

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

Board Meeting Agenda
Tuesday, November 15, 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
Presenters: Kona Lew-Williams / Michelle Morrison
Time: 5:15 PM, 15 minutes
- C. Recess Executive Session
Presenter: Mark Watson
Time: 5:30 PM

2. **5:30 PM - Work Session**

- A. Call to Order
Presenter: Mark Watson
Time: 5:30 PM
- B. Discuss Budget Committee Applications / Introduce Applicants 5
Presenter: Michelle Morrison
Time: 5:30 PM, 15 minutes
- C. Equity Update 7
Presenters: Francesca Sinapi / Kona Lew Williams
Time: 5:45 PM, 20 minutes
- D. Threat Assessment 8
Presenter: Casey Waletich
Time: 6:05 PM, 45 minutes
- E. Proclamations Discussion 9
Presenter: Mark Watson / Mike Scott
Time: 6:50 PM, 5 minutes
- F. Recess Work Session
Presenter: Mark Watson
Time: 6:55 PM

3. **7:00 PM - Regular Session**

- A. Call to Order and Flag Salute
Presenter: Mark Watson
Time: 7:00 PM, 5 minutes
- B. Land Acknowledgement 10
Presenter: Mark Watson
Time: 7:05 PM, 5 minutes
- C. Approval of Agenda
Presenter: Mark Watson
Time: 7:10 PM, 5 minutes

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

D. Consent Agenda

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

Presenter: Mark Watson

Time: 7:15 PM, 5 minutes

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

1. Approve Minutes of October 25, 2022, Board Meeting 11
2. Approve Routine Personnel Matters 19
3. Approve Policies 22
 - a. C: General Administration
 - 1) CB: District Superintendent 23
Presenter: Mike Scott
 - 2) CBC: Superintendent's Contract and Benefits 24
Presenter: Mike Scott
 - b. G - Personnel
 - 1) GCAA: Standards for Competent and Ethical Performance of Oregon Educators 26
Presenter: Kona Lew-Williams
 - 2) GCBDB/GDBDB: Early Reinstatement to Work 33
Presenter: Kona Lew-Williams
 - 3) GCQB: Research 34
Presenter: Audrea Neville
 - c. I - Instruction
 - 1) IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education 35
Presenter: Travis Reiman
 - 2) IKF: Graduation Requirements 39
Presenter: Audrea Neville

E. Audience Time

Presenter: Mark Watson

Time: 7:20 PM, 5 minutes

F. Action Items

1. Appoint Budget Committee Members 47
Presenter: Michelle Morrison
Time: 7:25 PM, 5 minutes

SAMPLE MOTION: I move that the Board of Directors appoint the slate of candidates identified during the work session to the vacant positions on the Budget Committee as follows:

- **Appoint _____ to position 5, which expires on June 30, 2025**
 - **Appoint _____ to position 6, which expires on June 30, 2025**
2. OSAA Collective Sponsorship Application - LHS and HHS Swimming 49
Presenter: Casey Waletich
Time: 7:30 PM, 5 minutes
SAMPLE MOTION: I move that the Board of Directors approve the Collective Sponsorship Application.
 3. Ratify Salary Schedule for Transportation Salary Schedule with Hillsboro Classified United 50
Presenter: Kona Lew-Williams
Time: 7:35 PM, 10 minutes
SAMPLE MOTION: I move that the Board of Directors approve the amended salary schedule for the transportation salary schedule, as voted by Hillsboro

Classified United, to update the current classified management agreement, effective through June 30, 2024.

4. Approve Policies {PLACEHOLDER}

Presenter: Mark Watson

Time: 7:45 PM, 10 minutes

SAMPLE MOTION: *I move that the Board of Directors approve policy*

G. Reports and Discussion

1. Financial Report

53

Presenter: Michelle Morrison

Time: 7:55 PM, 5 minutes

2. Legislative Priorities and Advocacy Leave-Behind

57

Presenter: Beth Graser

Time: 8:00 PM, 10 minutes

3. Personnel Update

Presenter: Mike Scott

Time: 8:10 PM, 35 minutes

H. Information - Administrative Regulation Update

61

Presenter: Mike Scott

Time: 8:45 PM, 5 minutes

1. G - Personnel

a. GCDA/GDDA-AR: Criminal Records Checks and Fingerprinting

62

Presenters: Kona Lew-Williams/ Michelle Morrison

2. I - Instruction

a. IICC-AR: Volunteers

67

Presenters: Kona Lew-Williams / Michelle Morrison

3. J - Students

a. JEA-AR: Compulsory Attendance Notices and Citations

68

Presenter: Audrea Neville

I. Policies - First Reading

74

Policies that are scheduled for first reading are included in the Board meeting packet. Staff members will not formally present the first reading of policies, unless the Board requests information that is not already included in the Board meeting packet. If no public comments or questions are received regarding these policies during the review period, they may be placed on the consent agenda for approval during the next regular meeting.

