Board 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
September 27, 2022
FACILITIES NAMING - ES29

SITUATION

After months of community feedback and ES29 Naming Task Force review, four names are being presented to the Board of Directors for the new elementary school being constructed in South Hillsboro - ES29.

These names are:

Chatakuin

Virginia Meek

Millie Trumbull

Tamarack

Board members present at the August 2, 2022 Retreat were provided an update on the process. During tonight's work session, the Board of Directors will further discuss the presented names. Board members will be asked to provide their top one or two selections, with an explanation. After their discussion, the Board will select one or two finalists for further discussion later in the evening. During the regular session, the Board will discuss the selections from the work session and then select a lone finalist to be placed on 1st review.

RECOMMENDATION

The Superintendent recommends that the Board of Directors provide input and ask any questions they may have.

APPENDIX 4: ES29 NAMING SURVEY - Round 2 Summary

SUMMARY 539 responses

Name/Pts	1=strongly dislike	2=dislike	3=neutral	4=like	5=strongly like	# Dislikes	# Likes
Tamarack	59	59	105	112	204	118	316
Meek	103	62	100	130	144	165	274
Trumbull	103	88	110	108	130	191	238
Chatakuin	127	77	101	108	126	204	234
Reed Acres	160	74	83	83	139	234	222
Kenoyer	143	96	145	90	65	239	155
Marshall	149	94	140	91	65	243	156

WEIGHTED 539 responses

Name/Pts	1	2	3	4	5	Weighted Avg
Tamarack	59	118	315	448	1020	3.64
Meek	103	124	300	520	720	3.28
Trumbull	103	176	330	432	650	3.14
Chatakuin	127	154	303	432	630	3.05
Reed Acres	160	148	249	332	695	2.94
Kenoyer	143	192	435	360	325	2.70
Marshall	149	188	420	364	325	2.68

RANKING	Weighted Avg	# Dislikes	# Likes
Tamarack	3.64	118	316
Meek	3.28	165	274
Trumbull	3.14	191	238
Chatakuin	3.05	204	234
Reed Acres	2.94	234	222
Kenoyer	2.70	239	155
Marshall	2.68	243	156

dislikes total of responses for strongly dislike + dislike

likes total of responses for strongly like + like

weighted average

weighting points are assigned to each category of response:

1 = strongly dislike, 2 = dislike, 3 = neutral, 4 = like, 5 = strongly like

then multiplied against each count, i.e., for Tamarack: 5 points X 204 responses = 1020 weighted points

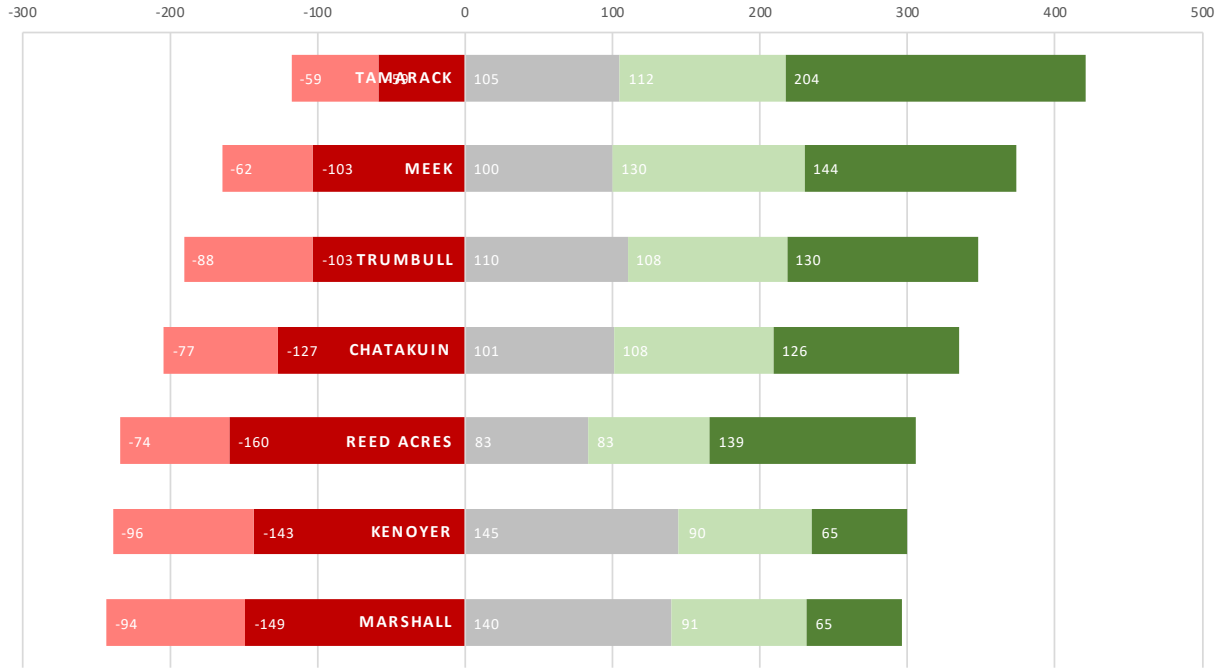
the weighted average is obtained by dividing the total weighted points by the total # of responses, i.e., for Tamarack:

$$(59 + 118 + 315 + 448 + 1020) / 539 = 3.64$$

ranking

the weighted average is sorted in descending order to rank the highest to lowest average scores

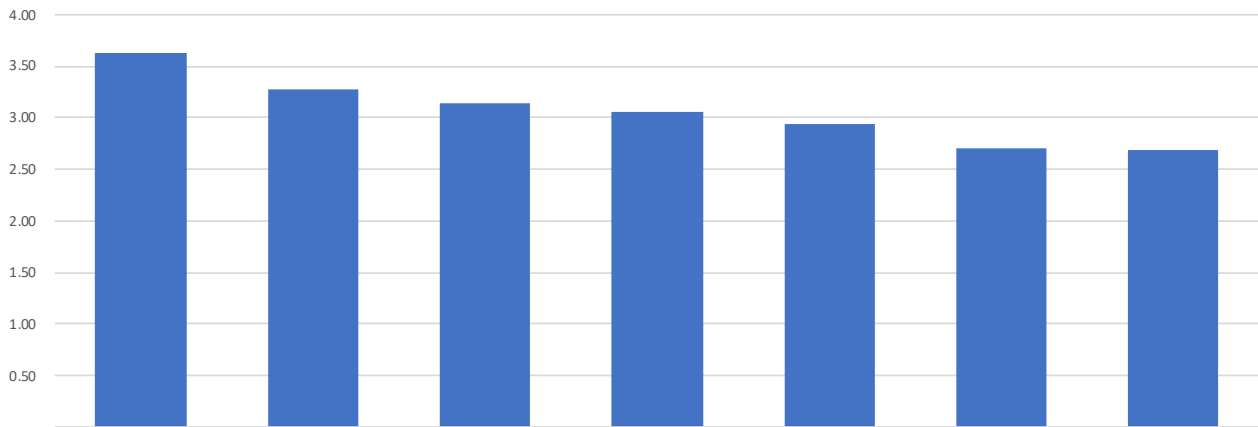
ES29 NAMING - ROUND 2 RESULTS COUNT OF RESPONSES



	Marshall	Kenoyer	Reed Acres	Chatakuin	Trumbull	Meek	Tamarack
Strongly Dislike	-149	-143	-160	-127	-103	-103	-59
Dislike	-94	-96	-74	-77	-88	-62	-59
Neutral	140	145	83	101	110	100	105
Like	91	90	83	108	108	130	112
Strongly Like	65	65	139	126	130	144	204

ES29 NAMING SURVEY - Weighted Average

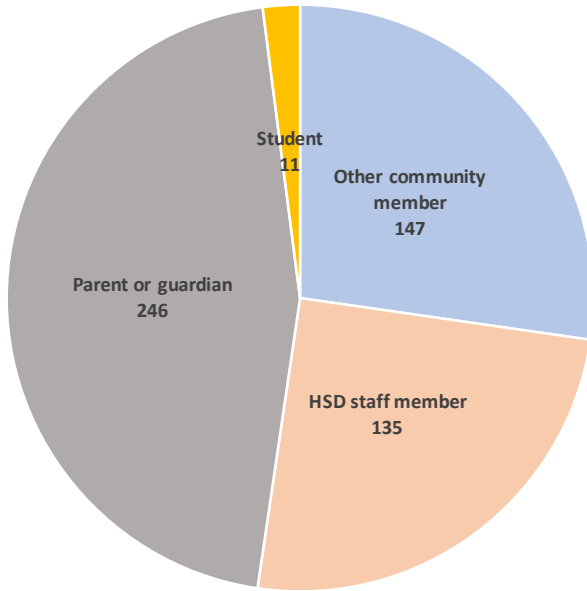
1 = strongly dislike --> 5 = strongly like



Weighted Avg	Tamarack	Meek	Trumbull	Chatakuin	Reed Acres	Kenoyer	Marshall
	3.64	3.28	3.14	3.05	2.94	2.70	2.68

ES29 Naming Survey - Round 2

of Respondents by Type (total 539)



1	I gave "Reed Acres" the lowest rating because the neighborhood is already named after Mr. Reed. Virginia Meek is my favorite option because she was an indigenous woman who was an important figure in the local area and led an incredibly interesting life. Naming the school after her would be a wonderful way to increase awareness of her story.
2	I like the name choices that are unique, but not too hard for the general public and people not from the area to pronounce! Reed Acres name too closely resembles Ladd Acres. Tamarack is fitting with it's native tree significance, no people to offend and the park of the same name is so close! Virginia Meek is my favorite name, though, as it honors a native and a woman, and she was an important part of Hillsboro history!
3	I really like Virginia Meek as a name because we should have schools named for women and being a Native American who was well respected doubles my vote. I really like Thurgood Marshall but he has many schools around the country named after him already. Naming a school after someone who was in child labor reform just sounds a bit odd but I can't pinpoint why. I do think a school name should be easy to pronounce. The first question people ask when you say the name should not be "How do you spell that" or "what does that mean?"
4	I think the school should be named after a historically important female
5	I like the idea of choosing a name with a local connection, or for a woman because that is definitely underrepresented in our district.
6	I believe naming the school after a woman is an important step in recognizing women, a part in history and in education.
7	I don't think many of HSD schools are named for women, so I like that idea. I also think it would be confusing to have a Reedville, a Ladd Acres and a Reed Acres, less overlapping names = less confusion. As much as I like honoring native names, something the community knows how to pronounce is a plus. It's frustrating for the school name to be mispronounced by substitutes, at community/national awards, etc.
8	I like Chatakuin because it is in the local Indigenous language. Other options reference the culture, but using the language adds an additional connection.
9	Schools should be named for the area they are located
10	Tamarack is my top choice
11	Born & raised in Hillsboro. Keeping the Reed name for the area is an important part of Hillsboro.
12	Reed acres is too similar to Ladd acres and can create confusion
13	I think Reed Acres would get confused with both Ladd Acres and Reedville. I think that would be a bad idea.
14	Some of the names are hard for kids to pronounce.
15	We need a school name where the pronunciation is easy to remember and does not require a detailed explanation as to how to pronounce it properly.
16	Not big on naming after people - after all, who thought we'd one day dislike naming schools after slave owners.
17	Most of the names looks not easy to remember/use except Reed Acres but it conflicts with Ladd Acres school. Please see if you can consider John Kelly name as i suggested in round1. The online citation can be found for John Kelly significance to this community area in this document link in page 11, 2.1 Area history https://www.hillsboro-oregon.gov/home/showdocument?id=6503
18	If we are truly moving forward with our equity work as a district, we should continue to honor the indigenous people of the area instead of the settlers that took over their land. Plenty of school are already named after prominent white men.
19	I love that Chatakuin is in native language and represents oak trees as we have many surrounding large trees in the community parks.
20	I think Reed Acres sounds too much like Ladd Acres and would cause confusion. I also think we should stay away from naming schools after businessmen. I like the idea of a native name or after a strong woman.
21	no
22	I love the idea of naming our new school after a strong woman- especially a native woman. Meek loved children and was beloved in her community for helping others. This is an amazing woman.
23	They all very good choices and it was hard to pick but my top two would be the ones I put as a 4
24	Reeds Acres Elementary School

25	Reed Acres makes the most sense. The school will be off of Reed Dr. and it is very near the Reedville area of Hillsboro. The school will also be in what was once vast empty acreage.
26	There are too many things, specifically academic institutions, already associated with the name Thurgood Marshall. As important of a figure that he was, the school would not have a name that sets it apart.
27	I think it is important to name our schools by rhe people that were here first
28	NA
29	We really like Tamarack for the name and also like names with connections to local people and history.
30	I like Tamarack due to its connection with the park next door. Chatakuin would be my second choice due to its connection with the original habitants of the area. I don't think folks would confuse it with Five Oaks MS in Beaverton. Since we already have schools named for Ladd and Reed, I think folks would confuse Reed Acres with Ladd Acres and Reedville.
31	I always appreciate locally significant names.
32	I like Tamarack park elementary opposed to just Tamarack.
33	Tamarack trees are beautiful. It would be nice to plant a couple of Tamarack trees in front of the school.
34	I think that naming a school that is linked the Ancestral roots will side in creating the schools culture.
35	While civil rights leaders are a historically good choice, we should honor those who made an impact in our immediate are. I like Meek and Reed.
36	Thank you for the survey
37	Tamarack represents all points in time- not just a native tribe which may no longer inhabit the area, or a person who is no longer living, (which discounts any current community members who are big contributors to the area). Tamarack trees takes into account all of time, and doesn't honor one person or group of people over others.
38	I am advocate for naming schools for regionally significant historical figures or geographic features. It creates a since of belonging and community.
39	Some of the names would be difficult to pronounce for those outside the area. The name that had two people associated with it would be confusing.
40	What about a native american name or Cesar Chavez for its historic recognition of diverse people whom have contributed
41	N/A
42	This is a nice variety of choices. Good luck
43	N/A
44	Na
45	Excited to see the school
46	nothing
47	I think it's better not to name the school after an individual.
48	Keep it local without repeating other school names or intent.
49	Reed Acres would be close to both Reedville and Ladd Acres. Could be confusing to people new to the area.
50	I am pleased to see Native Americans getting recognized. Greater representation across all the schools.
51	Let's not name a school after another white man.
52	I don't think we have any schools in our district named after a woman. Would this school be the first?
53	It is refreshing and give's me hope for the future to see you are considering naming a school after prominent native american people. Thank you and best wishes. Gabriela
54	It would be great for HSD to have a school named after a woman.
55	Don't pick a name no-one can pronounce, & will only forever slaughter, just to be pc. Marshall & Reed have no basis in direct relation to the school. Nor does Virginia Meek, unless this were a Native population school. An advocate against child labor is most appropriate.
56	Please choose a name that is easy to pronounce.
57	The Meek, 's played an important role in the founding of our community and I think choosing Virginia, 's name over Joseph is the right choice because of her Native American heritage.

58	I would really like to see the nod to Simeon Reed for the name as it is a very important part of the history of that area.
59	Name schools after locals.
60	It would be nice if you would include individuals with disabilities as prospective names
61	No
62	We have enough things named after men. Women deserve to be honored.
63	I believe honoring a woman who worked and volunteered much of her life - Dorothy Holycross - would be appropriate. It is her name, not a religious reference.
64	I think you're on the right track with the last four options in the list.
65	All are good choices
66	I'm not find of naming schools after people or obscure trees.
67	I think the mascot should be coyote, for coyote displaced by construction. So Tamarack or Reed Acres goes best with coyote
68	I'm always wary of naming something after a person, because history is always being re-discovered, and heroes often turn to humans, which make them seem like villains in retrospect. Then there's another round of renaming :/
69	Keeping the Reedville name would be nice. o many
70	I would very much like to honor local pioneers and or local historical landmarksnative
71	There is already a Reedville, so another Reed is confusing.
72	I really like the name Reed Acres as we live in Reed,Ãs Crossing and the school is located on Reed Drive.
73	It,Ãs a school, it doesn,Ãt need to be the full name of a person
74	No
75	Name should be specific to a person or place in Oregon. It,Ãs also time to honor more women and people of color!
76	I prefer a name derived from BIPOC or the surrounding area and not one from a historical politician or rich landowner.
77	For those who grew up here Reed Acres would honor the former Reedville school district and be the logical choice!
78	I think Chatakuin may be a bit too challenging for Elementary age children to pronounce. I definitely prefer a name with local significance.
79	What do the children attending want their school called?
80	Reed Acres could be mixed up with Reedville Elementary too easily. Do not recommend that one.
81	none
82	I like Reed Acres because it celebrates the area and makes sense.
83	Na
84	Please add Oppenheimer
85	Reeds elementary school
86	Silver Oak
87	Reed Acres makes apt for Reeds Crossing
88	While choosing a name like Reed Acres seems like the easiest, choosing a name that holds to the cultural land feels like the right choice.
89	No thanks
90	Virginia Meek and Reed Acres are my favouritez
91	I live in the Ichijo area right near the school so a nice name is important.
92	Reeds acres
93	We live in the land of big trees.
94	Pick a name that sounds pretty and matches all of the other schools in the dostrict

95	I still think animal names are cute for elementary schools. In the previous round, I had suggested Tiger Elementary.
96	Leave it ES29
97	School names with easy one word that has a dictionary meaning will be more successful. For example, stellar/webstar/hillstar/boro might be some good options to consider.
98	I believe the school should be named after one of the native tribes of the area or their words for the area or something location specific.
99	I feel like Reed has enough named after him.
100	Prefer to keep it from our area. It also should be something easy to pronounce for all, especially also should be easy to pronounce, spell and remember. It should not be named for something ne,Ãs political cause. This is elementary school.
101	I like honoring indigenous roots or Reed.
102	Where,Ãs the Hispanic, latino representation? You seem to just include white, black and Native American figures. Study your demographics more please. I say this with respect.
103	South Hillsboro school needs a name which represents the residents thereof! Most of the residents are tech employees and of Indian origin. How about ,ÃGandhi,Ã or ,ÃSilicon Forest,Ã?
104	It,Ãs risky to name public buildings after people because eventually information and accusations could surface about them, making the name a poor choice.
105	Oppenheimer School
106	NA
107	Naming the school for an actual local Native American person from history is the best way to represent Oregon's diversity.
108	Reed Acres signifies the most relevant to the area in my opinion
109	I like local ties to Oregon for naming of the school(s)
110	It's very hard to choose!!
111	I really feel a deep connection to our Native American roots in this area and I hope the final choice is representative and gives honor to the indigenous people of this area.