Presenter: Mike Scott

Time: 8:50 PM, 5 minutes

1. G - Personnel

a. GCDA/GDDA: Criminal Records Checks and Fingerprinting

75

Presenters: Kona Lew-Williams / Michelle Morrison

2. I - Instruction

a. IICC: Volunteers

78

Presenters: Kona Lew-Williams / Michelle Morrison

b. IK: Academic Achievement

80

Presenter: Audrea Neville

3. J - Students

a. JEA: Compulsory Attendance

81

Presenter: Audrea Neville

b. JGAB: Use of Restraint and Seclusion

84

Presenter: Audrea Neville

- c. JHC: Student Health Services and Requirements
Presenter: Travis Reiman

89

- J. HCU / HEA Reports
Presenter: Mark Watson
Time: 8:55 PM, 10 minutes
- K. Discussion Time
Presenter: Mark Watson
Time: 9:05 PM, 10 minutes
 - 1. Student Representatives' Time
 - 2. Superintendent's Time
 - 3. Board of Directors' Time
- L. Adjourn Board Meeting
Presenter: Mark Watson
Time: 9:15 PM
- M. Next Meetings of the Board of Directors:
 - December 6, 2022 Board Work / Regular Session
 - January 10, 2023 Board Work 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
November 15, 2022
DISCUSS BUDGET COMMITTEE APPLICATIONS / INTRODUCE APPLICANTS

SITUATION

State law and policy DBEA provide for the establishment of a Budget Committee to review the District's proposed budget. The Hillsboro School District Budget Committee consists of seven members appointed by the Board, plus the seven elected Board members. To be eligible for appointment, Budget Committee members must live and be registered to vote in the District, and must not be officers, agents, or employees of the District. The appointed positions are for three-year terms, with staggered expiration dates.

Budget Committee position 3 is open, after being vacated during the winter of 2022, and was unfilled. Budget Committee positions 5, 6 and 7 are currently vacant, having expired on June 30, 2022.

<u>POSITION</u>	<u>EXPIRES</u>	<u>WAS HELD BY</u>	<u>NOTES</u>
3	June 30, 2024	VACANT	This position was unfilled for the remainder of 2022.
5	June 30, 2025	Monica Uribe	This position expired and Monica did not reapply for appointment.
6	June 30, 2025	Kim Strelchun	This position expired and Kim did not reapply for appointment.
7	June 30, 2025	Alexander Flores	This position expired and Alexander did not reapply for appointment.

Vacancies on the Budget Committee were publicly announced in June, and applications were received through November 1, 2022. The following candidates submitted applications:

- [Ian King](#) (new applicant, member of the Equity Advisory Committee)
- [Stefanie Kondor](#) (new applicant)

During tonight's work session, the Board is scheduled to review the Budget Committee applications, and applicants will have an opportunity to be introduced to Board members and share an interest statement. The Board will then select candidates for appointment during the regular session.

NOTE: After appointments, there will remain a minimum of 2 vacant positions on the Budget Committee. The application window will be extended through January 3, 2023, to allow for additional appointments prior to budget development.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review and discuss the Budget Committee applications, meet the applicants, and select candidates for appointment during the regular session.

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2022
EQUITY UPDATE

SITUATION

The Board has been engaged in diversity, equity, and inclusion work for the past several years. The Board will participate in professional understanding focused on equity, access, and engagement with an understanding of key concepts as it pertains to their lived experiences through the lens of race, ethnicity, and culture and in line with the work being done in HSD.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen for understanding and fully engage in this opportunity.

HILLSBORO SCHOOL DISTRICT
November 15, 2022
THREAT ASSESSMENT

SITUATION

The number one priority and goal in the Hillsboro School District is ensuring students are safe. When students attend school each day, they entrust the District with their safety. One of the primary systems used to help keep students safe is the Hillsboro Student Threat Assessment Team (HSTAT).

The primary purpose of a threat assessment is to prevent targeted violence. The threat assessment process is based upon analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communication, and specific circumstances that may suggest an individual intends to carry out an act of violence and is engaged in planning or preparing for that event. In simpler terms, it is the assessment of the unique interaction and dynamics between the perpetrator or attacker, the target, and the situation they are in.

Threat Assessment Goals:

- To provide a protocol to assess threats of potentially harmful behaviors, risk factors, and action required to support school safety.
- To provide a multi-level system that can mobilize broader community responses and resources to help facilitate the development and implementation of safety monitoring and management plans
- To develop and maintain a sense of safety among students, teachers, other staff members, and parents/guardians.

Dr. Will Henson is a licensed clinical psychologist for the District and is an expert on threat assessment best practice. Dr. Henson has served on our District's HSTAT team since it began and additionally is a member of the City of Hillsboro adult threat assessment team.

RECOMMENDATION

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

**Hillsboro School District
November 15, 2022
PROCLAMATIONS DISCUSSION**

SITUATION

The Board will review a draft list of Proclamation for the 2023 year. As a reminder, the following guidelines were used when constructing this list:

Guidelines

- Proclamations should reflect inclusiveness as related to the education of our students and the values of the community. Proclamations will recognize, celebrate and honor the diversity of our students, staff and community.
- Proclamations must have a district wide significance and demonstrate relevancy to the Hillsboro School District.

Recommended Proclamations

- | | |
|--|-------------------------|
| • School Board Appreciation Month | January |
| • Black History Month | February |
| • National School Counseling Week | February |
| • School Bus Driver Recognition Day | February |
| • Classified Employee Appreciation Week | March |
| • Women's History Month | March |
| • National Volunteer Week | April |
| • <i>Jewish American Heritage Month</i> | <i>May</i> |
| • Asian & Pacific Islander Heritage Month | May |
| • Teacher Appreciation Week | May |
| • National School Nurses Week | May |
| • LGBTQ Pride Month | June |
| • Latinx Heritage Month | September |
| • <i>Workforce Development Month</i> | <i>September</i> |
| • Safe Schools Month | October |
| • National Principals Month | October |
| • <i>Manufacturing Day</i> | <i>October</i> |
| • Native American Heritage Month | November |
| • American Education Week | November |
| • National Education Support Professionals Day | November |

RECOMMENDATION

The Superintendent recommends that the Board of Directors review and discuss the 2023 Proclamations draft.

**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.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

October 25, 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
See Eun Kim, virtual	Audrea Neville, Assistant Superintendent, School Performance
Erika Lopez	Beth Graser, Communications Officer
Monique Ward	Kona Lew-Williams, Human Resources Officer
Patrick Maguire	Michelle Morrison, Financial Officer
	Casey Waletich, Operations Officer
<u>Student Representatives Present:</u>	Jordan Beveridge, Information Technology Officer
Ivette Alonso Garcia	Francesca Sinapi, Equity, Access and Engagement Officer
V Godoy	Adam Stewart, Capital Projects Officer
Cailey McGuire	Rose Roman, Executive Assistant to the Board
	Angela Adzima, Technical Support
	John Garcia Lopez, Technical Support
	Rose Roman, Executive Assistant to the Board
	Antonio Hernandez Viera, Translator
	Gaspar Lopez Lopez, Translator
	Mary Kay Babcock, HEA President
	Melody Hansen, HCU President

- A. Call to Order
Board Chair Mark Watson called the meeting to order at 5:16 PM
- B. Community Curriculum Advisory Committee (CCAC) Selection Process
Assistant Superintendent Travis Reiman outlined the application and selection process and read a statement for one candidate. Board members discussed the appointment process.
- C. Discussion Boundary Adjustment Process
Capital Projects Officer Adam Stewart reviewed the guiding principles of the boundary adjustment process. Board members asked questions and provided comment.
- D. Student Investment Account (SIA) Annual Report
Financial Officer Michelle Morrison introduced the SIA report. Assistant Superintendent Travis Reiman explained the Student Success Account, the four buckets of the SIA, its tie to the HSD strategic plan and the Continuous Improvement Plan (CIP), common elements and goals, engaging stakeholder groups, focus groups, equity stance, and data-driven equity focus planning process. Financial Officer Michelle Morrison discussed SIA 4.0 compared to actual data for 2021-22, SIA expansion budget information, and next steps. Board members asked questions and provided comment.

- E. Legislative Priorities Input / Planning
Communications Officer Beth Graser provided a legislative update handout from NWRESA. Board members asked questions and provided comment.
- F. Donations Acknowledgement Discussion
Board members discussed the practice of donation acknowledgements.
- G. Recess Board Meeting
Board Chair Mark Watson recessed at 6:52 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
See Eun Kim, virtual	Audrea Neville, Assistant Superintendent, School Performance
Erika Lopez	Beth Graser, Communications Officer
Monique Ward	Kona Lew-Williams, Human Resources Officer
Patrick Maguire	Michelle Morrison, Financial Officer
	Casey Waletich, Operations Officer
<u>Student Representatives Present:</u>	Jordan Beveridge, Information Technology Officer
Ivette Alonso Garcia	Francesca Sinapi, Equity, Access and Engagement Officer
V Godoy	Rose Roman, Executive Assistant to the Board
Cailey McGuire	Angela Adzima, Technical Support
	John Garcia Lopez, Technical Support
	Idania Romo Diaz, Translator
	Anabella Salkind, Translator
	Mary Kay Babcock, HEA President
	Melody Hansen, HCU President

A. Call to Order and Flag Salute

Board Chair Mark Watson reconvened the meeting at 7:04 PM and led the Pledge of Allegiance.

B. Land Acknowledgement

Board Chair Mark Watson read a Land Acknowledgement.

C. Proclamations

1. Native American Heritage Month

Board Chair Mark Watson read the Native American Heritage Month Proclamation.

2. American Education Week

Director Monique Ward read the American Education Week Proclamation.

3. National Education Support Professionals Day

Director See Eun Kim read the National Education Support Professionals Day Proclamation.

D. Approval of Agenda

Director Erika Lopez MOVED, SECONDED by Director Nancy Thomas, to approve the agenda as printed.

The MOTION CARRIED (6-0).

No further discussion took place.

E. Consent Agenda

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

Director Erika Lopez MOVED, SECONDED by Director Nancy Thomas, to approve the Consent Agenda as printed.

Director Monique Ward asked to remove policies BCF: Advisory Committees to the Board and DBEA: Budget Committee.

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

The MOTION CARRIED (6-0).

No discussion took place.

Consent Agenda items were as follows:

1. Approve Minutes of September 27, 2022, Board meeting
2. Approve Minutes of October 11, 2022, Board meeting
3. Approve Routine Personnel Matters
4. Approve Policy
 - a. A/B - Board Governance and Operations
 - 1) BBBA: Board Member Qualifications
Presenter: Mike Scott
 - 2) ~~BCF: Advisory Committees to the Board~~
Presenters: Mike Scott / Francesca Sinapi
 - b. C: General Administration
 - 1) CPA: Layoff and Recall for Administrators
Presenter: Kona Lew-Williams
 - c. D: Fiscal Management
 - 1) ~~DBEA: Budget Committee~~
Presenter: Michelle Morrison
 - d. G - Personnel
 - 1) GDA: Instructional Assistants
Presenter: Kona Lew-Williams
 - e. I - Instruction
 - 1) IGBAF-AR: Special Education - Individualized Education Plan (IEP)
Presenter: Travis Reiman
 - 2) IGBAG-AR: Special Education - Procedural Safeguards
Presenter: Travis Reiman
 - f. K/L: District-Community Relations
 - 1) KBA: Public Records
Presenter: Beth Graser

Director Mark Watson MOVED, SECONDED by Director Erika Lopez, that the Board of Directors modify the agenda to include an action item number 4 and number 5 to approve policies.

The MOTION CARRIED (6-0).

F. Audience Time

No audience members requested to address the Board.

G. Action Items

1. Appoint CCAC Members

Director Mark Watson MOVED, SECONDED by Director Monique, that the Board of Directors appoint the slate of candidates identified during this evening's work session to the open positions on the CCAC, as follows:

I move that the Board of Directors appoint the following candidates to two-year positions:

Position 1: Jennifer Bell

Position 3: Heather Welch

Student Position: Azrin Edwards

The MOTION CARRIED (6-0).