HILLSBORO SCHOOL DISTRICT 1J
September 27, 2022
LEGISLATIVE PRIORITIES INPUT / PLANNING

SITUATION

In February 2023, elected officials in Oregon will enter into a full legislative session. Within this session, they will determine the budget allocation for K-12 education over the 2023-25 biennium and will consider hundreds of changes to existing law, some of which will directly impact the Hillsboro School District.

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

A quorum of Board members indicated interest in serving on the Legislative Priorities subcommittee, which means that those subcommittee meetings require advance notification to the media and community. Because there was available time in this public work session, we decided to have an initial discussion on the topic with the whole Board. From here, the subcommittee will work to hone the recommendations and bring back a slate of draft priorities for the entire Board's consideration.

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss potential legislative priorities for the 2023-25 session.

HILLSBORO SCHOOL DISTRICT 1J
September 27, 2022
STATEWIDE ASSESSMENT UPDATE

SITUATION

The Oregon Department of Education publicly released the 2021-22 results from the Oregon Statewide Assessment System (OSAS) on Thursday, September 22, 2022. Tonight's information will provide a brief overview of that data. A more detailed districtwide overview of strengths and areas of growth will be provided once the At A Glance School and District profiles (formally known as report cards) are released in late October.

RECOMMENDATION

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

**HILLSBORO SCHOOL DISTRICT 1J
BOARD OF DIRECTORS 2022-2023
LAND ACKNOWLEDGEMENT**

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

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

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

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

PROCLAMATION

The Hillsboro School District recognizes that principals and assistant principals work tirelessly each day as visionaries, assessment experts, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives.

The Hillsboro School District appreciates that principals and assistant principals work collaboratively with both teachers and district staff to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives for schools to achieve educational excellence.

The Hillsboro School District honors exemplary principals and assistant principals who have succeeded in providing high-quality learning opportunities for students, as well as their outstanding contributions to the profession.

The Hillsboro School District celebrates that Principals Month gives an opportunity to honor and recognize the contribution of all school principals and assistant principals to the success of every student in the District.

The Board of Directors of the Hillsboro School District do hereby proclaim the month of October 2022 be:

NATIONAL PRINCIPALS MONTH

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

Hillsboro School District Board of Directors



PROCLAMATION

The Hillsboro School District recognizes that a week in October has been designated to increase awareness of the importance of safe schools and that it is critical for schools and communities to work together to ensure that our children are safe from harm and able to thrive in their academic environment.

The Hillsboro School District knows that excellence in education is dependent on safe, secure, and peaceful school settings.

The Hillsboro School District recognizes that all children deserve to learn in an environment where they feel safe and free from harm.

The Hillsboro School District encourages schools, communities, and organizations to work together to stop bullying and cyberbullying and put an end to hatred and racism by increasing awareness of the prevalence and impact of all forms of bullying on children of all ages.

The Hillsboro School District believes that it is important to focus public attention on school safety and identify, develop, and promote answers to these critical issues; and

The Board of Directors of the Hillsboro School District do hereby proclaim the week of October 16-22, 2022 be:

SAFE SCHOOLS WEEK

We urge all community members to join us in recognizing that we must work together to make our schools safe, secure, and peaceful places for learning, teaching, and working.

Hillsboro School District Board of Directors



DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

June 21, 2022

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

1. WORK SESSION

<u>Board Present:</u>	<u>Staff Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen	Jordan Beveridge, Information Technology Officer
See Eun Kim	Casey Waletich, Operations Officer
Erika Lopez, virtual	Michelle Morrison, Financial Officer
Monique Ward	Rose Roman, Executive Assistant to the Board
	Angela Adzima, Technology Support
<u>Student Representatives Present:</u>	John Garcia, Technology Support
Ceph Tronco	Ciara Hartzell, Technology Support
Kaylee Vazquez	Mary Kay Babcock, HEA Vice President
<u>Board Member Candidates Present:</u>	
Chris Adzima	
Patrick Maguire	
Kelly McLain	

- A. Call to Order
Board Chair Mark Watson called the work session to order at 4:33 PM

- B. Interview Candidates for Position 7 Vacancy
 - 1. Introduction
Board Chair Mark Watson introduced the interview process.

 - 2. Chris Adzima
Chris Adzima answered the questions set by the Board.

 - 3. Patrick Maguire
Patrick Maguire answered the questions set by the Board.

 - 4. Kelly McLain
Kelly McLain answered the questions set by the Board.

 - 5. Michael Smith
Michael Smith was not present. Board members viewed a video he submitted and read his responses to the interview questions.

- C. Board Discussion Time
Board Chair Mark Watson called for nominations. Director Lisa Allen nominated Chris Adzima. Director See Eun Kim nominated Patrick Maguire. Director Monique Ward nominated Michael Smith. Board Chair Mark Watson nominated Kelly McLain.

Board members discussed the candidates and the interviews. After discussion, Board Chair Mark Watson proposed that each Board state the candidate that they'd like to choose. Director Erika Lopez stated Patrick Maguire. Director Monique Ward stated Michael Smith. Director See Eun Kim stated Patrick Maguire. Vice Chair Nancy Thomas stated Patrick Maguire. Chair Mark Watson stated Patrick Maguire. Director Mark Watson asked the Executive Assistant to the Board of Directors Rose Roman to inform the candidates which candidate the Board would be moving forward for a vote in the Regular Session.

D. Recess Board Meeting

Board Chair Mark Watson recessed the meeting at 6:12 PM.

2. REGULAR SESSION

<u>Board Present:</u>	<u>Staff Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen	Beth Graser, Communications Officer
See Eun Kim	Kona Lew-Williams, Human Resources Officer
Monique Ward	Michelle Morrison, Financial Officer
Patrick Maguire	Casey Waletich, Operations Officer
	Jordan Beveridge, Information Technology Officer
<u>Student Representatives Present:</u>	Francesca Sinapi, Equity, Access and Engagement Officer
Michelle Chen	Becky Kingsmith, Director of Teaching and Learning
Ceph Tronco	Arcema Tovar, Director of Multilingual Programs
Kaylee Vazquez	Brooke Nova, Director of CCP and Student Support Networks
	Amanda Bethune, Career and College Pathways TOSA
	Rose Roman, Executive Assistant to the Board
<u>Others Present:</u>	Jeremy Carter, TOSA - OSP
Aron Carleson, HSF	Angela Adzima, Technology Support
	John Garcia Lopez, Technology Support
	Ciara Hartzell, Technology Support
	Jill Golay, HEA President
	Mary Kay Babcock, HEA President-Elect

- A. Call to Order and Flag Salute
Board Chair Mark Watson reconvened the meeting at 7:01 PM and led the Pledge of Allegiance.
- B. Land Acknowledgement
Board Chair Mark Watson read a Land Acknowledgement.
- C. Recognitions / Proclamations
1. Outgoing Student Representatives
Superintendent Mike Scott and Chair Mark Watson read statements recognizing the student representatives to the Board of Directors.
- D. Oath of Office
1. Accept Recommendation, Appoint Student Representatives to the Board of Directors, and Administer the Oath of Office
Board Chair Mark Watson discussed the student representative interviews.

Director See Eun Kim MOVED, SECONDED by Director Lisa Allen, that the Board of Directors accept the recommendation of the interview committee, and appoint V Godoy, Ivette Alonso Garcia, and Cailey McGuire to serve as Student Representatives to the Board of Directors for the 2022-23 school year, and administer the oath of office.

The MOTION CARRIED (5-0).

No further discussion took place.

The three students provided video of themselves taking the Oath of Office.

2. Appoint New School Board Member

Board Chair Mark Watson discussed the interview process and thanked the candidates.

Director Nancy Thomas MOVED, SECONDED by Director See Eun Kim, to appoint Patrick Maguire to fill vacant position #7 on the Hillsboro School District Board of Directors through the end of the term on June 30, 2023.

The MOTION CARRIED (4-1). Director Monique Ward opposed.

No further discussion took place.

3. Administer the Oath of Office

Board Chair Mark Watson administered the Oath of Office.

I, Patrick Maguire, do solemnly affirm that I will support the Constitution of the United States, the Constitution of the State of Oregon and the laws thereof, and the policies of the Hillsboro School District 1J. During my term, I will faithfully and impartially discharge the duties of the Office of the School Board Member to the best of my ability.

E. Approval of Agenda

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

The MOTION CARRIED (5-0).

No further discussion took place.

F. Audience Time

One audience member, student Jenna Walkenhorst, requested to address the Board about advisory classes and submitted a petition. Joe Everton requested to speak to the Board but was not online or in the Board room when audience time took place.

G. Consent Agenda

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

Director Lisa Allen MOVED, SECONDED by Director Monique Ward to approve the Consent Agenda as printed.

The MOTION CARRIED (5-0).

No discussion took place.

Consent Agenda items were as follows:

1. Approve Minutes of May 24, 2022 Board Meeting
2. Approve Routine Personnel Matters
3. Approve Policies
 - a. D - Fiscal Management
 - 1) DJ: District Purchasing
Presenter: Michelle Morrison
 - 2) DJ-AR: District Purchasing
Presenter: Michelle Morrison
 - 3) DLC: Expense Reimbursements
Presenter: Michelle Morrison
 - b. G -Personnel
 - 1) GBC-AR: Staff Ethics
Presenter: Michelle Morrison
4. Approve Annual Clerk / Officer Designations
5. Approve Annual Depository, Auditor, Legal Counsel, Newspaper, and Agent Designations
6. Approve Crime Policy Coverage Limits
7. Establish 2022-23 Mileage Reimbursement Rate
8. Tuition Rates for Non-Resident Students
9. Approve 2022-23 Board Meeting Dates
10. Accept Gifts and Donation

H. Reports and Discussions

1. Hillsboro Schools Foundation Annual Report

Aron Carleson of the Hillsboro Schools Foundation (HSF) introduced the HSF Board and thanked them for their service. She discussed the HSF Golf Tournament and Gala, as well as fundraising efforts. Career and College Pathways TOSA Amanda Bethune, Director of Multilingual Programs Arcema Tovar, and Director of Career and College Pathways and Student Support Networks Brooke Nova spoke and thanked the HSF for their efforts.

2. First Reading - K-6 Health Materials Adoption

Director of Teaching and Learning Becky Kingsmith introduced the topic. Director of Multilingual Programs Arcema Tovar discussed the process for health materials review and update. OSP TOSA Jeremy Carter discussed the CCAC curriculum review opportunities, results of the reviews, pilot demographics, pilot results, adoption recommendation including pros/strengths and cons/weaknesses, and the recommended instructional package. Erin Hansen discusses classroom pilots, next steps, preliminary work plan including summer projects proposal. Assistant Superintendent Travis Reiman provided comments as submitted by Linda Osuna, CCAC chairperson, including graphically represented curriculum of our student body, demographics, abilities, bodies, better website, take home materials for families, pamphlets to guide learning process, and potential needs for some supplemental materials. Board members asked clarifying questions and provided comments. CCAC member Joe Everton requested to speak regarding the K-6 Health Materials Adoption. He expressed his support for the materials, voted to recommend the materials, saying that it is age appropriate, is aligned with his family values, and he is impressed with the materials.

3. Financial Report
Financial Officer Michelle Morrison presented the Financial Report, and gave a special shout out to the Payroll Department and the Human Resources Department. She highlighted robust Summer Special Programs funded this year. Board members asked clarifying questions.
4. Announce Budget Committee Vacancies
Financial Officer Michelle Morrison announced the four Budget Committee positions.
5. Announce Community Curriculum Advisory Committee Vacancies
Assistant Superintendent Travis Reiman announced the Community Curriculum Advisory Committee Vacancies. Board members provided comment.

I. Action Items

1. Adjust Appropriations

Financial Officer Michelle Morrison presented the adjusted appropriations.

Director Nancy Thomas MOVED, SECONDED by Director Lisa Allen, that the Board of Directors approve the adjusted appropriations for special revenue funds as listed.

The MOTION CARRIED (5-0-1). Director Patrick Maguire abstained.

No further discussion took place.

2. Review Superintendent's Performance and Approve Performance Evaluation

Board Chair Mark Watson discussed the Superintendent Evaluation and read the evaluation letter.

Director Lisa Allen MOVED, SECONDED by Director See Eun Kim, that the Board of Directors commend the Superintendent for his leadership of the Hillsboro School District, and direct that the evaluation letter be placed in his personnel file.

The MOTION CARRIED (6-0).

No discussion took place.

3. Approve Superintendent's Contract

Board Chair Mark Watson discussed the Superintendent's Contract.

Director Nancy Thomas MOVED, SECONDED by Director Lisa Allen, that the Board of Directors approve the individual contract with the Superintendent, effective July 1, 2022, through June 30, 2025.

The MOTION CARRIED (6-0).

Board Members provided comment.

4. Acknowledge Gifts and Donations

Financial Officer Michelle Morrison presented the donations.

Director See Eun Kim MOVED, SECONDED by Director Monique Ward, that the Board of Directors acknowledge the donations listed.

The MOTION CARRIED (6-0).

Board members thanked the Hillsboro Schools Foundation.

5. Award Contract for Food and Supply Distributor

Operations Officer Casey Waletich discussed the contract.

Director Nancy Thomas MOVED, SECONDED by Director Lisa Allen, that the Board of Directors award the contract for broadline distribution of supplies and materials to Sysco Portland for the 2022-23 school year and up to four (4) annual renewals.

The MOTION CARRIED (5-0-1). Director Patrick Maguire abstained.

Board members asked clarifying questions.

6. Elect Board Chair and Vice Chair

Director Lisa Allen NOMINATED Director Mark Watson for the Board Chair position.

Director Mark Watson DECLARED the nominations closed.

Director Lisa Allen MOVED, SECONDED by Director See Eun Kim, that the Board of Directors elect Mark Watson for Chair of the Board of Directors.

The MOTION CARRIED (6-0).

No discussion took place.

Director Mark Watson NOMINATED Director Nancy Thomas for the Board Vice Chair position.

Director Mark Watson DECLARED the nominations closed.

Director Mark Watson MOVED, SECONDED by Director Monique Ward, that the Board of Directors elect Nancy Thomas for Vice Chair of the Board of Directors.

The MOTION CARRIED (6-0).

No further discussion took place.

J. Recess Board Meeting; Convene Meeting of the Budget Committee

Chair Mark Watson recessed the Board Meeting, and convened the Budget Committee at 8:34 PM

1. Local Contract Review Board: Public Testimony

No public testimony was received.

K. Hold Budget Hearing

Financial Officer Michelle Morrison discussed the Budget.

Director Nancy Thomas MOVED, SECONDED by Director Lisa Allen, that the Board of Directors, adopt the Resolutions to Adopt the 2022-23 Budget, Appropriate the 2022-23 Budget, and Impose 2022-23 Taxes and Categorize the Levy, as shown in the June 21, 2022, Board meeting packet.

The MOTION CARRIED (5-0-1). Director Patrick Maguire abstained.

No further discussion took place.

L. Adjourn Budget Hearing, Reconvene Board Meeting

Chair Mark Watson recessed the Budget Committee Meeting, and convened the Board Meeting at 8:36 PM.

M. HCU / HEA Reports

Human Resources Officer Kona Lew-Williams provided comment on Jill Golay, outgoing HEA president. Jill Golay thanked Kona Lew-Williams for her comments and discussed her time serving as HEA President over the last six years. HCU President Melody Hansen welcomed Director Patrick Maguire and the new student representatives. She also discussed the dissatisfaction of Classified staff with the 2022-23 school calendar and highlighted the upcoming summer.

N. Discussion Time

1) Superintendent's Time

Superintendent Mike Scott thanked outgoing HEA President Jill Golay for her work over the last six years. He welcomed newly appointed Board member Patrick Maguire. He thanked Chair Mark Watson and Vice Chair Nancy Thomas for their work over the last year. He also thanked the Board for his evaluation, highlighted the role of the Cabinet and thanked the Board for their service over the last year.

2) Board of Directors' Time

Director Monique Ward declined to comment. Director Lisa Allen thanked Jill Golay for her time over the last 6 years, welcomed Mary Kay Babcock and Director Patrick Maguire, and thanked Chair Mark Watson and Vice Chair Nancy Thomas for serving as Chair and Vice Chair. Director See Eun congratulated the Class of 2022, thanked staff for their service to students, congratulated Director Patrick Maguire and thanked Superintendent Mike Scott for all of his work. Director Patrick Maguire thanked the Board and highlighted Union representatives. Vice Chair Nancy Thomas thanked Superintendent Mike Scott, thanked Jill Golay, welcomed HEA President Elect Mark Kay Babcock, expressed appreciation for union reps, welcomed Director Patrick Maguire, and thanked the Board for electing her for another year as Vice Chair. Chair Mark Watson thanked Superintendent Mike Scott, thanked the Board for another year as chair, thanked Jill Golay for her work, and welcomed Mary Kay Babcock and Director Patrick Maguire.

O. Adjourn Meeting

Chair Mark Watson adjourned the meeting at 8:59 PM.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS
 June 23, 2022
 Administration Center, 3083 NE 49th Place, Hillsboro, OR
 Virtual Meeting

1. Executive Session

<u>Board Present:</u>	<u>Staff and Others Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent
Lisa Allen	Kona Lew-Williams, Human Resources Officer
See Eun Kim	Francesca Sinapi, Equity, Access, and Engagement Officer
Patrick Maguire	Brian Haats, Director of Human Resources
Monique Ward	Frank Caropelo, Executive Director of Schools
Erika Lopez	Rose Roman, Executive Assistant to the Board
<u>Others present:</u>	
Brian Hungerford, attorney	
Troy Shinn, Pamplin Media	

- A. Call to Order Executive Session
 Board Chair Mark Watson called the executive session to order at 12:04 PM.

- B. ORS 192.660(2)(b) - Complaints Brought Against a Staff Member
 Board Chair Mark Watson gave a brief overview of the complaint. Brian Hungerford gave background information on the complaint. Board members asked clarifying question and provided comment. Human Resource staff provided perspective and answered questions.