Directors Erika Lopez, Patrick Maguire, and Chair Mark Watson thanked the community members for their interest in serving on committees.

2. Facilities Naming Process- ES29

Facilities Officer Casey Waletich reminded the Board that Tamarack was placed on first read at the last regular session.

Director See Eun Kim MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors approve its selection of Tamarack as the name for ES29, currently being constructed in South Hillsboro.

The MOTION CARRIED (6-0).

Chair Mark Watson thanked the community for their participation in the process.

3. Revision to 2022-23 Adopted Budget Appropriations Resolution

Financial Officer Michelle Morrison outlined the need to revise due to a coding error.

Director Nancy Thomas MOVED, SECONDED by Director Monique Ward, that the Board of Directors approve the Revised Resolution to Make Budget Appropriations for the 2022-23 Adopted Budget.

The MOTION CARRIED (6-0).

Chair Mark Watson asked for clarification on the coding issue. Financial Officer Michelle Morrison provided information. Chair Mark Watson asked how we can assure that we won't have a budget shortfall like a neighboring district discovered recently. Financial Officer Michelle Morrison explained that the Board is provided a comprehensive cash flow report monthly with preliminary and actual fund balances that shows how the District is spending and receiving revenue compared to prior years and that the District's auditing firm tests our audit controls to make sure that the District is spending according to policy. Superintendent Mike Scott added that the monthly Financial Report that Financial Officer Michelle Morrison provides to the Board on a monthly basis is more comprehensive in comparison to other Districts in the area, and provides a bottom-line look on a

regular basis.

4. Approve Policies
Board Chair Mark Watson

Director Mark Watson MOVED, SECONDED by Director Erika Lopez, that the Board of Directors approve policy BCF: Advisory Committees to the Board.

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

5. Approve Policies
Director Mark Watson MOVED, SECONDED by Director Erika Lopez that the Board of Directors approve policy DBEA: Budget Committee.

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

No further discussion took place.

H. Reports and Discussions

1. Financial Report
Financial Officer Michelle Morrison presented the Financial Report and highlighted Finance Manager Jennifer Zavatsky, and Risk Manager MaryBeth Puncochar. Directors asked clarifying questions.
2. October 2022 Enrollment Report
Human Resources Officer Kona Lew-Williams presented the October 2022 Enrollment Report. Board members asked questions and provided comment.
3. Retention Bonus for Licensed and Classified Staff
Human Resources Officer Kona Lew-Williams and Financial Officer Michelle Morrison presented Retention Bonus for Licensed and Classified Staff. Board members asked questions and provided comment.

I. Information - Administrative Regulation Update

1. G - Personnel
 - a. GCDA/GDDA-AR: Criminal Records Checks and Fingerprinting
Presenters: Kona Lew-Williams/ Michelle Morrison

J. Policies - First Reading

1. C: General Administration
 - a. CB: District Superintendent
Presenter: Mike Scott
 - b. CBC: Superintendent's Contract and Benefits
Presenter: Mike Scott
2. G - Personnel
 - a. GCAA: Standards for Competent and Ethical Performance of Oregon Educators
Presenter: Kona Lew-Williams
 - b. GCBDB/GDBDB: Early Reinstatement to Work
Presenter: Kona Lew-Williams

- c. GCQB: Research
Presenter: Audrea Neville
- 3. I - Instruction
 - a. IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education
Presenter: Travis Reiman
 - b. IK: Academic Achievement
Presenter: Audrea Neville
 - c. IKF: Graduation Requirements
Presenter: Audrea Neville

K. HCU / HEA Reports

HCU President Melody Hansen said classified staff are thankful for the retention bonuses and made them feel valued. She stated that Transportation is at a critical level, said talks with the District are ongoing and a vote will take place early next month. She also thanked classified departments for their work to support students and looking forward to working with the District to find solutions, and for the betterment of HSD. Melody reminded everyone to vote. Lastly, she highlighted the upcoming American Ed Week, and invited everyone to match up with a classified employee on Friday, November 18. HEA President Mary Kay Babcock thanked the Board for their support of educators. Mark Kay also highlighted strategic planning, advocating to legislators for funding, looking forward to working with the Board to support the SPED department, the need long-term solutions to staffing, and looking forward to reviewing contract language and discipline plans with Administrators.

L. Discussion Time

1) Student Representatives' Time

V Godoy highlighted the upcoming marching band showcase at Hillsboro stadium, and invited everyone to come. Ivette Alonso Garcia discussed the MEChA club at LHS that has over 30 students from diverse backgrounds and encouraged everyone to visit clubs and extra-curricular activities at schools. Cailey McGuire expressed excitement of ordering her cap, gown, and tassel. She discussed her role of running mock trial at LHS and the efforts to add it as a class at her school. She also reminded everyone to vote.

2) Superintendent's Time

Superintendent Mike Scott highlight the upcoming retention bonus. He joined HCU's Melody Hansen in thanking staff for going above and beyond in their work. He discussed the staffing shortages that HSD is experiencing and the ongoing work with a staffing firm to help attract candidates. He additionally highlighted the upcoming HCU vote, school visits to Century and West Union, Congresswoman Bonamici's upcoming visit to Century High School, the Faith luncheon, the Contract 101 meeting, and the Superintendent Coffee Chats.