- C. Recess Executive Session
 Board Chair Mark Watson recessed the executive session at 12:50 PM.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS
 June 28, 2022
 Administration Center, 3083 NE 49th Place, Hillsboro, OR
 Virtual Meeting

1. Regular Session

<u>Board Present:</u>	<u>Staff and Others Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent
See Eun Kim	Kona Lew-Williams, Human Resources Officer
Patrick Maguire	Francesca Sinapi, Equity, Access, and Engagement Officer
Monique Ward	Beth Graser, Communications Officer
	Jordan Beveridge, Information & Technology Officer
<u>Others present:</u>	Brian Haats, Director of Human Resources
Brian Hungerford, attorney	Rose Roman, Executive Assistant to the Board
Troy Shinn, Pamplin Media	

A. Call to Order and Flag Salute

Board Chair Mark Watson called the regular session to order at 11:39 AM.

B. Land Acknowledgement

Board Chair Mark Watson read the Land Acknowledgement.

C. Approval of Agenda

Director Mark Watson MOVED, SECONDED by Director Monique Ward, to approve the agenda as printed.

The MOTION CARRIED (5-0).

No further discussion took place.

D. Action Items

1. Hold Complaint Hearing Determination

Board Chair Mark Watson gave a brief overview of the complaint.

Director Mark Watson MOVED, SECONDED by Director Monique Ward, to accept the step four complaint filed by Gloria Campos.

The MOTION FAILED (1-4). Director See Eun Kim voted No, Director Patrick Maguire voted No, Director Monique Ward voted No, Vice Chair Nancy Thomas voted No, Chair Mark Watson voted Yes.

Brian Hungerford, District Legal Counsel, asked the Board to submit another motion to agree to decline to hear the complaint, rather than decline to approve to hear the complaint.

Director Mark Watson MOVED, SECONDED by Director See Eun Kim, to decline the step four complaint filed by Gloria Campos.

The MOTION CARRIED (5-0).

E. Discussion Time

No comments took place.

F. Adjourn Regular Session

Board Chair Mark Watson recessed the executive session at 11:46 AM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
August 2, 2022
Board Retreat

1. Board Retreat

<u>Board Present:</u>	<u>Staff Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
See Eun Kim	Audrea Neville, Assistant Superintendent, School Performance
Patrick Maguire	Beth Graser, Communications Officer
Monique Ward	Kona Lew-Williams, Human Resources Officer
Erika Lopez	Michelle Morrison, Financial Officer
	Casey Waletich, Operations Officer
<u>Student Representatives Present:</u>	Jordan Beveridge, Information Technology Officer
V Godoy	Francesca Sinapi, Equity, Access, and Engagement Officer
Cailey McGuire	Rose Roman, Executive Assistant to the Board of Directors
Ivette Alonso Garcia	Angela Adzima, Tech Support
	Mary Kay Babcock, HEA President

- A. Call to Order
Board Chair Mark Watson called the meeting to order at 8:04 AM.

- B. Team-Building Activity 1
Superintendent Mike Scott introduced the meeting, and attendees participated in a team building activity.

- C. ES29 Naming
Operations Officer Casey Waletich discussed the process for naming ES29. Assistant Superintendent Travis Reiman provided additional comment. Board members asked clarifying questions.

- D. Equity Advisory Committee
Equity, Access, and Engagement Officer Francesca Sinapi provided an update on the creation, recruitment, and selection of the Equity Advisory Committee. Board members provided additional comment and asked clarifying questions.

- E. Cyber Security Training
Information Technology Officer Jordan Beveridge discussed cyber security measures in the District.

- F. SRO Report
Operations Officer Casey Waletich gave an update on the SRO program in the Hillsboro School District, including 2021-22 activities and next steps. Equity, Access, and Engagement Officer Francesca Sinapi discussed the 2021-22 SRO survey. Superintendent Mike Scott added additional comment. Board members provided additional comment and asked clarifying questions.

- G. Focus Areas for 2022-23
Assistant Superintendent Audrea Neville gave an overview of focus areas for the 2022-23 school year, including core instruction and climate, culture and voice at elementary, middle and high school.
- H. Recess Meeting
Time: 10:03 AM
- I. Break
- J. Reconvene Meeting
Time: 10:16 AM
- K. Equity Integration and Focus for 2022-23
Equity, Access, and Engagement Officer Francesca Sinapi gave an overview of the focused and integrated equity work in HSD for the 2022-23 school year. Board members and student representatives provided additional comments and asked clarifying questions.
- L. Strategic Plan Update
Communications Officer Beth Graser gave an update on the strategic plan process, and the Board's role in it.
- M. Continuous Improvement Plan
Assistant Superintendent Travis Reiman gave an overview of the District practice of aligning our Continuous Improvement Process with the Strategic Plan. Board members provided additional comments and asked clarifying questions.
- N. Legislative Priorities
Communications Officer Beth Graser discussed the legislative priorities for 2021, and 2023 legislative priority development. Financial Officer Michelle Morrison provided additional budget information. Board members and student representatives provided additional comments and asked clarifying questions.
- O. Board Participation on Committees
Superintendent Mike Scott introduced the topic and Cabinet members gave an overview of committees. Board members shared their interest in the various committees.
- P. Hiring Update
Human Resources Officer Kona Lew-Williams introduced the topic. Director of Human Resources Brian Haats provided data on diverse hiring practices. TOSA - Talent Recruitment and Retention Kim Bayer discussed pathway programs and partnership. Board members provided additional comments and asked clarifying questions.
- Q. Introduction of New Administrators
Human Resources Officer Kona Lew-Williams led the conversation. New Administrators introduced themselves to the Board.

- R. Recess Meeting
Time: 12:00 PM
- S. Lunch Break with New Administrators
- T. Reconvene Meeting
Time: 12:43 PM
- U. Board Directed Committees
Superintendent Mike Scott discussed the three committees and the efforts to recruit individuals that are representative of the District's student demographics. Board members and student representatives provided feedback.
- V. CCAC Scope of Work for 2022-23
Assistant Superintendent Travis Reiman discussed the scope of work for the CCAC in 2022-23, including a draft work plan.
- W. Teamwork / Communication
 1. Communication Review Working Agreements
Superintendent Mike Scott discussed the communication between the Superintendent, Cabinet and the Board. District wide communication was also discussed, with support from Communications Officer Beth Graser.
 2. Review Working Agreements
Superintendent Mike Scott discussed the proposed change to the current working agreements, including a formal ask to include Superintendent on all communications to Cabinet members.
- X. Board Meeting Planning
Board Chair Mark Watson and Superintendent Mike Scott lead a discussion on the agenda planning calendar. Board members proposed topics for inclusion on the 2022-23 agenda document.
- Y. City of Hillsboro Partnership
Operations Officer Casey Waletich gave an overview of the potential partnership with the City of Hillsboro, to give access to the fields at Brown Middle School for creation of an athletic complex. Board members provided additional comments and asked clarifying questions.
- Z. Recess Meeting
Time: 1:53 PM
- AA. Break
- BB. Reconvene Meeting
Time: 2:13 PM
- CC. Team-Building Activity 2
Superintendent Mike Scott led a Team Building exercise.

- DD. Board Budget Overview
Financial Officer Michelle Morrison gave an overview of the Board budget. Superintendent Mike Scott discussed professional development and upcoming conventions.
- EE. Adjourn Board Retreat
Board Chair Mark Watson adjourned the Board Retreat at 2:48 PM

2. Board Regular Session

<u>Board Present:</u>	<u>Staff Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
See Eun Kim	Audrea Neville, Assistant Superintendent, School Performance
Patrick Maguire	Beth Graser, Communications Officer
Monique Ward	Kona Lew-Williams, Human Resources Officer
Erika Lopez	Michelle Morrison, Financial Officer
	Casey Waletich, Operations Officer
<u>Student Representatives Present:</u>	Jordan Beveridge, Information Technology Officer
V Godoy	Francesca Sinapi, Equity, Access, and Engagement Officer
Cailey McGuire	Becky Kingsmith, Director of Teaching and Learning
Ivette Alonso Garcia	Arcema Tovar, Director of Multilingual Programs
	Gina McLain, Director of Teaching and Learning
	Rose Roman, Executive Assistant to the Board of Directors

A. Call to Order and Flag Salute

Board Chair Mark Watson called the meeting to order at 2:48 PM.

B. Land Acknowledgement

Board Chair Mark Watson read the Land Acknowledgement.

C. Recognitions and Proclamations

Director Erika Lopez read the Latinx Heritage Month Proclamation.

D. Audience Time

No intent to speak requests were received.

E. Approval of Agenda

Director See Eun Kim MOVED, SECONDED by Director Erika Lopez, to approve the agenda as printed.

The MOTION CARRIED (6-0).

No further discussion took place.

F. Action Items

1. Health Materials Adoption

Assistant Superintendent Travis Reiman introduced the topic and introduced the directors that support the health materials adoption process.

Director Nancy Thomas MOVED, SECONDED by Director Erika Lopez, that the Board of Directors approve the proposed curriculum, The Great Body Shop, as provider for K-6 Health curriculum, digital resources, teacher materials, and student resources.

The MOTION CARRIED (6-0).

Board members provided further comment.

2. Approve City of Cornelius Right of Way Dedication

Operations Officer Casey Waletich provided a brief overview of the right of way dedication.

Director Erika Lopez MOVED, SECONDED by Director Monique Ward, that the Board of Directors approve changes to the City of Cornelius Right of Way Dedication for improvements to S. 29th Boulevard.

The MOTION CARRIED (6-0).

No further discussion took place.

3. Establish 2022-23 Mileage Reimbursement Rate

Financial Officer Michelle Morrison provided a correction to the mileage reimbursement for the 2022-23 school year.

Director Nancy Thomas MOVED, SECONDED by Director See Eun Kim, that the Board of Directors establish the District's mileage reimbursement rate for the 2022-23 school year at \$0.585 per mile.

The MOTION CARRIED (6-0).

Board members asked clarifying questions.

4. Appoint Equity Advisory Committee Members

Director Erika Lopez MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors appoint the Equity Advisory Committee members as recommended by the Superintendent.

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

No further discussion took place.

G. Policies - First Reading

1. D - Fiscal Management

a. DH: Loss Coverage

Presenter: Michelle Morrison

2. I - Instruction

a. IGBB: Talented and Gifted Program

Presenter: Audrea Neville

H. Discussion Time

-Student Representatives' Time

Student representatives provided brief comments.

-Superintendent's Time

Superintendent Mike Scott thanked everyone for participating in the meeting.

-Board of Directors' Time

Director See Eun Kim welcomed the student representatives and new Board member Patrick Maguire and thanked staff for coordinating the retreat. She also highlighted her family participating on behalf of HSD at the Hillsboro Fourth of July Parade. Director Patrick Maguire thanked everyone for answering his questions, highlighted meeting new HSD administrators and looked forward to the student focus of the upcoming school year. Director Monique welcomed the students and looked forward to the new school year. Director Erika Lopez looked forward to participating in regular activities, reclaiming joy in our lives, and looking forward to the new school year. Board Vice Chair Nancy Thomas welcomed the new student reps and Assistant Superintendent Audrea Neville. She also highlighted her attendance of the summer OSBA conference. Board Chair Mark Watson discussed the OSBA conference and welcomed Director Patrick Maguire and the student representatives.

I. Adjourn Meeting

Board Chair Mark Watson adjourned the meeting at 3:26 PM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
September 13, 2022
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

1. EXECUTIVE SESSION

<u>Board Present:</u>	<u>Staff and Others Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen, virtual	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim	Kona Lew-Williams, Human Resources Officer
Patrick Maguire	Beth Graser, Communications Officer
Monique Ward	Casey Waletich, Operations Officer
	Jordan Beveridge, Information Technology Officer
	Francesca Sinapi, Equity, Access and Engagement Officer
	Michelle Morrison, Financial Officer
	Rose Roman, Executive Assistant to the Board

A. Call to Order Executive Session

Board Chair Mark Watson called the Executive Session to order at 5:20 PM.

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

Human Resources Officer Kona Lew-Williams gave an update on labor negotiations. Superintendent Mike Scott provided additional background information. Financial Officer Michelle Morrison provided financial information regarding the labor negotiations. Board members asked clarifying questions.

C. ORS 192.660(2)(e) - Real Property Transaction

Financial Officer Michelle Morrison gave an update on real property transactions. Assistant Superintendent Travis Reiman provided additional details on retail property transactions. 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 6:09 PM.

2. WORK SESSION

<u>Board Present:</u>	<u>Staff Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen, virtual	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim	Beth Graser, Communications Officer
Erika Lopez	Kona Lew-Williams, Human Resources Officer
Patrick Maguire	Michelle Morrison, Financial Officer
Monique Ward	Casey Waletich, Operations Officer
	Jordan Beveridge, Information Technology Officer
<u>Student Representatives Present:</u>	Francesca Sinapi, Equity, Access and Engagement Officer
V Godoy	Elaine Fox, Executive Director of Student Services
	Rose Roman, Executive Assistant to the Board
<u>Others Present:</u>	John Garcia, Technology Support
Lauren Klaffky	Anabella Salkind, Interpreter
Mutiu Fagbayi	S. Antonio Hernandez Viera, Interpreter
	Mary Kay Babcock, HEA president
	Melody Hansen, HCU president

- A. Call to Order
Board Chair Mark Watson called the meeting to order at 6:14 PM
- B. Strategic Planning Process Update
Communications Officer Beth Graser introduced the subject and answered Board member questions. Lauren Klaffky and Mutiu Fagbayi from Performance Fact Inc. gave an update on the strategic planning process including information on embracing diverse voices and perspectives, the core-planning team, planning calendar, student profile, student data, equity centered planning, and goals for student success. Board members asked clarifying questions and provided comments.
- C. Student Services Update
Assistant Superintendent Travis Reiman introduced Executive Director of Student Services Dr. Elaine Fox. Dr. Fox shared key feedback received pre-pandemic and during the pandemic. She highlighted hybrid parent nights, the community resource fair, virtual options for IEP meetings, SPED process in affinity groups, community school implementation program support, continuous improvement plan update, COVID adjusted instructional time and recovery supports.
- D. Board Goals Discussion
Board Chair Mark Watson and Superintendent Mike Scott guided the conversation about proposed goals. Board members discussed and provided edit suggestions.
- E. Board Working Agreements Discussion
Board Chair Mark Watson and Superintendent Mike Scott guided the conversation about working agreements. Board members discussed and provided edit suggestions.

- F. Human Resources Staffing Update
Human Resources Officer Kona Lew-Williams gave a HR staffing update, including licensed, classified (custodians, facilities, bus drivers), and increased recruitment efforts.
- G. Summer School Update
Assistant Superintendent Audrea Neville highlighted summer programs offered during the summer of 2022, including school based programs offered in Elementary, Middle, and High Schools; ESY and Recovery Services offered by Student Services; Summer Bilingual Enrichment Programs; Board members and student representatives asked clarifying questions and provided comments.
- H. Discussion Time
- 1) Student Representatives' Time
V Godoy highlighted the Health and Science Club and Marching Band at Century High School.
 - 2) Superintendent's Time
Superintendent Mike Scott introduced the Student Representative video produced by the Communications department. Communications Officer Beth Graser discussed the video and previewed it for the Board.
 - 3) Board of Directors' Time
Director Lisa Allen complimented the Student Representative video shown. Director Monique Ward said it is great to be back, see everyone, start a new school year. Director See Eun Kim expressed excitement at seeing students back in school. Director Patrick Maguire highlighted the NEA report and the decline on student literacy and highlighted the summer school presentation and the ways we work for students. Vice Chair Nancy Thomas passed. Chair Mark Watson thanked the Technology department, and highlighted the October 19 Legislative Roadshow by OSBA hosted by NWRESA, and asked fellow Board members to join him.
- I. Adjourn Meeting
Chair Mark Watson adjourned the meeting at 8:23 PM.