3) Board of Directors' Time

Director Erika Lopez discussed workforce shortages, engaging with community partners and upcoming events for Dia de los muertos. Director Monique Ward passed. Director Patrick Maguire highlighted the school lunch tour at Minter Bridge with Superintendent Mike Scott, and the enjoyment of engaging with students and staff. He thanked the student representatives for what they do, thanked the union representatives, and requested itemized lists of the actions they are asking from the District. Director See Eun

Kim wished staff a happy American Ed week, and thanked them for their work. She highlighted the OSBA Legislative Roadshow last week, saying it reminded her how important the upcoming election is going to be. She stressed the need for stable and adequate funding for K-12 education and the importance of advocating in the upcoming legislative session for critical funding needs. Vice Chair Nancy Thomas thanked teachers, administrators, and classified staff for their service to students. Chair Mark Watson looked forward to upcoming coffee chats, the faith luncheon, the Century High School band showcase and the OSBA conference in November.

M. Adjourn Meeting

Chair Mark Watson adjourned the meeting at 8:27 PM.

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2022
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Jeff Hazen

Assignment: 1.0 FTE English Learner Specialist
Location: Poynter Middle School
Effective Date: December 31, 2022
Years of Service: 21 years

Colleen Held

Assignment: 0.667 FTE Secondary Resource Specialist
Location: Century High School
Effective Date: November 30, 2022
Years of Service: 36 years

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

Sindy Avila Gutierrez

Assignment: 1.0 FTE 4th Grade Teacher Dual Language
Location: Minter Bridge Elementary
Effective Date: November 16, 2022

Michelle Bell

Assignment: 1.0 FTE Support Specialist/Autism Consultant
Location: Administration Center
Effective Date: December 16, 2022

Samya Matouk

Assignment: 1.0 FTE Temporary 4th Grade Teacher
Location: Farmington View Elementary School
Effective Date: November 10, 2022

Kayla McDaniel

Assignment: 1.0 FTE Dual Language Science Teacher
Location: South Meadows Middle School
Effective Date: November 11, 2022

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

Karel Aviles Ramirez

Education: BA – Universidad Interamericana de Puerto Rico
Experience: 6 years
Assignment: 1.0 FTE Music Teacher – Eastwood Elementary School

Renee Boutin

Education: MA-Capella University, Minneapolis, MN
Experience: None
Assignment: 1.0 FTE Student Success Coach – Imlay Elementary School

Taylor Connors

Education: MA- Nazareth College, Rochester, NY
Experience: 4 years
Assignment: 1.0 FTE TOSA-Inclusion -Student Services at Administration Center

Xavier Chavez

Education: MA – Western Governors University, Salt Lake City, UT
Experience: 18 years
Assignment: 1.0 FTE English Learner Specialist – Hillsboro High School

Nicolas Dozier

Education: BA – University of Utah, Salt Lake City, UT
Experience: None
Assignment: 1.0 FTE Counselor – Liberty High School

Brooke Garcelon

Education: MA-Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Classroom Teacher- Brookwood Elementary School

Paola Gust Cordova

Education: BA- Portland State University, Portland, OR
Experience: None
Assignment: 0.9 FTE Elementary Resource and EL Specialist – Butternut Creek Elementary

Kevin Heikkila

Education: BA – Portland State University, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE Kinder/1st Grade Teacher – Lincoln Street Elementary School

Katherine Hurley

Education: BA – University of Phoenix, Phoenix, AZ
Experience: None
Assignment: 1.0 FTE SCC Teacher – Free Orchards Elementary School

Melanie Lahnen

Education: MA-Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE 6th Grade Teacher – Mooberry Elementary School

Amber Logue

Education: BA – George Fox University, Portland, OR
Experience: None
Assignment: 1.0 FTE Math Teacher – Brown Middle School

Stephen Moreno

Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Math Support Senior Teacher – Hillsboro High School

Jon Shurkin

Education: BA – University of California, Santa Barbara, CA
Experience: 1 year
Assignment: 1.0 FTE Classroom Teacher – Atfalati Ridge Elementary School

Jose Solares Vega

Education: MA – Concordia University, Portland, OR
Experience: 9 years
Assignment: 1.0 FTE Dual Language 6th Grade Teacher – Lincoln Street Elementary School

Stephanie Weight

Education: BA-Corban University, Salem, OR
Experience: None
Assignment: 1.0 FTE School Counselor – Hillsboro High School

Alexander Williamson

Education: MA – Western Governors University, Salt Lake City, UT
Experience: 3 years
Assignment: 1.0 FTE Science Teacher – Glencoe High School

HILLSBORO SCHOOL DISTRICT 1J
November 15, 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 October 25, 2022:

- Policies in Section C – General Administration
 - CB: District Superintendent
 - CBC: Superintendent's Contract and Benefits
- Policies in Section G - Personnel
 - GCAA: Standards for Competent and Ethical Performance of Oregon Educators
 - GCBDB/GDBDB: Early Reinstatement to Work
 - GCQB: Research
- Policies in Section I – Instruction
 - IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education
 - IKF: Graduation Requirements

RECOMMENDATION

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



Code: CB
Adopted: 10/30/07
Revised/Readopted: 1/22/19
Orig. Code(s): CB

District Superintendent

The Superintendent¹ is designated as the District's chief executive officer. Under the Board's direction of the Board, the Superintendent exercises general supervision of all District schools, personnel, and departments. The Superintendent is responsible for managing the schools under the Board's policies and is accountable to the Board for that management. The Superintendent is the professional consultant to the Board and in this capacity makes recommendations to the Board for changes in policies and programs. The Board may not direct the Superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts³.

The Superintendent may delegate to other District personnel any powers and duties imposed upon the Superintendent by Board policies or by vote of the Board. Delegation of power or duty will not relieve the Superintendent of responsibility for action taken under such delegation.

No duty or privilege shall be in conflict with Oregon Revised Statutes.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#) [OAR 581-022-2405](#)
[ORS 332.515](#) [OAR 584-005-0005\(51\)](#)

Senate Bill 1521 (2022)

Cross Reference(s):

CBG - Evaluation of the Superintendent

¹ The term "superintendent" includes an interim superintendent.