HILLSBORO SCHOOL DISTRICT 1J
September 27, 2022
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

A. Ratify the acceptance of the resignation of the following licensed personnel:

Sonja Aguilar

Assignment: 1.0 FTE Kindergarten Dual Language Teacher
Location: Witch Hazel Elementary School
Effective Date: June 17, 2022

Maria Ayala

Assignment: 1.0 FTE 6th Grade Dual Language Teacher
Location: Minter Bridge Elementary
Effective Date: June 17, 2022

Cristi Campa

Assignment: 1.0 FTE 5th Grade Teacher
Location: Tobias Elementary School
Effective Date: June 17, 2022

Sarah Coyle

Assignment: 1.0 FTE Social Studies Teacher
Location: Oak Street Campus
Effective Date: June 17, 2022

Sara Franklin

Assignment: 1.0 FTE General Education Specialist/Teen Mom
Teacher
Location: Oak Street Campus
Effective Date: June 17, 2022

Juan Carlos Gomez Giraldo

Assignment: 1.0 FTE TOSA – Dean of Students
Location: South Meadows Middle School
Effective Date: June 17, 2022

Jill Greaves

Assignment: 1.0 FTE School Psychologist
Location: Student Services
Effective Date: June 17, 2022

Anita Hansen

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

Karin Harrington

Assignment: 1.0 FTE General Education Specialist
Location: Hillsboro Online Academy
Effective Date: June 17, 2022

Kathryn Hart

Assignment: 1.0 FTE Math Teacher
Location: Hillsboro High School
Effective Date: June 17, 2022

Sami Hayden

Assignment: 1.0 FTE Instructional Coach, TAG and Social Studies
Teacher
Location: Glencoe High School
Effective Date: June 17, 2022

Kristina Heagh-Avritt

Assignment: 1.0 FTE 2nd Grade Teacher
Location: Hillsboro Online Academy
Effective Date: June 17, 2022

Mark Hernandez

Assignment: 0.8 FTE PE Teacher
Location: Groner K-8
Effective Date: June 17, 2022

Allen Kopp

Assignment: 1.0 FTE School to Career Specialist
Location: Liberty High School
Effective Date: June 17, 2022

Aurora Lopez

Assignment: 1.0 FTE 5th Grade Dual Language Teacher
Location: Witch Hazel Elementary School
Effective Date: June 17, 2022

Mandy Major

Assignment: 1.0 FTE Life Skills Teacher
Location: Quatama Elementary School
Effective Date: June 17, 2022

Olson Miller

Assignment: 1.0 FTE Elementary School Teacher
Location: Witch Hazel Elementary
Effective Date: September 21, 2022

Jennifer Norwood

Assignment: 0.8 FTE English Learner Specialist
Location: Brown Middle School
Effective Date: June 17, 2022

Liz Ortiz

Assignment: 1.0 FTE School Psychologist
Location: Administration Center/Student Services
Effective Date: September 9, 2022

Shannon Rooney

Assignment: 1.0 FTE Instructional Coach
Location: Century High School
Effective Date: June 17, 2022

Adrienne Stimson Clark

Assignment: 1.0 FTE Social Communication Center Teacher
Location: Indian Hills Elementary School
Effective Date: June 17, 2022

Aimi Wallberg

Assignment: 1.0 FTE School Counselor
Location: Hillsboro High School
Effective Date: June 17, 2022

Kathryn Welch

Assignment: 1.0 FTE Math Teacher
Location: Oak Street Campus
Effective Date: June 17, 2022

Penelope Wynns

Assignment: 1.0 FTE Secondary Resource Specialist
Location: Oak Street Campus
Effective Date: June 17, 2022

- B. Approve the employment of the following licensed personnel in the 2022-23 school year:

Alexandria Acosta

Education: BA- University of Texas, El Paso, TX
Experience: None
Assignment: 1.0 FTE 3rd Grade Dual Language Teacher – Witch Hazel Elementary School

Susan Acosta

Education: MA-Portland State University, Portland, OR

Experience: 15 years
Assignment: 1.0 FTE 1st/2nd Grade Teacher – Rosedale Elementary School

Julia Adams

Education: MA – University of Portland, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE Language Arts Teacher-Poynter Middle School

Claudia Aguirre

Education: BA – University Don Bosco, El Salvador
Experience: None
Assignment: 1.0 FTE Kindergarten Dual Language Teacher-Witch Hazel Elementary

Brianda Alcazar Polvos

Education: BA- Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 School to Career Specialist – Oak Street Campus

Emma Alman

Education: MA-Oregon State University, Corvallis,OR
Experience: None
Assignment: 1.0 FTE 5th Grade Teacher – Eastwood Elementary School

Daniel Aquino

Education: MA-George Fox University, Newberg, OR
Experience: None
Assignment: 1.0 FTE 5th Grade Teacher – Free Orchards Elementary School

Neida Arellano Sanchez

Education: Pending BA – Grand Canyon University, Phoenix, AZ
Experience: None
Assignment: 0.7 FTE EL Specialist- Jackson Elementary School

Kamala Arumugam

Education: MA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE Elementary Resource Specialist-Tobias Elementary

Megan Babat

Education: MA – Marylhurst University, Marylhurst, OR
Experience: 10 years

Assignment: 1.0 FTE Math Teacher – Oak Street Campus

Sadie Baer

Education: MA-Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE Science Teacher-Brown Middle School

Jeff Baisch

Education: MA – Oregon State University, Corvallis, OR
Experience: 9 years
Assignment: 1.0 FTE Business and Marketing Teacher-Hillsboro High School

Rachel Baker

Education: BA-Walla Walla University, Walla Walla, WA
Experience: None
Assignment: 1.0 FTE District Nurse – Student Services

Clara Balding Hochstetler

Education: MA-Lewis & Clark College, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE School Counselor-Liberty High School

David Ball

Education: MA-University of Minnesota, Minneapolis, MN
Experience: 14 years
Assignment: 1.0 FTE Art Teacher-Glencoe High School

Dana Baxter

Education: MA- Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE 6th Grade Teacher – Eastwood Elementary School

Christopher Beadle

Education: BA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE Secondary Resource Specialist-Hillsboro High School

Kyle Boone

Education: MA-University of Portland, Portland, OR
Experience: None
Assignment: 1.0 FTE Life Skills Teacher – Rosedale Elementary School

Paige Botnik

Education: BA-Western Governors University, Salt Lake City, UT
Experience: None
Assignment: 0.5 FTE Elementary Resource Specialist-Lenox Elementary School

Mark Brogan

Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Social Studies Teacher – Oak Street Campus

Viviana Bruno

Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE 4th Grade Dual Language Teacher-WL Henry Elementary

Derek Bueffel

Education: BA-University of Oregon, Eugene, OR
Experience: None
Assignment: 1.0 FTE School Psychologist, Student Services

Samantha Calkins

Education: BA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 0.9 FTE, Music/Choir-Groner K-8/South Meadows Middle School

Jeannette Campbell

Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Health/PE Teacher-Hillsboro High School

Jacob Carter

Education: MA- Portland State University, Portland, OR
Experience: 12 years
Assignment: 1.0 FTE, 4th Grade Teacher-Witch Hazel Elementary

Jeremy Carter

Education: MA-Troy State University, Troy, AL
Experience: 1 year
Assignment: 1.0 FTE TOSA-OSP Curriculum Technology Integration-Office of School Performance

Melissa Chapman

Education: MA-Willamette University, Salem, OR
Experience: 4 years

Assignment: 1.0 FTE Spanish Teacher/EL Specialist-Brown Middle School

Melyssa Chasteen

Education: BA-Eastern Gateway Community College, Steubenville, OH

Experience: None

Assignment: 1.0 FTE Social Learning Center Teacher – North Plains Elementary

Jessica Chevalier

Education: MA- Western Oregon University, Monmouth, OR

Experience: 15 years

Assignment: 1.0 FTE TOSA-Dean of Students-Orenco Elementary School

Elizabeth Crews

Education: MA-New York University, Livingston, NJ

Experience: 7 years

Assignment: 1.0 FTE Elementary Resource Specialist – Eastwood Elementary School

Christina Crouse

Education: MA-Portland State University, Portland, OR

Experience: 8 years

Assignment: 0.5 FTE Speech Language Pathologist-Student Services

Lindsay Curletto-Holt

Education: BA – University of Oregon, Eugene, OR

Experience: None

Assignment: 1.0 FTE School Counselor- Liberty High School

Emily Della Zoppa

Education: MA- Portland State University, Portland, OR

Experience: None

Assignment: 0.833 FTE Language Arts Teacher – Liberty High School

Jesse Desai

Education: MA-Dominican University, River Forest, IL

Experience: 7 years

Assignment: 1.0 FTE Secondary Resource Specialist-Brown Middle School

Lauren (Lolly) Diehl

Education: BA-University of Oregon, Eugene, OR

Experience: None
Assignment: 0.5 FTE Counselor-Lenox Elementary School

Madeline Ehl

Education: MA-George Fox University, Newberg, OR
Experience: None
Assignment: 1.0 FTE 5th Grade Teacher – Witch Hazel Elementary School

Monique Ely

Education: BA-Concordia University, Portland, OR
Experience: 20 years
Assignment: 1.0 FTE Kindergarten Teacher-Imlay Elementary School

Nicole Fairchild

Education: BA-Washington State University, Vancouver, WA
Experience: 1 Year
Assignment: 1.0 4/5th Grade Teacher-Groner K-8

Robert Fellows

Education: MA – University of West Georgia, Carrollton, GA
Experience: 6 Years
Assignment: 1.0 FTE Special Education Teacher-Liberty High School

Sara Finney

Education: BA – University of Portland, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE Elementary School Teacher – Tobias Elementary School

James Fitzgerald

Education: MA-Western Oregon University, Monmouth, OR
Experience: 10 years
Assignment: 1.0 FTE Math Teacher-Brown Middle School

Mikayla Flood

Education: BA- George Fox University, Newberg, OR
Experience: 1 year
Assignment: 1.0 Elementary Classroom Teacher- Orenco Elementary School

Carlos Galvez

Education: BA-Oregon State University, Corvallis, OR
Experience: None
Assignment: 1.0 FTE PE Teacher – South Meadows Middle School

Adrianna Geier Burdsall

Education: MA – Oregon State University, Corvallis, OR
Experience: None
Assignment: 1.0 FTE Elementary Classroom Teacher, Mooberry Elementary School

Jessica Gonzalez

Education: MA- Concordia University, Portland, OR
Experience: 8 years
Assignment: 1.0 FTE Dual Language Math Teacher-South Meadows Middle School

Melissa Gonzalez

Education: MA – Durham University, England, UK
Experience: 4 years
Assignment: 1.0 FTE Health Teacher- Liberty High School

Seth Gonzales

Education: BA-Oregon State University, Corvallis, OR
Experience: 3 years
Assignment: 1.0 FTE Science Teacher- Century High School

Karen Gonzalez-Sixtos

Education: BA – Western Oregon University, Monmouth, OR
Experience: None
Assignment: 1.0 FTE Spanish Teacher-Liberty High School

Priscila Gutierrez Soto

Education: BA – University of Costa Rica, Costa Rica
Experience: 4 years
Assignment: 0.75 FTE EL Specialist – Orenco Elementary School

Maria Hafez

Education: BA-Portland State University, Portland, OR
Experience: 6 years
Assignment: 1.0 FTE Secondary Resource Specialist-Brown Middle School

Adam Heyen

Education: MA – Arizona State University, Tempe, AZ
Experience: 1 year
Assignment: 1.0 FTE Music Teacher – Tobias Elementary School

Bryttnie Holden

Education: MA- Portland State University, Portland, OR

Experience: 1 year
Assignment: 1.0 FTE Secondary Resource Specialist – Hillsboro High School

Maria Jimenez Morales

Education: BA- Pacific Lutheran University, Tacoma, WA
Experience: None
Assignment: 1.0 FTE School Counselor- Mooberry Elementary School

Bill John

Education: BA-Ashworth College, Norcross, GA
Experience: None
Assignment: 1.0 FTE Secondary Resource Specialist-Poynter Middle School

Gary Jones

Education: MA – University of California, Berkeley, CA
Experience: None
Assignment: 0.5 FTE Tech Teacher-Glencoe High School

Lisa Jones

Education: MA – University of Arizona, Tucson, AZ
Experience: 19 years
Assignment: 1.0 FTE Social Studies Teacher – Glencoe High School

Hannah Kahn

Education: MA- Philadelphia College, Philadelphia, PA
Experience: 9 years
Assignment: 1.0 FTE School Psychologist – Student Services

David Kirchner

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

Cameron Knapton

Education: BA-Portland Community College, Portland, OR
Experience: None
Assignment: 1.0 FTE Elementary Resource Specialist – Indian Hills Elementary School

Grace Kneeland

Education: MA- Pacific University, Forest Grove, OR
Experience: None

Assignment: 1.0 FTE Classroom Teacher-Quatama Elementary School

Madison Knight

Education: BA- Western Oregon University, Monmouth, OR
Experience: None
Assignment: 0.5 FTE School Counselor-Imlay Elementary School

Brooke Kottkamp

Education: BA – Southern Illinois University Edwardsville, Edwardsville, IL
Experience: 4 years
Assignment: 1.0 FTE Science Teacher – Poynter Middle School

Aaron Krile Ponce

Education: MA – Centro de Investigaciones Pedagógicas y Sociales, Mexico
Experience: 23 years
Assignment: 1.0 FTE Social Studies Teacher – South Meadows Middle School

Andrea Landis

Education: MA-University of Washington, Seattle, WA
Experience: 2 years
Assignment: 1.0 FTE 2nd Grade Teacher-Imlay Elementary School

Kathryn Lankham

Education: MA-Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Home Instruction Teacher-Student Services

Claire Lawrence

Education: MA-George Fox University, Newberg, OR
Experience: 4 Years
Assignment: 1.0 FTE School Counselor-Orengo Elementary School

Maria Leon Aguilar

Education: BA- Universidad de San Carlos Guatemala
Experience: 18 years
Assignment: 1.0 FTE Classroom Teacher-Lincoln Street Elementary School

Chunwen Liao

Education: MA- Concordia University, Portland, OR
Experience: 3 Years
Assignment: 1.0 FTE Math Teacher-Century High School

John Libby

Education: MA- University of Maine, Farmington, Maine
Experience: 8 years
Assignment: 1.0 FTE Secondary Resource Specialist – Glencoe High School

Matthew Little

Education: BA-Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Secondary Resource Specialist-Liberty High School

Elizabeth London

Education: MA – Concordia University, St Paul, MN
Experience: 5 years
Assignment: 1.0 FTE 6th Grade Teacher – Tobias Elementary School

Sofia Martinez-Manne

Education: MA- Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE 2nd Grade Dual Language Teacher-WL Henry Elementary School

Arica Mathers

Education: MA-George Fox University, Newberg, OR
Experience: 11 years
Assignment: 0.5 FTE Family & Consumer Science – Century High School

Hollee McNamee

Education: MA-University of West Florida, Pensacola, FL
Experience: 16 years
Assignment: 1.0 FTE TOSA-Secondary Math-Office of School Performance

Damon Morelli

Education: BA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 0.5 FTE Transition Specialist-Student Services

Haley Mostul

Education: MA – Northwest Nazarene University-Nampa, ID
Experience: 7 years
Assignment: 1.0 FTE 1st Grade Teacher – West Union Elementary School

Robert Mouw

Education: MA-National University, San Diego, CA
Experience: 27 years
Assignment: 1.0 FTE Life Skills Teacher-South Meadows Middle School

Oralia Najera

Education: MA-Portland State University, Portland, OR
Experience: 7 Years
Assignment: 1.0 FTE Spanish Teacher – Hillsboro High School

Samantha Nasco

Education: BA-Western Governors University, Salt Lake City, UT
Experience: None
Assignment: 1.0 FTE Life Skills Teacher – Evergreen Middle School

Florice Negrete

Education: MA – Portland State University, Portland, OR
Experience: 7 years
Assignment: 1.0 FTE TOSA- Early Learning- Office of School Performance

Evan Nelson

Education: BA- George Fox University, Newberg, OR
Experience: None
Assignment: 0.667 FTE Health Teacher – Hillsboro High School

Stacey Neth

Education: BA- Western Governors University, Salt Lake City, UT
Experience: 2 years
Assignment: 1.0 FTE 1st Grade Teacher – Orenco Elementary School

Jeffrey Nielsen

Education: MA-Concordia University, West Irvine, CA
Experience: None
Assignment: 1.0 FTE Marketing Teacher-Glencoe High School

Theresa Olsen

Education: BA-California State Long Beach, Long Beach, CA
Experience: 15 years
Assignment: 1.0 FTE Preschool Teacher-Liberty High School

Liz Ortiz

Education: MA- The University of Alabama, Tuscaloosa, AL
Experience: 12 years
Assignment: 1.0 FTE School Psychologist – Student Services

Cynthia Pestner

Education: BA- Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Elementary Resource Specialist – Imlay Elementary School

Matthew Peterson

Education: BA – Southern Oregon University, Ashland, OR
Experience: None
Assignment: 1.0 FTE Math Teacher – Hillsboro High School

Mary Phelps

Education: BA-Brigham Young, University, Provo, UT
Experience: None
Assignment: 1.0 FTE Advanced Math Teacher-Glencoe High School

Adele Preston

Education: MA- Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Speech Language Pathologist - Poynter

Denise Ptacek

Education: BA- Oregon State University, Corvallis, OR
Experience: None
Assignment: 1.0 FTE Elementary Resource Specialist – Tobias Elementary School

Jessica Rivera

Education: BA – University of Hawaii at Manoa, Honolulu, HI
Experience: None
Assignment: 1.0 FTE, 3rd Grade Dual Language Teacher-Minter Bridge Elementary

Ana Rocha

Education: MA – Universidad Interamericana para el Desarrollo, Mexico
Experience: 11 years
Assignment: 1.0 FTE Spanish Teacher – Glencoe High School

Erick Sabino

Education: BA- University of Southern California
Experience: 1 year
Assignment: 1.0 FTE Music – Century High School – Brown Middle School

Nanci Sandoval

Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE 5th Grade Dual Language Teacher – Free Orchards Elementary School

Kristin Scheu

Education: MA- Portland State University, Portland, OR
Experience: 21 years
Assignment: 1.0 FTE Social Learning Center-Groner K-8

Meghavi Shah

Education: MA-University of San Francisco, San Francisco, CA
Experience: 11 years
Assignment: 1.0 FTE 3rd Grade Teacher – Rosedale Elementary School

Madeline Shick

Education: MA- Central Washington University, Ellensburg, WA
Experience: 8 years
Assignment: 1.0 FTE Health Sciences Teacher CTE program- Liberty High School

Taylor Siron

Education: MA-Lewis & Clark College, Portland, OR
Experience: 9 years
Assignment: 1.0 FTE Language Arts Teacher-Glencoe High School

Christy Smith

Education: BA- Brigham Young University, Provo, UT
Experience: None
Assignment: 0.5 FTE Math Teacher – Glencoe High School

Martha Soto

Education: MA-Western Washington University, Bellingham, WA
Experience: 10 years
Assignment: 0.6 FTE English Learner Specialist-Ladd Acres Elementary

Dakota Spencer

Education: BA- Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Social Studies Teacher – Hillsboro High School

Tracy St. Clair

Education: MA- Long Island University, Brookville, NY

Experience: 20 years
Assignment: 1.0 FTE Elementary Resources Teacher – Free Orchards Elementary School

Jaime Tellechea

Education: MA-Concordia University, Portland, OR
Experience: 6 years
Assignment: 1.0 FTE Math Teacher-Brown Middle School

Jacob Tenorio

Education: BA – University of New Mexico, Albuquerque, NM
Experience: 14 years
Assignment: 1.0 FTE PE Teacher-Evergreen Middle School

Jessica Theunissen

Education: MA- University of Oregon, Eugene, OR
Experience: 1 year
Assignment: 0.667 FTE EL Specialist – Brown Middle School

Lily Todd

Education: BA- Western Washington University, Bellingham, WA
Experience: 1 year
Assignment: 1.0 FTE Secondary Resource Specialist-Hillsboro High School

Juan Valdivia

Education: MA- National University, San Diego, CA
Experience: 8 years
Assignment: 1.0 FTE School to Career Specialist – Liberty High School

Mark Van Hoomissen

Education: MA – University of Portland, Portland, OR
Experience: 23 years
Assignment: 1.0 FTE Elementary Resource Specialist – West Union Elementary School

Carlos Verdugo Encinas

Education: MA- Universidad Pedagógica Nacional, Mexico
Experience: 10 years
Assignment: 1.0 FTE 6th Grade Dual Language Teacher- Reedville Elementary School

Jason Webber

Education: MA- Concordia University, Portland, OR
Experience: 10 years

Assignment: 1.0 FTE Kinder Teacher – Indian Hills Elementary School

Tina Weitman

Education: MA- Pacific University, Forest Grove, OR
Experience: 14 years
Assignment: 1.0 FTE Elementary Resource Specialist- Brookwood/Imlay Elementary School