² "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

³ Also includes taking any action that conflicts with law that applies to education service districts.



Code: **CBC**
Adopted: 10/30/07
Revised/Readopted: 1/22/19
Orig. Code(s): CBC

Superintendent's Contract and Benefits

The Superintendent, upon appointment by the Board, will receive a written contract which will state the terms of appointment, compensation, benefits, and other conditions of appointment, and will include requirements for renewal or termination of the contract. The Board may not issue a contract that includes terms which direct the Superintendent¹ to take any action that conflicts with a local, state or federal law² that applies to the District³, or which allows the Board to take an adverse employment action against the Superintendent for complying with such laws. Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

The compensation and benefits for the position of Superintendent will be fixed by the Board and based upon the responsibilities required of the Superintendent in performing their duties. The amount of compensation and types of benefits will be set forth in the Superintendent's employment contract. The Board may not enter into an employment contract that contains provisions that expressly obligate~~obligates~~ the District or school to compensate the Superintendent for work that is not performed.

Provisions for termination of the Superintendent's employment, either by the Board or the Superintendent, will also be set forth in the Superintendent's employment contract. The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.

[The District may provide health benefits for a Superintendent that is no longer employed by the District until the Superintendent:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefits.]

¹ The term "superintendent" includes an interim superintendent.

² "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

³ Also includes taking any action that conflicts with law that applies to education services districts.

For a period of one year after termination of the contract, the Superintendent may not:

1. Purchase property or surplus property owned by the district or public charter school; or
2. Use property owned by the District or public charter school in a manner other than the manner permitted for the general public.

The contract will meet any requirements of state law and will be mutually acceptable to the Board and Superintendent.

END OF POLICY

Legal Reference(s):

[ORS 332.432](#)
[ORS 332.505](#)

[ORS 342.549](#)
[ORS 342.815](#)

[OAR 584-005-0005\(51\)](#)

Senate Bill 1521 (2022)

Cross Reference(s):

CBB - Recruitment and
Appointment of the Superintendent



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

Standards for Competent and Ethical Performance of Oregon Educators

Application of Rules

1. Oregon Administrative Rules were adopted by the Teacher Standards and Practices Commission (TSPC) in accordance with Oregon Revised Statutes (ORS).
2. Oregon Administrative Rules (OAR) may be used as criteria by the TSPC in matters pertaining to the revocation or suspension of licenses issued by TSPC ~~the commission~~ under Oregon ~~law~~ ~~Revised Statutes~~ or the discipline of any license holder or any person who has held a license at any time within five years prior to issuance of the notice of charges under ~~ORS~~ ~~Oregon law~~.
3. The TSPC ~~commission~~ determines whether an educator's performance is ethical or competent in light of all the facts and circumstances surrounding the educator's performance as a whole.
4. The TSPC ~~commission~~ will promptly investigate complaints:
 - a. The TSPC ~~commission~~ may at its ~~discretion~~ ~~direction~~ defer action to charge an educator against whom a complaint has been filed under ~~Oregon~~ law when the investigation report indicates that disciplinary action against the educator is pending at the local District level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the TSPC ~~commission~~ shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator;
 - b. The executive secretary shall regularly inform the TSPC ~~commission~~ of the status of any complaints on which the TSPC ~~commission~~ has deferred action.

Definitions

The following definitions apply to Oregon Administrative Rules unless otherwise indicated by context:

1. "Administrator": any educator who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license;
2. "Competent": discharging required duties as set forth in these rules;

3. “Educator”: any licensed or registered or certified person who is authorized to be engaged in the instructional program including teaching, counseling, school psychology, administering and supervising;
4. “Ethical”: conforming to the professional standards of conduct set forth in these rules;
5. ~~“Sexual contact”: any conduct with a student that includes, but is not limited to:~~
 - a. ~~The intentional touching of the breast or other intimate parts of a student.~~
 - b. ~~Causing, encouraging or permitting a student to touch the breast or other intimate parts of the educator;~~
 - c. ~~Sexual advances and verbal or physical conduct of a sexual nature and directed toward a student;~~
 - d. ~~Verbal or physical conduct of a sexual nature when directed toward a student or when such conduct has the effect of unreasonably interfering with a student’s educational performance or creates an intimidating, hostile or offensive educational environment; or~~
 - e. ~~Verbal or physical conduct which has the effect of unreasonably interfering with a student’s educational performance or creates an intimidating, hostile or offensive educational environment.~~

6.5. “Sexual conduct”: means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student that are:

- a. Sexual advances or requests for sexual favors directed toward the student; or
- b. Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student’s educational performance, or of creating an intimidating or hostile educational environment.

“Sexual conduct” does not include:

- c. Touching or other physical contact:
 - (1) That is necessitated by the nature of the district employee’s job duties or by the services required to be provided by the contractor, agent, or volunteer; and
 - (2) For which there is no sexual intent.
- d. Verbal, written or electronic communications that are provided as party of an education program that meets the state educational standards or a policy approved by the Board
- e. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
 - (1) Arise out of a consensual relationship between students;
 - (2) Do not create an intimidating or hostile educational environment; and
 - (3) Are not prohibited by law, any policies of the district or any applicable employment agreements.

7.6. “Sexual harassment”: any unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;

- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- c. Such conduct unreasonably interferes~~interferes~~ with an individual's work performance or creates~~creating~~ an intimidating, hostile or offensive working environment.

~~8-7.~~ "Teacher": any person who holds a teacher's license as provided in ORS 342.125.

~~9.~~ "Student": any individual enrolled in the state's public or private schools from preschool through high school graduation or any individual under the age of 18.

~~10-8.~~ "Student": means any person who is:

- a. In any grade from pre-kindergarten through grade 12; or
- b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or
- c. Who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

The Competent Educator

The teacher or administrator demonstrates a commitment to:

- 1. Recognize~~Recognizing~~ the worth and dignity of all persons and respect for each individual;
- 2. Encourage~~Encouraging~~ scholarship;
- 3. Promote~~Promoting~~ democratic and inclusive citizenship;
- 4. Raise~~Raising~~ educational standards;
- 5. Use~~Using~~ professional judgment; and
- 6. Promote equitable learning opportunities.

Curriculum and Instruction

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

- 1. Use of state- and District-adopted curriculum and goals;
- 2. Skill in setting instructional goals and objectives expressed as learning outcomes;
- 3. Use of current subject matter appropriate to the individual needs of students;
- 4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and

5. Skill in the selection and use of teaching techniques conducive to student learning.

The competent administrator demonstrates:

1. Skill in assisting individual staff members to become more competent ~~educator~~ ~~teachers~~ by complying with federal, state and local law, rules and lawful and reasonable district policy and contracts;
2. Knowledge of curriculum and instruction appropriate to assignment;
3. Skill in implementing instructional programs through adequate communication with staff; and
4. Skill in identifying and initiating any needed change which helps each student toward realization of ~~realize their~~ personal learning potential.

Supervision and Evaluation

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the District's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

The competent teacher demonstrates:

1. Multiple ways to assess the academic progress of individual students;
2. Skill in the application of assessment data to assist individual student growth;
3. Procedures for evaluating curriculum and instructional goals and practices;
4. Skill in the supervision of students; and
5. ~~Skill~~ ~~Skills~~ in differentiating instruction.

The competent administrator demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;
2. Skill in the implementation of the District's student evaluation program;
3. Skill in providing equal opportunity for all students and staff; and
4. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well-established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

Management Skills

The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required and as needed to assist the growth of students.

The competent teacher demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment, and materials appropriately;
3. Using and maintaining student records as required by federal and state law and District policies and procedures;
4. Using District and school business and financial procedures; and
5. Abiding by lawful and reasonable District rules and regulations.

The competent administrator demonstrates:

1. Leadership skills in managing the school, its students, staff and programs as required by lawful and reasonable District policies, rules and regulations, state and federal laws and regulations and other programs as assigned and assures that staff is informed of these requirements; and
2. Skills in planning and staff ~~assignment~~utilization.

Human Relations and Communications

The competent educator works effectively with others – students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent teacher demonstrates:

1. Willingness to be flexible in cooperatively working with others; and
2. Skill in communicating with students, staff, parents and other patrons.

The competent administrator demonstrates:

1. Skill in helping students, staff, parents and other patrons to learn about the school, the District, and its program;
2. Skill in communicating District and school goals to staff and the public;
3. Willingness to be flexible in cooperatively working with others; and
4. Skill in reconciling conflict.

The Ethical Educator

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing, the ethical educator considers the needs of the students, the District and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and
3. Maintain an appropriate professional student-~~educator~~~~teacher~~ relationship by:
 - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
 - b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
 - c. Reporting to ~~the educator's~~~~their~~ supervisor if the educator has reason to believe a student is, or may be, becoming romantically attached to the educator; and
 - d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the District, will:

1. Apply for, accept, offer or assign a position of responsibility only on the basis of professional qualifications and will adhere to the conditions of a contract or the terms of the appointment;
2. Conduct professional business, including grievances, through established lawful and reasonable procedures;
3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
5. Not use the District's name, property, or resources for non-educational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law and exemplifying personal integrity and honesty;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; ~~and~~
3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate; ~~and~~.

4. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[OAR 584-020-0000 - 0035](#)

Cross Reference(s):

GBJ - Weapons in Schools - Staff



Code: **GCBDB/GDBDB**
Adopted: 11/25/08
Revised/Readopted: 4/28/20
Orig. Code: GCBDB/GDBDB

Early Reinstatement to Work

Efforts will be made on a case-by-case basis to reinstate employees to work early. The reinstatement will be within the requirements of the injury or illness, the limitations of the law and the limitations of the District. Any employee suspended from work due to drug or alcohol use will be returned on a case-by-case basis. Prior to returning to work the employee must complete any rehabilitation and/or drug abuse assistance programs established by the District, and in addition, the District may require a current drug test (ORS 659A.124).

In the event an employee is not able to perform essential job functions completely after an illness or injury, the District will determine whether reasonable accommodations are appropriate that would provide a temporary light-duty assignment, restructuring of a position to include modified workdays, shift or part-time work, hours of work or modifications in facilities, equipment, special aids or services. Reasonable accommodations must not result in an undue hardship on the District.

If an employee cannot be reasonably accommodated in his/her current position, the District will review alternative assignments. The employee, if qualified, will be offered an available vacant position with or without reasonable accommodations. If recovery is ongoing, sick leave is exhausted and no other assignment is possible, the District **will** **may** provide temporary unpaid leave as an accommodation in accordance with state and federal law.

The District will maintain current job descriptions for each position. Physical requirements for appropriate job categories will be established.

The Superintendent or designee will develop procedures as necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 659A.043](#) [ORS 659A.122 - 659A.127](#)
[ORS 659A.046](#) [OAR 436-110-0001 - 0900](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Americans with Disabilities Act Amendments Act of 2008.