Breana Weinfurter

Education: MA-Western Governors University, Salt Lake City, UT
Experience: None
Assignment: 1.0 FTE Elementary Resource Specialist-Mooberry Elementary and Eastwood Elementary School

Kate Whitney

Education: BA – University of Oregon, Eugene, OR
Experience: None
Assignment: 0.8 FTE Music/Band Teacher-Farmington View and Patterson Elementary School

Anthony Wynne

Education: MA – University of California Los Angeles, Los Angeles, CA
Experience: 9 years
Assignment: 0.667 FTE Math Teacher - Poynter Middle School

Julie Xiong

Education: MA- George Mason University, Fairfax, VI
Experience: None
Assignment: 1.0 FTE 5th Grade Teacher – West Union Elementary School

Richard Zajac

Education: BA- The State University of New York at Geneseo, Geneseo, NY
Experience: 8 years
Assignment: 1.0 FTE Language Arts Teacher – Glencoe High School

McKenzie Zimbelman

Education: MA-University of Oregon, Eugene, OR
Experience: 2 years
Assignment: 1.0 Kinder Teacher – Tobias Elementary School

- E. Approve the employment of the following licensed personnel in the 2022-23 school year, who have held temporary status:

Cara Seger

Education: MA- Portland State University, Portland, OR
Experience: 3 years
Assignment: 0.5 FTE Behavior Specialist – Brown Middle School

HILLSBORO SCHOOL DISTRICT 1J
September 27, 2022
ACCEPT GIFTS AND DONATIONS
(as of August 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 \$5,183.52 from Tobias Elementary PTO to be used as follows:
 - \$939.52 for Intervention Materials
 - \$4,244.00 for Artist-in-Residents
- Donation of \$9,780 from Intel Matching Funds to Hillsboro Online Academy for general education
- Donation of \$15,000 from Renaissance Charitable Foundation to Lenox Elementary School for general education
- Donation of \$92,500 Meyer Memorial Trust to be used for the mentorship program for Latino males
- Donation of \$247,722.19 from Hillsboro Schools Foundation to be distributed and used as follows:
 - \$3,200.00 to Century High School for Sowing Seeds of Serenity program
 - \$3,375.70 to Imlay Elementary School for Sew Into Stream program
 - \$3,996.49 to Poynter Middle School for Graphic and Spanish Language Novels for the library
 - \$4,000.00 to Century for the Makerspace Club
 - \$4,650.00 to Tobias Elementary School for the 3rd grade “The Salmon Boy” play
 - \$6,000.00 to Free Orchards Elementary School for the Enhancing Biliteracy Through Technology program
 - \$7,500 to Evergreen Middle School for the Middle School Makers program
 - \$7,500 to Glencoe High School the Robotics “Cutting the Path to a Better Team Future”
 - \$7,500 for to McKinney Elementary School for Danza Folklorica
 - \$200,000 to Hillsboro School District for career exploration

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 27, 2022
ADOPT BOARD / SUPERINTENDENT WORKING AGREEMENTS

SITUATION

The Board of Directors is the educational policy-making body for the Hillsboro School District. In order to effectively meet the District's challenges, it is essential that the Board and Superintendent function together as a leadership team. The Board / Superintendent working agreements, a tool that facilitates unity among the team members, is annually reviewed and readopted by the Board. The Board reviewed updates to the working agreements during the August 2 Retreat and September 13 work session.

RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the Board/Superintendent working agreements.

**Hillsboro School District
Board / Superintendent Working Agreements
2022-23 DRAFT**

Purpose

The Board of Directors is the educational policy-making body for the Hillsboro School District. The Board and Superintendent function together as a leadership team to effectively meet the District's challenges, agreeing that their first and greatest concern is the educational welfare of students. The Board and Superintendent are jointly committed to upholding the values and implementing the protocols outlined in the following working agreements.

Information Requests

- Individual Board members with requests for information will contact the Superintendent or appropriate Cabinet member. The Superintendent and / or Cabinet member will respond to general questions and inquiries.
- If information requests require additional staff work, the Superintendent will determine how to proceed. Requests that require considerable staff work will be added to a Board agenda, so the Board can determine whether it is a valuable investment of staff time.
- Information requests made during Board meetings will be recorded and tracked in the minutes.

Personnel Issues

- Board members support the employment of those persons best qualified to serve as school staff.
- Board members recognize that their sole employee is the Superintendent, whom they direct as a Board, and that it is not their role to direct staff.
- Board members agree that when they have concerns, they will follow the chain of command and contact the Superintendent or a Cabinet member.
- The Superintendent and Board Chair will collaborate to respond to employee concerns.

Speaking with One Voice

- Board members agree that they will strive to render all decisions based on the available facts and their independent judgment.
- Board members agree to accept the decision of the majority, while honoring the right of individual members to express opposing viewpoints and vote their convictions.
- The Board Chair, Vice Chair, and Superintendent will confer with each other, when possible, before responding to the media and community as the official voice of the Board. The Superintendent and Communications Director will communicate facts and notify the Board when responding, as appropriate.
- Board members will be certain to clarify when they are speaking on their own behalf and when they are speaking as representatives of the Board. (For example, "... I am speaking to you today as an individual, and not on behalf of the Hillsboro School District Board of Directors.")

Superintendent / Board Relationship

- Board members agree to work with other Board members to establish effective Board policies, and to delegate authority for the administration of the schools to the Superintendent.
- Board members agree that they will not take any private action that will compromise the Board or administration. They will respect the confidentiality of information that is privileged under applicable law, and they will avoid being placed in a position that involves a conflict of interest.
- The Superintendent will communicate with the Board in a timely manner about issues that concern the District. Board members will provide feedback or suggestions to the Superintendent.
- *Board members have access to members of Cabinet. In the event that a Board member contacts a Cabinet member, the Superintendent will be copied on the correspondence.*
- The Superintendent will provide the Board with weekly updates.
- The Board Chair and Vice Chair will meet with the Superintendent to plan Board meeting agendas and strategize on how to address key issues.
- Board members and the Superintendent agree to be open to suggestions, and respectful in their manner of giving and receiving feedback, including reminders when their working agreements are being violated. The Board Chair and/or Superintendent will counsel Board members one-on-one when necessary.
- The Board and Superintendent will review, revise, and recommit to their working agreements annually.

Meetings

- Board members agree to read all packet materials prior to the meetings.
- The Board packet will normally be emailed to Board members by the end of the day on the Thursday prior to a regularly scheduled Board meeting.
- When an individual Board member has a question about an agenda item prior to a Board meeting, they will strive to contact the Superintendent, so that information can be gathered and shared before the meeting.
- The Superintendent and Board secretary will act as parliamentarian at Board meetings to help ensure that each motion is clear and there is no missing or misunderstood information.
- The Board Chair will make every effort to ensure that all Board members wishing to speak regarding an agenda item have an opportunity to be heard.

Communication – Board / Superintendent / Staff / Community

- Board members and the Superintendent agree to show respect and consideration for each other at Board meetings and in all of their communications, work collaboratively together, strive to be a highly functioning team, and offer the same level of consideration and respect to administrators, staff members, audience members, and community members.
- Board members will endeavor to make policy decisions only after full discussion at publicly held Board meetings.
- Board members agree to encourage the free expression of opinion by all Board members, and to follow the protocols established by the Board and Superintendent when communicating with other Board members, students, staff, and community members.
- Board members are encouraged to visit schools.

- When Board members visit schools in their official capacity, they agree to plan their visits in advance with the principal, and wear their District “Board Member” badges.
- When Board members visit schools as a parent or volunteer, they will sign in at the office and ask for a visitor badge. Advance notice is encouraged, but may not be required in all cases.
- Board members agree that emails sent to the entire Board from stakeholders will be answered by the Board Chair (or designee) on behalf of the Board, and copied to all Board members, and that concerns about the District will be referred to the Superintendent and Cabinet member, if appropriate. The Board Chair (or designee) will include the following points in their response:
 1. Thank you for sharing your concern regarding _____.
 2. I have referred your concern to the Superintendent and Cabinet member (if appropriate).

If a Board member would like to respond to a stakeholder who has contacted several Board members regarding a concern, the Board member’s response will include the following points:

1. Thank you for sharing your concern regarding _____.
2. The Hillsboro School District Board Chair (or designee) will respond on behalf of the Board.

Board Meeting Agendas

- The Board Chair, Vice Chair, and Superintendent will set the Board agenda. Individual Board members may request that items be added to the agenda by contacting the Superintendent or Board Chair.
- Items will only be added to the agenda at a Board meeting if the majority of the Board agrees to consider them.

Board Professional Development Requests

- Because Board members believe that professional development is a key component to being an effective Board member, they are committed to informing themselves about current educational issues by individual study and through participation in programs that provide valuable relevant information, such as programs sponsored by state and national school boards associations and other professional organizations.
- See policy BHB for specific information regarding professional development requests. Board members participating in professional development opportunities will share a brief summary of the training with the rest of the Board following the event.

Signed:

HILLSBORO SCHOOL DISTRICT 1J
September 27, 2022
ADOPT BOARD GOALS

SITUATION

The ongoing duties of the Board include resource allocation, formulating policy, and interacting with the community in support of the District mission. During the September 13 work session, the Board discussed goals for the 2022-23 school year. Based on these discussions, the following goals have been drafted.

Proposed Board goals for 2022-23

- The Board will participate in the development and adoption of a four-year strategic plan.
- The Board will direct the Superintendent to encourage staff to actively engage with students and create feedback loops to foster mutual understanding, increase awareness, and demonstrate action. The Board will use student input to improve policies and procedures so they align with the District's value of educational equity and serve to promote success among all students.
- The Board will seek community engagement opportunities, with an emphasis on historically underserved families, in order to inform policy decisions, continually improve district systems and processes, and to guide Board professional development.

RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the proposed Board goals.

HILLSBORO SCHOOL DISTRICT 1J
September 27, 2022
APPROVE POLICIES

SITUATION

The Hillsboro School District has contracted with Oregon School Boards Association (OSBA) to perform a quarterly review of the District's policy manual, and works 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 policy listed below, and presented it to the Board for First Reading on August 2, 2022:

- Policies in Section D – Fiscal Management
 - DH: Loss Coverage

RECOMMENDATION

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



Code: DH
Adopted: 10/22/13
Revised/Readopted: 2/26/19
Orig. Code: DH

Loss Coverage ~~Crime Coverage for Employees and Officers~~

~~All~~ The Board and designated District employees are responsible to safeguard the District against loss for regarding funds, fees, cash collections, ~~or~~ and inventory ~~control will be bonded/insured to protect the District against loss in an amount determined by the Board and upon recommendation of the District's agent of record. In compliance with Oregon statutes and administrative rules, the Superintendent, custodian of funds, and other individuals as deemed necessary by the Board will have individual fidelity bond coverage or equivalent crime coverage.~~ The Board shall designate the District employees responsible as custodians of such items. The District shall purchase bond coverage or equivalent crime coverage in an amount determined by the Board[, in consultation with the District's agent of record]. The District will pay the cost of such coverage.

END OF POLICY

Legal Reference(s):

[ORS 328.441](#)

[ORS 332.525](#)

[OAR 581-022-2405](#)

Corrected 2/01/22

HILLSBORO SCHOOL DISTRICT 1J
September 27, 2022
APPROVE THE NOMINATION OF METRO POLICY ADVISORY
COMMITTEE (MPAC) MEMBER / NOMINATE ALTERNATE

SITUATION

Hillsboro School District Board Chair Mark Watson has served for the past five years on the Metro Policy Advisory Committee (MPAC), a committee that advises the Metro Council on a range of topics, including regional transportation and land use planning, management of the urban growth boundary (UGB), and other planning matters of regional concern. MPAC's membership consists of 27 voting and non-voting members, including representation by cities, counties, school districts, special districts, and the public. Chair Watson is stepping down from that position and will seek to serve in the alternate position. Susan Greenberg, Beaverton School Board Member for Zone 1, has been nominated for the position.

MPAC's governing bodies of the school district member and alternate positions are currently vacant. According to the committee bylaws, the member and alternate positions representing school districts are to be appointed jointly by the governing bodies of the school districts represented, which include Hillsboro School District. The member and the alternate must be from different districts. The Metro Council Office accepted nominations through Monday, August 1, 2022.

Additional information regarding MPAC is available online at the following link: <http://www.oregonmetro.gov/regional-leadership/metro-advisory-committees/metro-policy-advisory-committee>.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the nomination of Susan Greenberg to serve on the Metro Policy Advisory Committee (MPAC) to represent regional school boards, and nominate Chair Mark Watson for the alternate position.

I move that the Board of Directors approve the nomination of Susan Greenberg to serve on the Metro Policy Advisory Committee (MPAC).

~AND~

I move that the Board of Directors nominate Mark Watson to serve on the Metro Policy Advisory Committee (MPAC) for the alternate position.

~AND~

I move that the Board of Directors approve the nomination of Mark Watson to serve on the Metro Policy Advisory Committee (MPAC) for the alternate position.

HILLSBORO SCHOOL DISTRICT 1J
September 27, 2022
ACKNOWLEDGE GIFTS AND DONATIONS
(as of August 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 \$5,183.52 from Tobias Elementary PTO to be used as follows:
 - \$939.52 for Intervention Materials
 - \$4,244.00 for Artist-in-Residents
- Donation of \$9,780 from Intel Matching Funds to Hillsboro Online Academy for general education
- Donation of \$15,000 from Renaissance Charitable Foundation to Lenox Elementary School for general education
- Donation of \$92,500 Meyer Memorial Trust to be used for the mentorship program for Latino males
- Donation of \$247,722.19 from Hillsboro Schools Foundation to be distributed and used as follows:
 - \$3,200.00 to Century High School for Sowing Seeds of Serenity program
 - \$3,375.70 to Imlay Elementary School for Sew Into Stream program
 - \$3,996.49 to Poynter Middle School for Graphic and Spanish Language Novels for the library
 - \$4,000.00 to Century for the Makerspace Club
 - \$4,650.00 to Tobias Elementary School for the 3rd grade “The Salmon Boy” play
 - \$6,000.00 to Free Orchards Elementary School for the Enhancing Biliteracy Through Technology program
 - \$7,500 to Evergreen Middle School for the Middle School Makers program
 - \$7,500 to Glencoe High School the Robotics “Cutting the Path to a Better Team Future”
 - \$7,500 for to McKinney Elementary School for Danza Folklorica
 - \$200,000 to Hillsboro School District for career exploration

RECOMMENDATION

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

I move that the Board of Directors acknowledge the donations listed.

HILLSBORO SCHOOL DISTRICT
September 27, 2022
Facility Naming - ES29

SITUATION

After months of community feedback and ES29 Naming Task Force review, four names are being presented to the Board of Directors for the new elementary school being constructed in South Hillsboro - ES29.

During tonight's work session, the Superintendent will present the finalists for the naming of ES29. After Board discussion in the work session, the Board will discuss the recommendations in the regular session and select the final name(s) to be placed on first review.

Names for consideration are:

Chatakuin
Virginia Meek
Millie Trumbull
Tamarack

RECOMMENDATION

The Superintendent recommends the Board of Directors discuss the names presented and select the final name(s) for ES29 to be placed on first read.

I move that the Board of Directors select [Insert Name(s) here] as the name(s) for ES29 to be placed on first read.

HILLSBORO SCHOOL DISTRICT 1J
September 27, 2022
NOTICE OF INTENT TO PURCHASE

SITUATION

Each year, the District purchases enough licenses for staff, computers and servers to use Microsoft Software, Operating Systems and Services. Student use of equivalent licenses is at no charge. The total cost is \$195,256.10 for the 2022-23 year.

Licenses to be purchased are:

Microsoft 365 A3 (3,068)
Microsoft 365 A5 (25)
Microsoft 365 A3 – student (22,000)
Power BI Pro for EDU (5)
Microsoft Visual Studio Professional (1)
Microsoft Visual Studio Enterprise (3)
Microsoft Windows Azure (1)
Microsoft Windows Remote Desktop Services (175)
Microsoft Windows Server Standard Edition (206)
Microsoft Windows Server Datacenter Edition (80)
Microsoft SQL Server Standard Core (10)
Microsoft Office 365 (Plan A2) (4,500)
Microsoft SQL Server Enterprise Core (14)
Microsoft Visio Pro for Office365 (1)

As a member of the [Organization for Educational Technology and Curriculum \(OETC\)](#), the District has the benefit of participating in a cooperative purchasing agreement, an exception to the public procurement requirements for conducting a request for proposal on purchases over \$150,000. Hillsboro School District 1 J is permitted to join cooperative purchasing agreements under the authority of the State of Oregon (ORS 279A.215 Permissive Cooperative Procurements).

RECOMMENDATION

The Superintendent recommends the Board of Directors acknowledge the Notice of Intent to Purchase by use of a cooperative purchasing agreement, under the authority of the State of Oregon (ORS 279A.215 Permissive Cooperative Procurements).

I move that the Board of Directors acknowledge the Notice of Intent to Purchase by use of a cooperative purchasing agreement, under the authority of the State of Oregon (ORS 279A.215 Permissive Cooperative Procurements).

HILLSBORO SCHOOL DISTRICT 1J
September 27, 2022
NOTICE OF INTENT TO PURCHASE - CUSTODIAL AGENCY SERVICES

SITUATION

The District is experiencing a temporary shortage of custodial staff. Last Spring, the District accessed agency staff in order to relieve workload on custodial staff while maintaining the high standards of cleanliness required to safely operate schools. The anticipated use of services at that time did not exceed \$150,000.

The District continues to seek supplemental support for custodial services during the 2022-23 school year. Human Resources has discussed this with the Hillsboro Classified United and they are in support of the agency services as long as the District continues to post and recruit custodians. Although value is always a priority, the use of agency services is not a strategy to save money by contracting out classified employee work, and to that end, no cost analysis is required. The Request for Proposals (RFP) explicitly stated that the temporary services would be accessed on an as needed basis and the contracts would be non-exclusive, allowing maximum flexibility.

District staff have completed the RFP process and evaluation of the proposals. At this time, it is estimated that the district may require up to \$600,000 in agency services from two companies for the remainder of this fiscal year. The companies are ABM and Cascade Building Services. It is anticipated that the expenses will be within budget appropriations and offset by the vacant positions. As the District positions are filled, the District will begin to use less services.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the non-exclusive, temporary contracts for Custodial Agency Services to ABM and Cascade Building Services.

I move that the Board of Directors approve the non-exclusive, temporary contracts for Custodial Agency Services to ABM and Cascade Building Services.

HILLSBORO SCHOOL DISTRICT
September 27, 2022
LOCAL CONTRACTORS REVIEW BOARD: REVIEW AND APPROVE FINDINGS OF
FACT FOR SPECIAL PROCUREMENTS AND EXCEPTION FROM COMPETITIVE
BIDDING, AND AUTHORIZE A SPECIFIC SOLE SOURCE PROCUREMENT

SITUATION

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

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

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

The Oregon Public Contracting Rules require the Hillsboro School District to hold a public hearing of the Local Contract Review Board to allow comments and make a final decision on the Hillsboro School District draft findings. Notice of this public hearing must be advertised in at least one trade newspaper of general statewide circulation. Notice of intent to purchase as a sole source was advertised in Daily Journal of Commerce Oregon (DJCOregon) on September 21, 2022.

FINDINGS OF FACT

Software and Service Description

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

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

Rationale

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

RECOMMENDATION

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

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

HILLSBORO SCHOOL DISTRICT 1J
September 27, 2022
FINANCIAL REPORT

Business Office – General Update

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

Example 60: ODE Summer Grants 2.0

“Central office services are designed to anticipate and proactively meet the needs of each school.” The Business Office demonstrates efficiency by a well-coordinated and defined set of operational systems. Using a google sheet template and in partnership with the Office of School Performance, Technology, and Human Resources, the Business Office team facilitated access to Summer Grant Funding announced in February 2022. The resources provided access to \$2.4 million in K-8 Enrichment and \$1.15 million in High School Academic Support.

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

Finance Manager Jennifer Zavatsky and the finance team have been working hard to provide training and resources to both school and department administrative support staff. There are many new staff members in the administrative support positions, along with multiple software updates, changes, and controls requirements. The team has also continued to support summer grant programs and transition into the new fiscal year.

Finance Team – Financial Reporting, Contracts and Grants

Manager of Business Services Jeff Jones has been focused on supporting administrators as they plan and implement their budgets for the 2022-23 year. Jeff is the point of contact for the District’s independent auditors, Grove, Mueller, & Swank, P.C., that reviews the 2021-22 Annual Comprehensive Financial Report (ACFR) prior to Board’s approval in December. Jeff is also facilitating the Bond Fund review by Moss Adams LLC this fall, for synchronized reporting on the last fiscal year.

Lisa Hicks, Fiscal Specialist- Contracts and Procurement, has been working closely with various administrators to draft, renew, and implement contracted services throughout the District. She is also working with Technology Services and Human Resources to pilot a new web-based platform that signs visitors in/out of schools and runs real-time background checks. If the pilot is successful, the program may be implemented districtwide to standardize and monitor school visitors at a centralized level, including volunteers and contractors, to improve safety and security for staff and students.

Payroll Team and Employee Benefits

Payroll Supervisor Kim Grannis and the payroll team have been working closely with Human Resources to prepare the September payroll, the first of the year for 10-month employees. A

robust summer, full of activities and new collective bargaining agreements and memorandums of agreement, impacts this initial payroll. The payroll team has been extending extra support to the benefits team throughout the employee benefits open enrollment period as well.

Daphne Fisk, the new Employee Benefits Team Supervisor has hit the ground running! The benefits team has been closing out the year for all staff and ensuring that benefits are available through the duration of work agreements. They are looking forward to (insurance) Open Enrollment this fall which includes an on-site benefits fair for staff, to gather information from insurance experts and access technical assistance for enrollment if needed.

The District's new risk manager, MaryBeth Puncochar, has been working closely with internal and external partners to maximize coverage options and become familiar with the nuances of District programs through the fall. MaryBeth has collaborated with Technology Services to ensure we are gaining compliance with the new requirements of cybersecurity coverage. She will continue to support staff with Stay-at-Work, Return-to-Work, and workplace accommodations as incidents occur.

The risk management section information and format of this report is in the process of being reviewed and reconfigured. The new information and format will be included in this report beginning with the October 25, 2022 Financial Report.

HILLSBORO SCHOOL DISTRICT HILLSBORO SCHOOL DISTRICT 1J

2022-23

MONTHLY FINANCIAL REPORT - as of August 31, 2022

Revenues	July	August	September	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Fiscal YTD	Budget		Fiscal YTD	
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	2022-23	2022-23	% of Budget	2021-22	% of Budget
Taxes	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$88,485,305.00	0.00%	\$0.00	0.00%
Interest	\$21,503.55	\$35,952.45	\$0.00	\$93,408.45	\$0.00	\$0.00	\$0.00	\$93,408.45	\$500,353.00	18.67%	\$24,745.34	7214.38%
Local Sources	\$17,747.67	\$29,303.96	\$0.00	\$76,355.59	\$0.00	\$0.00	\$0.00	\$76,355.59	\$1,798,031.00	4.25%	\$39,239.48	1.09%
Total Local	\$39,251.22	\$65,256.41	\$0.00	\$169,764.04	\$0.00	\$0.00	\$0.00	\$169,764.04	\$90,783,689.00	0.19%	\$63,984.82	0.07%
County/ESD	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,452,707.00	0.00%	\$0.00	0.00%
State Sources	\$23,434,412.78	\$11,710,064.89	\$0.00	\$35,144,477.67	\$0.00	\$0.00	\$0.00	\$35,144,477.67	\$150,089,995.00	23.42%	\$41,119,011.54	27.61%
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%
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%
Adjusted Beginning Balance*	\$11,620,812.00	\$0.00	\$0.00	\$11,620,812.00	\$0.00	\$0.00	\$0.00	\$11,620,812.00	\$11,620,812.00	100.00%	\$9,494,012.00	100.00%
Total Revenue	\$35,094,476.00	\$11,775,321.30	\$0.00	\$46,935,053.71	\$0.00	\$0.00	\$0.00	\$46,935,053.71	\$256,947,203.00	18.27%	\$50,677,008.36	20.20%
Expenditures												
Instruction												
Salaries	\$61,890.10	\$99,484.87	\$0.00	\$161,374.97	\$0.00	\$0.00	\$0.00	\$161,374.97	\$84,589,381.65	0.19%	\$162,023.24	0.20%
Benefits	\$25,017.03	\$34,098.60	\$0.00	\$59,115.63	\$0.00	\$0.00	\$0.00	\$59,115.63	\$45,603,296.86	0.13%	\$74,775.28	0.17%
Purchased Service	\$370,972.38	\$255,030.10	\$0.00	\$626,002.48	\$0.00	\$0.00	\$0.00	\$626,002.48	\$15,457,508.83	4.05%	\$625,789.06	4.25%
Supplies/Materials	\$382,356.87	\$197,215.87	\$0.00	\$579,572.74	\$0.00	\$0.00	\$0.00	\$579,572.74	\$5,459,407.47	10.62%	\$630,970.18	13.43%
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%
Other	\$29,028.37	\$19,350.00	\$0.00	\$48,378.37	\$0.00	\$0.00	\$0.00	\$48,378.37	\$1,136,366.19	4.26%	\$95,012.00	9.31%
Total Instruction	\$869,264.75	\$605,179.44	\$0.00	\$1,474,444.19	\$0.00	\$0.00	\$0.00	\$1,474,444.19	\$152,245,961.00	0.97%	\$1,588,569.76	1.08%
Support Services												
Salaries	\$2,248,784.07	\$2,386,766.10	\$0.00	\$4,635,550.17	\$0.00	\$0.00	\$0.00	\$4,635,550.17	\$51,340,343.95	9.03%	\$3,971,543.83	7.58%
Benefits	\$1,223,680.68	\$1,264,419.39	\$0.00	\$2,488,100.07	\$0.00	\$0.00	\$0.00	\$2,488,100.07	\$27,678,284.20	8.99%	\$2,140,318.76	7.68%
Purchased Service	\$468,345.74	\$1,079,348.20	\$0.00	\$1,547,693.94	\$0.00	\$0.00	\$0.00	\$1,547,693.94	\$9,381,719.13	16.50%	\$2,190,685.72	23.48%
Supplies/Materials	\$599,470.81	\$470,730.89	\$0.00	\$1,070,201.70	\$0.00	\$0.00	\$0.00	\$1,070,201.70	\$3,313,511.13	32.30%	\$1,106,318.32	37.15%
Capital Purchases	\$0.00	\$14,202.00	\$0.00	\$14,202.00	\$0.00	\$0.00	\$0.00	\$14,202.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$1,722,277.20	\$31,104.32	\$0.00	\$1,753,381.52	\$0.00	\$0.00	\$0.00	\$1,753,381.52	\$689,701.59	254.22%	\$1,710,132.60	264.41%
Total Support	\$6,262,558.50	\$5,246,570.90	\$0.00	\$11,509,129.40	\$0.00	\$0.00	\$0.00	\$11,509,129.40	\$92,403,560.00	12.46%	\$11,118,999.23	11.93%
Community Services												
Salaries	\$18,104.82	\$18,922.56	\$0.00	\$37,027.38	\$0.00	\$0.00	\$0.00	\$37,027.38	\$295,388.40	12.54%	\$50,915.30	13.56%
Benefits	\$9,540.15	\$9,013.34	\$0.00	\$18,553.49	\$0.00	\$0.00	\$0.00	\$18,553.49	\$159,247.94	11.65%	\$20,783.54	10.40%
Purchased Service	\$9,790.00	\$0.00	\$0.00	\$9,790.00	\$0.00	\$0.00	\$0.00	\$9,790.00	\$53,978.04	18.14%	\$1,469.00	2.20%
Supplies/Materials	\$441.37	\$232.32	\$0.00	\$673.69	\$0.00	\$0.00	\$0.00	\$673.69	\$19,064.40	3.53%	\$864.61	4.05%
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%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,968.22	0.00%	\$0.00	0.00%
Total Community Services	\$37,876.34	\$28,168.22	\$0.00	\$66,044.56	\$0.00	\$0.00	\$0.00	\$66,044.56	\$531,647.00	12.42%	\$74,032.45	11.08%
Capital Projects												
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
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%
Total Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
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%
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%
Contingency/Ending Balance	\$9,182,658.00	\$0.00	\$0.00	\$9,182,658.00	\$0.00	\$0.00	\$0.00	\$9,182,658.00	\$0.00	0.00%	\$10,037,435.00	100.00%
Total Expenditures	\$16,352,357.59	\$5,879,918.56	\$0.00	\$22,232,276.15	\$0.00	\$0.00	\$0.00	\$22,232,276.15	\$245,181,168.00	9.07%	\$22,819,036.44	7.89%

HILLSBORO SCHOOL DISTRICT 1J
September 27, 2022
DIVISION 22 STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY
SCHOOLS 2021-22 ASSURANCE FORM

SITUATION

Each year, the Oregon Department of Education requires that all school district superintendents report to their communities their district's standing regarding compliance with the Division 22 Standards for Public Elementary and Secondary Schools.

Following an internal monitoring and reporting process, districts must complete and return to the Oregon Department of Education the annual Division 22 Assurance Form. This form provides an opportunity to:

1. Assure the district's compliance with Division 22 standards
2. Assure that the district's status regarding Division 22 has been reported publicly
3. Identify any areas found to be out of compliance, and provide an action plan for bringing those areas into compliance

After a review of Division 22 standards by the appropriate personnel, the Hillsboro School District assures compliance in all areas of Division 22 regulations for the 2021-2022 school year.

The Board will hear an update on Division 22 compliance, as well as changes to Division 22 for the 2022-2023 and 2023-2024 school years.

RECOMMENDATION

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

Hillsboro School District 1J

Report on Compliance with Public School Standards

2021-22 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district’s status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of the Hillsboro School District’s compliance with each of the requirements of Oregon’s administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2021-22 school year. For each rule reported as out of compliance, the Hillsboro School District has provided an explanation of why the school district was out of compliance and the school district’s proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2023-24 school year.

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2045- Prevention Education in Drugs and Alcohol	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2355 Instructional Materials Adoption	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Corrective Action Plan is in process in cooperation with the Oregon Department of Education

Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived for 2021-22 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2120 Essential Skill Assessments for English Language Learners	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2130 Kindergarten Assessment	Waived for 2021-22 school year	Not applicable	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Program & Service Requirements

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Alternative Certificate	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Health & Safety

Subcategory: Policies & Practices

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-0106(4) State Standards for the 2021-22 School Year: Operational Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Athletics & Interscholastic Activities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260- Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Human Resources/Staffing

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

HILLSBORO SCHOOL DISTRICT 1J
September 27, 2022
INFORMATION – ADMINISTRATIVE REGULATION UPDATE

SITUATION

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

Policy language must meet the following criteria:

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

The following administrative regulations (AR) have proposed changes:

- Policies in Section C – General Administration
 - CPA-AR: Layoff and Recall for Administrators
- Policies in Section K – District-Community Relations
 - KBA-AR: Public Records

RECOMMENDATION

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



Code: CPA-AR
Revised/Reviewed: 1/22/19

Layoff/ and Recall –for Administrativeors Personnel

General

This administrative regulation applies to all licensed administrators below the rank of assistant superintendent who are not considered teachers under ORS 342.934.¹

The Board retains the right to determine when a layoff is necessary. Layoffs shall be will occur by position. A reduction in hours does not constitute a layoff.

The superintendent or designee shall offer recommendations to the Board regarding transfers, both voluntary and involuntary, and the position(s) which will be eliminated. The factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence. ~~Competence includes recent experience, additional training and educational attainments. Merit includes the measure of one's administrative ability and effectiveness against the ability and effectiveness of another administrator.~~

The Board desires/ and expects administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

When the district determines that when a layoff of licensed administrators is necessary, the superintendent or designee will use the procedures described in Section II of this regulation. The superintendent or designee will make every reasonable effort to transfer a licensed and qualified administrator who will be laid off to a vacant administrative position for which the administrator is licensed and qualified, in accordance with the procedures described in Section III. The Superintendent or designee may combine remaining positions, if it meets District curriculum needs, so that administrators continue to be licensed and qualified to perform available jobs.

Section I - Definitions

1. "Competence" means the ability to perform the essential functions of a job or assignment based on recent experience, additional training or educational attainments, or both, but not based solely on type of license and endorsements of an employee. The superintendent or designee may interpret "recent experience" as having performed the essential functions of the job or assignment within the last five school years. ~~The superintendent or designee, as a guideline, may consider whether a person has held a position "directly above" or a position "directly below" the eliminated position. "Directly~~

¹ Prior to laying off any administrators, the district will work with legal counsel to determine if the procedures in ORS 339.934, including cultural or linguistic expertise criteria, apply to any impacted employees.

~~above” means a supervisory position. “Directly below” means a direct or indirect reporting relationship to the superintendent.~~

2. “Merit” means the measurement of one administrator’s ability and effectiveness against the ability and effectiveness of another administrator.
3. “Seniority” is calculated from the first day of actual ~~continuous~~ service as an administrator in the district inclusive of approved leaves of absence. If necessary, ties in length of service shall be broken by drawing lots.
4. “License” means a document or documents issued by Teacher Standards and Practices Commission permitting an individual to perform certain duties within a public ~~school~~ district.
5. “Qualifications” mean training, experience, skill and other attributes in addition to the individual’s license.

Section II - Layoff Procedures

1. Administrative positions will be grouped by positions or assignments which the superintendent or designee determines are sufficiently comparable to use in the layoff process.
2. If a new administrative position is created, it will be placed in one of the existing job groupings or in a new job grouping, as determined by the superintendent or designee.
3. Upon recommendation by the superintendent or designee, the Board may eliminate one or more administrative positions within a job group or groups.
4. The superintendent or designee may recommend layoffs within job groups based on license, seniority, qualifications, merit and/or competence.
5. After identification of the administrator(s) to be laid off from a particular job group, the superintendent or designee will reassign the remaining administrators in that group to the remaining positions as necessary.
6. The superintendent or designee will determine whether the administrators identified for layoff will be transferred to a vacant administrative position under the procedures of Section III below or as provided for in state law given the option of a classroom teaching assignment provided the administrator is licensed and determined by the district to be qualified based on merit and/or competence for the assignment.

Section III - Reassignments and Transfers

1. The superintendent or designee will review an administrator’s personnel file, and from consultation with the administrator’s supervisors, shall determine if an administrator who will be laid off under Section II can be transferred to a vacant administrative position. Each transfer may be based on license, seniority, qualifications, merit, ~~and/or competence~~ ~~competence and previous administrative positions held as determined by the superintendent or designee.~~
2. An administrator may voluntarily accept a classroom teaching assignment in lieu of a layoff.
 - a. The administrator may accept a classroom teaching assignment which is currently vacant.

- b. If the administrator previously taught and was a contract teacher in the district, the administrator may displace (“bump”) a probationary or contract teacher with less seniority.
 - c. If the administrator never taught in the district, the administrator may displace (“bump”) a probationary teacher with less seniority.
3. While an administrator retains ~~his/her~~ their rights to be recalled to a vacant administrative position in accordance with Section IV below, an administrator who voluntarily accepts a classroom teacher assignment will also be covered by the layoff/recall and other provisions of the collective bargaining agreement governing regularly employed teachers for purposes of their rights as teachers.

Section IV - Recall

1. An administrator who is laid off under this procedure shall be placed in a recall pool. An administrator who resigns rather than accept layoff or reassignment under this procedure forfeits rights to be placed in the recall pool.
2. An administrator will be maintained in the recall pool for a period of not more than 27 calendar months from the effective date of layoff.
3. A laid-off administrator who rejects recall to a position offered by the district for which the administrator is licensed and qualified to perform and which is similar to the workday or work year of the person’s previous position, thereby waives any further recall rights, and the administrator’s employment terminates effective the date of rejection of the job offer.
4. Licensed and qualified administrators will be considered for recall based on proper licensure and qualifications to perform the essential functions of the job. The district retains the right to recall a less senior administrator to the position if that individual has more merit and/or competence.
5. Administrators will be recalled based on license, seniority, qualifications, merit, and/or competence ~~and other relevant factors~~.
6. Notification of recall will be delivered in person or deposited as certified mail, postage prepaid and addressed to the last known address of the laid-off employee. It is the responsibility of the administrator to ensure up-to-date mailing information is provided to the district. The individual shall be allowed ~~[7-]~~[10] calendar days from the date of personal delivery or postmark to accept the position in writing. If the individual declines the recall or fails to accept within the ~~[7-]~~[10]-day period or fails to report for duty on the date specified in the recall notice, the individual’s name will be removed from the recall pool. The individual will be considered to have resigned employment with the district and waived any further right of recall.
7. An administrator who wishes to remain eligible for recall to a position requiring a license must maintain a valid license.
8. Individuals who wish to waive recall rights prior to 27 months subsequent to the effective date of a layoff may do so by written notification to the district. Such notice will be considered a voluntary resignation and the individuals shall forfeit all employment rights with the district.
9. Employees returning from layoff shall be credited with all seniority and sick leave the employee earned prior to the effective date of the layoff, but the employee shall not accrue leave, benefits or

seniority during the period of the layoff. If applicable, the district will apply any sick leave accrued from another school district employment during the recall time as allowed by state law.

10. An employee who has been laid off has the option of continuing the employee's health insurance program at the employee's expense for up to 18 months, subject to the approval and rules of the insurance carrier(s).
11. An employee must have completed at least 135 contract days during 1 school year in order to be eligible for 1 vertical step advancement for the succeeding school year. If, because of layoff, an employee does not complete at least 135 contract days that school year, the employee will be placed on the same salary schedule step as the employee was on prior to layoff.
12. Nothing in this regulation shall be construed so as to interfere with the district's right to dismiss an administrator, not extend the contract of an administrator or dismiss or nonrenew the contract of a probationary administrator pursuant to state law.
13. An individual who is no longer employed as an administrator in the district due to resignation, assignment to a nonadministrative position, expiration of the recall period or rejection of a position offered by the district shall receive salary for all unused vacation time following the termination of employment as an administrator.

Section V - Announcements of Decisions

Public announcements of layoff decisions should occur only after prior notice to affected administrators. Certain circumstances may, in some cases, prevent prior notice and employees will be notified as soon as is practical.

Section VI - Appeal Procedure

An appeal from a layoff decision shall be by arbitration pursuant to the employee's individual employment contract, administrator group contract ("employment agreements or meet and confer agreements") or rules of the Employment Relations Board.

Section VII - Future Changes in Procedure

The district reserves the right to amend, revise or repeal all or any part of this procedure at any future time and no employee shall have any vested right in the continuation of this procedure or any amendment thereof, provided, however, that no amendment or repeal of this procedure shall prejudice the reinstatement rights of any individual who is in the "recall pool" at the time these procedures are amended, revised or repealed. The district will also consult with employees covered by this administrative regulation prior to making any decisions regarding changes to this procedure.



Code: **KBA-AR**
Revised/Reviewed: 12/12/17; 4/28/20
Orig. Code(s): KBA-AR

Public Records

In compliance with Oregon law, the following guidelines apply to the dissemination, inspection, and examination of the public records of the District:

1. A public records request shall be submitted in writing through the district's website: www.hsd.k12.or.us/publicrecords or by postal mail to the Communications office ~~superintendent's office~~ at 3083 NE 49 Place, Hillsboro, OR 97124.
2. Upon receipt of a written request, the district shall respond within five business days¹ acknowledging receipt of the request or completing² the district's response to the request.

If the district provides an acknowledgment of the request, it must:

- a. Confirm that the district is the custodian of the requested record;
 - b. Inform the requester that the district is not the custodian of the requested record; or
 - c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.
3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:
 - a. Complete its response to the public records request in accordance with ORS 192.329(2). If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
 - b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.
 4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:

¹ "Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

² The district response to a public records request will be considered complete when it complies with criteria in Oregon law (ORS 192.329).

- c. The staff or volunteers³ necessary to complete a response to the public records request are unavailable;
- d. Compliance would demonstrably impede the district's ability to perform other necessary services; or
- e. Of the volume of the public records request being simultaneously processed by the district.

In these situations, the ~~The~~ district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification. ~~If the requester fails to respond within 60 days to a good faith request from the district for information or clarification, the district shall close the request.~~
6. If a copy of a public record is requested, the district will provide a single copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be ~~made available~~ ~~provided~~ in the form ~~in which~~ the record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.
7. Information will be made available to individuals with disabilities in an ~~accessible~~ ~~appropriate~~ format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.
8. Where the labor effort exceeds 30 minutes, labor, materials, and out-of-pocket charges will be reimbursed to the district. Labor will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate of 25 cents per page. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date they were informed of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

- ~~9. The district reserves the right to restrict the inspection of some public records to the district's facilities.~~

³Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

HILLSBORO SCHOOL DISTRICT 1J
September 27, 2022
FIRST READING – POLICIES

SITUATION

The Hillsboro School District has contracted with Oregon School Boards Association (OSBA) to receive a quarterly policy update.

Policy language must meet the following criteria:

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

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

- Policies in Section A/B – Board Governance and Operations
 - BBBA: Board Member Qualifications
 - BCF: Advisory Committees to the Board
- Policies in Section C – General Administration
 - CPA: Layoff and Recall for Administrators
- Policies in Section D - Fiscal Management
 - DBEA: Budget Committee
- Policies in Section G - Personnel
 - GDA: Instructional Assistants
- Policies in Section I – Instruction
 - IGBAF-AR: Special Education – Individual Education Plan (IEP)
 - IGBAG-AR: Special Education – Procedural Safeguards
- Policies in Section K – District-Community Relations
 - KBA: Public Records

RECOMMENDATION

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



Code: BBBA
 Adopted: 6/19/07
 Revised/Readopted: 1/22/19
 Orig. Code(s): BBBA

Board Member Qualifications

A person is eligible to serve as a Board member if the person is a **qualified** elector¹ of the District. ~~An “elector” means an individual qualified to vote under Section 2, Article II of the Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law and has~~ **must have** been a resident within the District for one year immediately preceding the election or appointment.

~~A~~ **No** person who is an employee of the District is **not** eligible to serve as a Board member while so employed.

A person who is an employee of a public charter school may not serve as a member of the Board of the District in which the public charter school that employs the person is located.

END OF POLICY

Legal Reference(s):

ORS 247.002	ORS 332.016	ORS 332.124
ORS 247.035	ORS 332.018	ORS 332.126
ORS 249.013	ORS 332.030	

OREGON CONSTITUTION, ARTICLE II, Section 2.

Cross Reference(s):

BBE - Vacancies on the Board

¹ “Elector” means an individual qualified to vote under Article II, section 2, [Oregon Constitution](#).



Code: BCF
Adopted: 6/19/07
Revised/Readopted: 1/22/19; 2/25/20
Orig. Code(s): BCF

Advisory Committees to the Board

In an ongoing effort to increase communication with the public and to provide for community involvement, the Board may appoint advisory committees which could include community members, staff members, or Board members to consider matters of districtwide importance. The Board shall encourage interested community members to apply for appointment by giving publicity to the establishment of the committee.

Selection

Community members or staff wishing to serve on advisory committees shall submit a letter of application to the Superintendent which shall be forwarded to the Board for consideration. The composition of advisory committees will be representative of the student demographics of the District and will take into consideration the specific tasks assigned to the committee.

Appointment of members to an advisory committee will be made by a majority vote of the Board.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's task, setting forth the service the Board wishes the committee to render and the extent and limitations of its responsibilities;
2. The resources the Board will provide;
3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive committee report(s).

Except as provided by the Board, committees will cease to function when their final report has been received by the Board ~~or when their final report has been received by the Board~~ or when the purpose for which they were established has been accomplished or cease to be relevant.

[Educational Equity Advisory Committee¹²

The duties of the district's educational equity advisory committee shall include:

¹ District with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025.

² Additional information on the formation, membership and responsibility of the committee can be found in OAR 581-022-2307.

1. Advising the Board about the educational equity impacts of policy decisions;
2. Advising the superintendent about the educational equity impacts of policy decisions; and
3. Informing the Board and superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the Board and superintendent on how best to handle that situation.

The educational equity advisory committee may prepare an annual report that:

1. Contains the following information:
 - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
 - b. Recommendations the committee made to the Board and superintendent, and the actions that were taken in response to those recommendation; and
 - c. Any other information required by the State Board of Education.
2. Is made available by being:
 - a. Distributed to parents of district students;
 - b. Posted on the district's website;
 - c. Presented to the Board in at a board meeting with adequate opportunity for public comment; and
 - d. Sent to the State Board of Education.

The educational equity advisory committee shall be appointed by the Board and superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the Board and superintendent:

1. Shall solicit name of possible members from the community;
2. Must ensure that membership is primarily representative of underserved student groups;
3. May not exclude members based on immigration status; and
4. Must comply with any other requirements established by the State Board of Education.

A member of the educational equity advisory committee will also serve on the school district budget committee.^{3]}

END OF POLICY

Legal Reference(s):

[ORS 192.610](#)
[ORS 192.630](#)

[ORS 294.414](#)
[ORS 329.704](#)

[ORS 329.711](#)
[ORS 332.10](#)

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

³ The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-school board member vacancy on the budget committee.



Code: CPA
Adopted: 1/22/19

Layoff/ and Recall –for Administrativeors Personnel

This policy applies to all licensed administrators below the rank of assistant superintendent who are not considered teachers under ORS 342.934.¹

The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The factors considered in the layoff process will be license, seniority, qualifications, merit, and/or competence. ~~Competence includes recent experience, additional training, and educational attainments. Merit includes the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.~~

The Board desires/ and expects administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

Prior to initial development of a recall procedure for administrators, the Superintendent or designee will consult with the employees or a designated representative of the employees covered by this policy.

The district will develop administrative regulations to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 342.934](#)

¹ Prior to laying off any administrators, the district will work with legal counsel to determine if the cultural or linguistic expertise criteria apply to any impacted employees.



Code: **DBEA**
Adopted: 4/22/08
Revised/Readopted: 2/26/19
Orig. Code(s): DBEA

Budget Committee

By law, the budget committee is charged with making recommendations concerning financial priorities.

The budget committee will have the responsibility for reviewing the financial program of the District, reviewing the proposed District budget as presented by the superintendent, and recommending an annual or biennial District budget in keeping with the provisions of applicable state laws.

Educational policy decisions are the responsibility of the Board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. While the committee may, in effect, delete programs because of a fund decrease in arriving at a levy figure, the committee is charged primarily with a fiscal evaluation of programs. The committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the Board.

The following will govern the makeup and procedure of establishing the District's budget committee:

1. The budget committee consists of seven members appointed by the Board plus the elected Board members of the District. To be eligible for appointment, the appointive member must:
 - a. Live and be registered to vote in the District;
 - b. Not be an officer, agent or employee of the District.
2. [At least one member of the budget committee must be a member of the district's educational equity advisory committee.[¹]]
3. No budget committee member may receive any type of compensation from the District;
4. In June at a regular Board meeting the Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will announce the vacancies and receive applications from interested persons during the month of September. Such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the District. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate;

¹ [Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025.]

5. At a regular Board meeting the Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed. At a following regular meeting, the Board will appoint persons to fill the vacant positions;
6. The appointive committee members of the budget committee in a District that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year. If any appointive member is unable to complete the term for which the member was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular Board meeting.

Budget Committee Responsibilities

The following items explain the budget committee responsibilities:

1. At its first meeting after appointment, the budget committee will elect a presiding officer from among its members. It may also establish other ground rules as necessary for successful operation of the committee;
2. A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action;
3. The budget committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public;
4. The budget committee may request any information used in the preparation of or for revising the budget document from the superintendent or Chief Financial Officer (CFO). The committee may request the attendance of any District employee at its meetings. The budget committee will approve the budget document as submitted by the superintendent or as subsequently revised by the committee;
5. After approval of the original or revised budget document, the budget committee's duties cease. The hearing on the approved budget is held by the Board.

END OF POLICY

Legal Reference(s):

[ORS 174.130](#)
[ORS 192.610 - 192.695](#)

[ORS 294.305 - 294.565](#)
[ORS 329.711](#)

[ORS 433.835 - 433.875](#)

Cross Reference(s):

DBG - Budget Hearing and Notice



Code: **GDA**
Adopted: 4/28/20

Instructional Assistants

Instructional assistants shall be hired by the superintendent.

All instructional assistants¹ must:

1. Have a high school diploma or the equivalent;
2. Be at least 18 years of age or older; and
3. Have standards of moral character as required of teachers.

In addition to the above, instructional assistants providing translation services must have demonstrated proficiency and fluency, knowledge of and ability to provide accurate translations from a language other than English into English and from English into another language.

Instructional assistants² who work in Title IA programs and provide instructional support must have:

1. Completed at least two years of study at an institution of higher education; or
2. Obtained an associate's or higher degree; or
3. Met a rigorous standard of quality, and can demonstrate, through a formal state or local academic assessment or para-professional certificate program, knowledge of, and the ability to assist in

¹ "Instructional assistant" means a classified school employee who does not require a license to teach, who is employed by a school district or education service district and whose assignment consists of and is limited to assisting a licensed teacher in accordance with the rules established by the TSPC.

² Instructional assistants may be assigned to: (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students while working under the direct supervision of a teacher. Instructional assistants may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title IA funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

These requirements do not apply to an instructional assistant: (1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in Title IA programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities.

instructing, as appropriate, reading/language arts, writing and mathematics or reading readiness, writing readiness and mathematics readiness.

The District will not require individuals newly hired as Title IA instructional assistants who have met another district's academic assessment to meet the district's academic assessment standards.

The general responsibilities of an instructional assistant shall be outlined in a job description. The major responsibility shall be to assist the classroom teacher, specialist or supervisor or related service provider with instruction and/or support. The instructional assistants shall be under the supervision of the appropriately licensed classroom teachers, specialist or supervisor. Other supporting tasks may include, but are not limited to: clerical support, student control, personal care, translation or parent and family involvement activities and media center or computer laboratory support.

Instructional assistants shall not be used by the District or teacher as substitute teachers. The responsibility for classroom supervision remains with the teacher at all times.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 332.505](#)

[ORS 342.120](#)
[OAR 581-022-2400\(2\)](#)

[OAR 581-037-0005 - 0025](#)
[OAR 584-005-0005\(20\),\(28\)](#)

The Vietnam Era Veterans' Readjustment Assistance Act, 38 U.S.C. § 4212 (2018).
Title II of the Genetic Information Nondiscrimination Act, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2022).
Rehabilitation Act, 29 U.S.C. § 791, 793-794 (2018).



Code: **IGBAF-AR**
Adopted: 10/01/16
Revised/Readopted: 2/25/20
Orig. Code: IGBAF-AR

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

- a. The District ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the District is responsible; and
 - (3) Before the District implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The District uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The District develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s), the student's related services provider(s), and other service provider(s).
- e. The District takes steps to ensure that parent(s)/guardian(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The District ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications, and/or supports that must be provided for, or on behalf of, the student; and
 - (2) Their responsibility to fully implement the IEP, including any amendments the District and parent(s)/guardian(s) agreed to make between annual reviews.
 - (3) The District takes whatever action is necessary to ensure that parent(s)/guardian(s) understand the proceedings of the IEP team meeting, including arranging for an interpreter for parent(s)/guardian(s) with deafness or whose native language is other than English.
- g. The District provides a copy of the IEP to the parent(s)/guardian(s) at no cost.

2. IEP Meetings

- a. The District conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.

- b. The District convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s)/guardian(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the District and the parent(s)/guardian(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the agreement to amend or modify IEP subsection.
- e. When the parent(s)/guardian(s) request a meeting, the District will either schedule a meeting within a reasonable time or provide timely written prior notice of the District's refusal to hold a meeting.
- f. If an agency other than the District fails to provide agreed upon transition services contained in the IEP, the District convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The District's IEP team members include the following:
 - (1) The student's parent(s)/guardian(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the District will determine which teacher or teachers will participate;
 - (5) A representative of the District (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about District resources. The representative of the District will have the authority to commit District resources and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent(s)/guardian(s) or District, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
 - (1) Whenever appropriate, the student with a disability is a member of the team.
 - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the District includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the District will take other steps to consider the student's preferences and interests in developing the IEP.
- c. Participation by other agencies:
 - (1) With parent/guardian or adult student written consent, and where appropriate, the District invites a representative of any other agency that is likely to be responsible for

- providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the District refers or places a student in an education service district (ESD), state operated program, private school, or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call, or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The District and the parent/guardian may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The District designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the District ensures:
 - (1) The parent/guardian and the District consent in writing to the excusal;
 - (2) The team member submits written input to the parent(s)/guardian(s) and other members of the IEP team before the meeting; and
 - (3) The parent/guardian is informed of all information related to the excusal in the parent's/guardian's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the District considers the student's strengths, the parent's/guardian's concerns, the results of the initial or most recent evaluation, and the academic, developmental, and functional needs of the student.
- b. The District ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including parents/guardians;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
 - (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standards, statements of measurable goals, and short-term objectives. The goals and, if appropriate, objectives:
 - (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and

- (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids, and services that the District provides to the student:
 - (a) The District bases special education and related services, modifications, and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum, and participating with other students (including those without disabilities), in academic, nonacademic, and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications, or supports includes a description of the inclusive dates, amount or frequency, location, and who is responsible for implementation.
 - (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic, and extracurricular activities.
 - (5) A statement of any individual modifications and accommodations in the administration of state or Districtwide assessments of student achievement.
 - (a) A student will not be exempt from participation in state or Districtwide assessment because of a disability unless the parent/guardian requests an exemption;
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a Districtwide assessment, a statement of why the student cannot participate in the regular assessment, and why the alternate assessment is appropriate for the student.
 - (6) A statement describing how the District will measure the student's progress toward completion of the annual goals, and when periodic reports on the student's progress toward the annual goals will be provided.

6. Individualized COVID-19 Recovery Services¹

Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:

- a. Special education and related services;
- b. Supplementary aides and services;
- c. Additional or intensified instruction;
- d. Social emotional learning support; and
- e. Peer or adult support.

The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.

- a. IEP teams shall consider the impact COVID-19 on the eligible student's ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.

¹ The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

- b. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student's initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.
- c. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student's IEP considering the need for Individualized COVID-19 Recovery Services.

Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.

- a. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.
- b. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.

When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.

The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.

After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:

- a. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;
- b. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services
- c. The anticipated frequency, amount, location, and provider of the services described in item a. above and whether these services are being provided within the standard instructional day for the eligible student.

If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.

Nothing in this section shall affect or otherwise alter a parent's right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.

Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.

7. Agreement to Amend or Modify IEP

- a. Between annual IEP meetings, the District and the parent/guardian may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the District and the parent/guardian.
- b. The District and the parent/guardian record any amendments, revisions, or modifications on the student's current IEP. If additional IEP pages are required, these pages must be attached to the existing IEP.
- c. The District files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- d. The District provides the parent/guardian prior written notice of any changes in the IEP and, upon request, provides the parent/guardian with a ~~revised~~~~reserved~~ copy of the IEP with the changes incorporated.

8. IEP Team Considerations and Special Factors

- a. In developing, reviewing, and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent/guardian for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or Districtwide assessments;
 - (4) The academic, developmental, and functional needs of the child.
- b. In developing, reviewing, and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
 - (1) For a student whose behavior impedes ~~their~~~~his or her~~ learning or that of others, strategies, positive behavioral intervention, and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; ~~and~~
 - (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
 - (6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:

- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 411-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).

- (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the District has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the District, fail to provide any of the services identified on the IEP, the District will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

9. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and Districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

10. Extended School Year Services

- a. The District makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide a FAPE; and
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and

- (3) Provided at no cost to the parent/guardian.
- c. The District does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of service.
- d. The District provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The District's criteria for determining the need for ~~extended school year~~ ESY services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

11. Assistive Technology

- a. The District ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services, or supplementary aids and services.
- b. On a case-by-case basis, the District permits the use of District-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a ~~free appropriate public education~~ FAPE. In these situations, District policy will govern liability and transfer of the device when the student ceases to attend the District.

12. Transfer Students

- a. In state:
 - (1) If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the District and enrolls in a District school within the same school year, the District (in consultation with the student's parent(s)) provides a ~~free appropriate public education~~ FAPE to the student (including services comparable to those described in the student's IEP from the previous district), until the District either:
 - (2) Adopts the student's IEP from the previous district; or
 - (3) Develops, adopts, and implements a new IEP for the student in accordance with all of the IEP provisions.
- b. Out of ~~state~~ State:
 - (1) If a student transfers into the District with a current IEP from a district in another state, the District, in consultation with the student's parent(s)/guardian(s), will provide a ~~free appropriate public education~~ FAPE to the student, including services comparable to those described in the student's IEP from the previous district, until the District:
 - (2) Conducts an initial evaluation (if determined necessary by the District to determine Oregon eligibility) with parent/~~guardian~~ consent and determines whether the student meets eligibility criteria described in ~~the OARs~~ Oregon Administrative Rules.

- (3) If the student is eligible under Oregon criteria, the District develops, adopts, and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (4) If the student does not meet Oregon eligibility criteria, the District provides prior written notice to the parent(s)/guardian(s), explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.



Code: **IGBAG-AR**
Adopted: 6/26/18
Revised/Readopted: 5/28/19
Orig. Code: IGBAG-AR

Special Education – Procedural Safeguards**

1. Procedural Safeguards

a. The District provides procedural safeguards to:

- (1) Parents, guardians (unless the guardian is a state agency), or persons in parental relationship to the student;
- (2) Surrogate parents; and
- (3) Students who have reached the age of 18, the age of majority, or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called “eligible students”).

b. The District gives parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education (ODE):

- (1) At least once a year; and
- (2) At the first referral or parental request for evaluation to determine eligibility for special education services;
- (3) When the parent (or adult student) requests a copy; **and**
- (4) To the parent and the student one year before the student’s 18th birthday or upon learning that the student is emancipated.

c. The *Procedural Safeguards Notice* is:

- (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
- (2) If the native language or other mode of communication of the parent is not a written language, the District takes steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in **their** ~~his/her~~ native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the District has met these requirements.

2. Content of *Procedural Safeguards Notice*

The procedural safeguards notice includes all of the content provided in the *Procedural Safeguards Notice* published by ~~the~~ ODE.

3. Parent or Adult Student Meeting Participation

- a. The District provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education program (IEP) and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
- b. The District provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - (1) States the purpose, time, and place of the meeting and who is invited to attend;
 - (2) Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - (3) Advises the parents or adult student that the team may proceed with the meeting even if they are not in attendance;
 - (4) Advises the parents or adult student who to contact before the meeting to provide information if they are unable to attend; and
 - (5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
 - (a) Indicates that the student will be invited; and
 - (b) Identifies any agencies invited to send a representative.
- c. The District takes steps to ensure that one or both of the parents of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
- d. If neither parent can participate, the District will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
- e. The District may conduct an evaluation planning or eligibility meeting without the parents or adult student if the District provided meeting notice to the parents or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The District may conduct an IEP or placement meeting without the parents or adult student if the District is unable to convince the parents or adult student that they should participate. Attempts to convince the parents to participate will be considered sufficient if the District:
 - (1) Communicates directly with the parents or adult student and arranges a mutually agreeable time and place and sends written notice to confirm the arrangement; or
 - (2) Proposes a time and place in the written notice stating that a different time and place might be requested and confirms that the notice was received.
- g. If the District proceeds with an IEP meeting without a parent or adult student, the District must have a record of its attempts to arrange a mutually agreed upon time and place such as:
 - (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents and any responses received; and
 - (3) Detailed records of visits made to the parents' home or place of employment and the results of those visits.

- h. The District takes whatever action is necessary to ensure that the parents or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents or adult students who are deaf or whose native language is other than English.
- i. After the transfer of rights to an adult student at the age of majority, the District provides written notice of meetings to the adult student and parents, if the parents can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the District.
- j. An IEP meeting does not include:
 - (1) Informal or unscheduled conversations involving District personnel;
 - (2) Conversations on issues such as teaching methodology, lesson plans, or coordination of service provision if those issues are not addressed in the student's IEP; or
 - (3) Preparatory activities that District or public personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

4. Surrogate Parents

- a. The District protects the rights of a student with a disability, or suspected of having a disability, by appointing a surrogate parent when:
 - (1) The parent cannot be identified or located after reasonable efforts;
 - (2) The student is a ward of the state or an unaccompanied homeless youth and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
 - (3) The parent or adult student requests the appointment of a surrogate parent.
- b. The District secures nominations of persons to serve as surrogates. The District appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- c. The District will only appoint a surrogate who:
 - (1) Is not an employee of the District or the ODE;
 - (2) Is not an employee of any other agency involved in the education or care of the student;
 - (3) Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
 - (4) Has the necessary knowledge and skills that ensure adequate representation of the student in special education decisions. The District will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- d. The District provides all special education rights and procedural safeguards to appointed surrogate parents.
- e. A surrogate will not be considered an employee of the District solely on the basis that the surrogate is compensated from public funds.
- f. The duties of the surrogate parent are to:
 - (1) Protect the special education rights of the student;
 - (2) Be acquainted with the student's disability and the student's special education needs;
 - (3) Represent the student in all matters relating to the identification, evaluation, IEP and educational placement of the student; and
 - (4) Represent the student in all matters relating to the provision of a-FAPE to the student.

- g. A parent may give written consent for a surrogate to be appointed.
 - (1) When a parent requests that a surrogate be appointed, the parent shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the District appoints a surrogate at parent request, the District will continue to provide to the parent a copy of all notices and other information provided to the surrogate.
 - (2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The District will treat the surrogate as the parent unless and until the parent revokes consent for the surrogate's appointment.
 - (3) If a parent gives written consent for a surrogate to be appointed, the parent may revoke consent at any time by providing a written request to revoke the surrogate's appointment;
- h. An adult student to whom rights have transferred at the age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The District will treat the surrogate as the parent unless and until the adult student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- i. The District may change or terminate the appointment of a surrogate when:
 - (1) The person appointed as surrogate is no longer willing to serve;
 - (2) Rights transfer to the adult student or the student graduates with a regular diploma;
 - (3) The student is no longer eligible for special education services;
 - (4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
 - (5) A foster parent or other person is identified who can carry out the role of parent;
 - (6) The parent, who previously could not be identified or located, is now identified or located;
 - (7) The appointed surrogate is no longer eligible;
 - (8) The student moves to another school district; or
 - (9) The student is no longer a ward of the state or unaccompanied homeless youth.
- j. The District will not appoint a surrogate solely because the parent or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

5. Transfer of Rights at Age of Majority

- a. When a student with a disability reaches the age of majority, marries, or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the student. A student for whom rights have transferred is considered an "adult student" under Oregon Administrative Rule (OAR) 581-015-2000(1).
- b. The District provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
 - (1) At least one year before the student's 18th birthday;
 - (2) More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or

- (3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The District provides written notice to the student and to the parent at the time of the transfer.
- d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- e. After transfer of rights to the student, the District provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.
- f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the District.
- g. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary goals and transition services.

6. Prior Written Notice

- g. The District provides prior written notice to the parent of a student, or student, within a reasonable period of time, before the District:
 - (1) Proposes to initiate or change the identification, evaluation, or educational placement of the student, or the provision of a FAPE to the child; or
 - (2) Refuses to initiate or change the identification, evaluation, or educational placement of the student, or the provision of a FAPE to the child.
- h. The content of the prior written notice will include:
 - (1) A description of the action proposed or refused by the District;
 - (2) An explanation of why the District proposed or refused to take the action;
 - (3) A description of each evaluation procedure, test, assessment, record, or report used as a basis for the proposal or refusal;
 - (4) A statement that the parents of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the *Procedural Safeguards Notice* may be obtained;
 - (5) Sources for parents to contact to obtain assistance in understanding their procedural safeguards;
 - (6) A description of other options the IEP team considered and the reasons why those options were rejected; and
 - (7) A description of other factors that are relevant to the agency's proposal or refusal.
- i. The prior written notice is:
 - (1) Written in language understandable to the general public; and
 - (2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so;
 - (3) If the native language or other mode of communication of the parent is not a written language, the District shall take steps to ensure that:

- (a) The notice is translated orally or by other means to the parent in the parent’s native language or other mode of communication;
- (b) The parent understands the content of the notice; and
- (c) There is written evidence that the requirements of this rule have been met.

7. Consent¹ – Initial Evaluation

- a. The District provides notice and obtains informed written consent from the parent or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the District to provide special education and related services.
- b. The District makes reasonable efforts to obtain informed consent from a parent for an initial evaluation to determine a child’s eligibility for special education services. If a parent does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the District may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The District does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

8. Consent – Initial Provision of Special Education Services

- a. The District provides notice and obtains informed written consent from the parent or adult student before the initial provision of special education and related services to the student.
- b. The District makes reasonable efforts to obtain informed consent, but if a parent or adult student does not respond or refuses consent for initial provision of special education and related services, the District does not convene an IEP meeting, develop an IEP, or seek to provide special education and related services through mediation or due process hearing procedures. The District will not be considered to be in violation of the requirement to make FAPE available to the student under these circumstances. The District stands ready to serve the student if the parent or adult student later consents.

9. Consent – Reevaluation

- a. The District obtains informed parent consent before conducting any re-evaluation of a child with a disability, except:
 - (1) The District does not need written consent for a reevaluation, if the parent does not respond, after reasonable efforts to obtain informed consent, ~~the parent does not respond~~. However, the District does not conduct individual intelligence tests or tests of personality without consent.
 - (2) If a parent refuses to consent to the reevaluation, the District may, but is not required to, pursue the re-evaluation by using mediation or due process hearing procedures.
- b. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

10. Consent – Other Requirements

¹ “Consent” means that the parent or adult student: a) has been fully informed, in their native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which their consent is sought. Consent is voluntary on the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

- a. The District documents its reasonable efforts to obtain parent consent, such as phone calls, letters and meeting notes.
- b. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the re-evaluation, or if the parent does not respond to a request for consent, the District:
 - (1) Does not use mediation or due process hearing procedures to seek consent; and
 - (2) Does not consider the child as eligible for special education services.
- c. If a parent or adult student refuses consent for one service or activity, the District does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.
- d. If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the District:
 - (1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
 - (2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
 - (3) The District will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
 - (4) The District is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

11. Exceptions to Consent

- a. The District does not need written parent or adult student consent before:
 - (1) Reviewing existing data as part of an evaluation or re-evaluation;
 - (2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;
 - (3) Conducting evaluations, tests, procedures, or instruments that are identified on the student's IEP as a measure for determining progress; or
 - (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.
- b. The District does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
 - (1) Despite reasonable efforts to do so, the District has not been able to find the parent;
 - (2) The parent's rights have been terminated in accordance with state law; or
 - (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

- c. The District does not need written parental consent if an administrative law judge determines that the evaluation or reevaluation is necessary to ensure that the student is provided with a FAPE.

12. Independent Educational Evaluations (IEE)

- a. A parent of a student with a disability has a right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the District.
- b. If a parent requests an independent educational evaluation at public expense, the District provides information to parents about where an independent educational evaluation may be obtained, and the District criteria applicable for independent educational evaluations.
- c. If a parent requests an independent educational evaluation at public expense, the District, without unnecessary delay, either:
 - (1) Initiates a due process hearing to show that its evaluation is appropriate; or
 - (2) Ensures that an independent educational evaluation is provided at public expense unless the District demonstrates in a hearing that the evaluation obtained by the parent did not meet District criteria.
- d. The District criteria for independent educational evaluations are the same as for District evaluations including, but not limited to, location, examiner qualifications and cost.
 - (1) Criteria established by the District do not preclude the parent's access to an independent educational evaluation.
 - (2) The District provides the parents the opportunity to demonstrate the unique circumstances justifying an IEE ~~independent educational evaluation~~ that does not meet the District's criteria.
 - (3) A parent may be limited to one independent educational evaluation at public expense each time the District conducts an evaluation with which the parent disagrees.
- e. If a parent requests an independent educational evaluation, the District may ask why the parent disagrees with the public evaluation. The parent may, but is not required to, provide an explanation. The District may not:
 - (1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
 - (2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an IEE ~~independent educational evaluation~~ at public expense.
- f. The District considers an independent educational evaluation submitted by the parent, in any decision made with respect to the provision of a FAPE to the student, if the submitted independent evaluation meets District criteria.

13. Dispute Resolution – Mediation

- a. The District or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The District acknowledges that:
 - (1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques, and may not be used to deny or delay a parent's right to a due process hearing or filing a complaint.

- (2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
- (3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - (a) States the terms of the agreement;
 - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - (c) Is signed by the parent and a representative of the District who has the authority to bind the District to the mediation agreement.
- (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
- (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

14. Dispute Resolution – Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a district or education service district (ESD) is violating or has violated the Individuals with Disabilities Education Act (IDEA) or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, the ODE forwards the complaint to the District or ESD along with a request for a District response to the allegations in the complaint.
- b. Upon receiving a request for response from ODE, the District responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The District sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, District personnel participate in interviews and provide additional documents as needed.
- d. The District and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The District satisfies its corrective action obligations in a timely manner.
- f. If the District disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

15. Due Process Hearing Requests

- a. The District acknowledges that parents may request a due process hearing if they disagree with a District proposal or refusal relating to the identification, evaluation, educational placement, or provision of a FAPE to a student who may have a disability and be eligible for special education.
- b. The District may request a due process hearing regarding the identification, evaluation, educational placement, or provision of a FAPE to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the District or the attorney representing the District provides notice to the parent and to ODE.

- d. The party, including the District, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the District's proposal or refusal, the District, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
 - (1) An explanation of why the District proposed or refused to take the action raised in the hearing request;
 - (2) A description of other options that the District considered and the reasons why those options were rejected;
 - (3) A description of each evaluation procedure, assessment, record, or report the District used as the basis for the proposed or refused action; and
 - (4) A description of the factors relevant to the District's proposal or refusal.

16. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the District will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- b. This meeting will include a representative of the District who has decision-making authority for the District.
 - (1) The District will not include an attorney unless the parent brings an attorney.
 - (2) The District will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the District has an opportunity to resolve the dispute.
 - (3) The District and parent may agree in writing to waive the resolution meeting. If so, the 45-day hearing timeline will begin the next business day, unless the District and parent agree to try mediation in lieu of the resolution session.

17. Time Limitations and Exception

- a. A parent must request a due process hearing within two years after the date of the District act or omission that gives rise to the parent's hearing request.
- b. This timeline does not apply to a parent if the District withheld relevant information from the parent or incorrectly informed the parent that it had resolved the problem that led the parent's hearing request.

18. Hearing Costs

- a. The District reimburses the ODE for costs related to conducting the hearing, including pre-hearing conferences, scheduling arrangement, and other related matters.
- b. The District provides the parent with a written or, at the option of the parent, an electronic verbatim recording of the hearing, within a reasonable time of the close of the hearing.
- c. The District does not use IDEA funds to pay attorney's fees or other hearing costs.

19. Discipline and Placement in Interim Alternative Setting

See Board policy JGDA – Discipline of Students with Disabilities.

Corrected 2/01/22



Code: **KBA**
Adopted: 12/12/17
Revised/Readopted: 4/28/20
Orig. Code(s): KBA

Public Records**

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the office of the superintendent or designee.

A “public record” includes any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.¹ “Writing” means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public’s business and that is contained on a privately owned computer.²

All such information will be made available to individuals with disabilities in an accessible format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make reasonable efforts to disseminate information. Each principal is authorized to use available means to keep parents and others in the particular school’s community informed about the school’s program and activities.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for persons with disabilities.

Employee and volunteer personal residential addresses, personal electronic mail addresses, social security numbers, dates of birth and personal telephone or cellular numbers, and other information listed in Oregon Revised Statute (ORS) 192.355 as exempt, contained in personnel records maintained by the district are exempt from public disclosure pursuant to ORS 192.363 - 368 and ORS 192.355(3). District electronic mail addresses assigned by the district to district employees are not exempt. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member.

¹ There are multiple definitions for “public record” in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

² In accordance with Bialostosky v. Cummings, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166-005-0010 and Chapter 166, Division 400 and ORS Chapter 192.

END OF POLICY

Legal Reference(s):

[ORS 180.805](#)

[ORS Chapter 192](#)

[OAR 137-004-0800\(1\)](#)

[OAR 166-005-0010](#)

[OAR 166-400](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2021); 28 C.F.R. Part 35 (2021).

OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual*.

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

Bialostosky v. Cummings, 319 Or. App. 352 (2022).