Cross Reference(s):

ACA - Americans with Disabilities Act
GAB - Job Descriptions



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

Research

District staff ~~Employees~~ are encouraged to participate in research ~~for and experimentation in the interests of~~ the development and improvement of education. Staff who propose ~~If an employee plans~~ to engage in a research, e.g., ~~project during the work day or using school resources or students, either for~~ study toward advanced work or for use in classroom instruction, using district resources or students, will submit a proposal to the Superintendent or designee for approval prior to commencing ~~must be secured from the Superintendent or designee. If~~ such research. If approved, and the ~~a~~ study results in material or practices which ~~may~~ ~~would~~ be useful to other district staff, such will be reviewed by administration and ~~may employees, it is recommended that it~~ be made available for distribution throughout the District as determined by the District. For the protection of all concerned, privacy rights of students or other individuals involved in such research ~~projects~~ must be protected.

Research which is conducted by or for a non-district individual or organization ~~non-District employee~~ must be approved by the Superintendent or designee.

Employees shall not use the District's name without prior approval when describing District activities or programs. Neither shall they use it to add authenticity to an authorship.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2022).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).



Code: **IGAI**
Adopted: 12/16/14
Revised/Readopted: 2/25/20
Orig. Code: IGAI

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education

The District shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS, and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects.

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance students' understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum ~~minimally, the equivalent~~ of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8, and at least twice during grades 9 through 12.

Parents, teachers, school administrators, local health department staff, other community representatives, and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that their child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2). The Superintendent or designee will ensure that a parent notification process is in place. Parent notification processes, access to curriculum for review, and the process for exempting students from specific instructional activities will be made public on the District's website.

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;

3. Is balanced and medically accurate;
4. Provides balanced, ~~and~~ accurate information and skills-based instruction on risks and benefits of contraceptives, condoms, and other disease-reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices ~~which~~ that may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C, and other sexually transmitted infections and diseases;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical, and psychological aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives, including the success and failure rates for prevention of pregnancy, sexually transmitted infections, and diseases;
9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of ~~the~~ consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement, and helps students learn to make responsible, respectful, and healthy decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others, ~~not to make unwanted physical and verbal sexual advances,~~ and that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior ~~students who witness or learn about a peer's harmful behavior or attitudes to intervene when it is safe to do so;~~
15. Teaches students how to identify and respond to attitudes and behaviors ~~which~~ that contribute to sexual violence;
16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
17. Uses inclusive materials and strategies that recognize different sexual orientations, gender identities, and gender expression;

18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and
19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction¹ that:

1. Assists students to develop and practice effective communication skills, development of self-esteem, and ~~the~~ ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology, and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships, and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based, or ~~utilizes~~ best ~~practice~~ ~~practices~~; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection, and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection, and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence, while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies and activities, must not in any way use shame or fear-based tactics.

¹ Per OAR 581-022-2050, "skills-based" means instructional strategy that has students practice the desired skill." Skills-based instructional activities regarding effective communication, development of self-esteem, resisting peer and partner pressure, and accessing valid health information are available for review.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated, or witnessed sexual abuse and relationship violence.

The District’s health and sexuality education will provide information on menstrual health and will be inclusive and affirming of transgender, non-binary, intersex, and two spirit/indigiqueer students; be positive and not fear- or shame-based; be age-appropriate; be medically-accurate; be culturally responsive; and be accessible for students with disabilities.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.059](#)
[ORS 336.107](#)
[ORS 336.455 - 336.474](#)

[ORS 339.370 - 339.400](#)

[OAR 581-021-0009](#)
[OAR 581-021-0593](#)

[OAR 581-022-2030](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)

Cross Reference(s):

IGBHD - Program Exemptions



Code: **IKF**
Adopted: 1/23/18
Revised/Readopted: 2/25/20; 2/22/22
Orig. Code: IKF

Graduation Requirements**

The Board establishes graduation requirements for awarding of a chancellor's diploma, a standard diploma, a modified diploma, an extended diploma, and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian, or by the student, if the student is 18 years of age or older or emancipated.

Students and their parents/guardians will be notified annually of the requirements for all diplomas. See the graduation requirement manual for specific instructions.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in **an educational program² in this state**~~another district or public charter school~~, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that **educational program in this state**~~district or public charter school~~.

¹As defined in ORS 30.297.

² "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

Chancellor's Diploma

The Chancellor's Diploma will be awarded to students who have demonstrated their commitment to a rigorous course of study during high school in order to prepare for college and career success. The Chancellor's Diploma includes classes and requirements that promote critical thinking skills and an enriched learning experience. These requirements are aligned with general Oregon university admissions but do not guarantee automatic acceptance. Students who earn a Chancellor's Diploma demonstrate the experience that is desired for every student in the District. All students earning a Chancellor's Diploma will be recognized with a Chancellor's Diploma Recognition during the graduation ceremony.

HSD Chancellor's Diploma Requirements

1. Four credits of mathematics* (including one unit at the Algebra 1 level and two units at a higher level than Algebra 1);
2. Four credits of language arts* (shall include the equivalent of one unit in written composition);
3. Three credits of science** (including physics, chemistry, and biology);
4. Three credits of social sciences** (including history, civics³, geography, and economics (including personal finance));
5. One additional credit of science** or one additional credit of social sciences**;
6. One credit of health education;
7. One credit of physical education;
8. Three credits of career technical education (CTE), the Arts, or world languages* (with at least two credits of world language);
9. Five credits of electives;
10. One-half credit of Senior Seminar (or Focused Program Internship credit); and
11. One-half credit of Career and College Development.

* Academic Credit Requirements (language arts, mathematics, science, social science, and/or world language)

** Minimum of three credits in each, plus one additional credit in either for a total of seven credits.

In addition to the credit requirements listed above, the HSD Chancellor's Diploma requirements are subject to the following:

1. The total number of required academic credits is 18. Four credits of these required academic credits must be completed in advanced-level coursework (as defined by AP, IB, or dual-credit designation).

³ Civics becomes a half-credit requirement beginning on January 1, 2026 ([ORS 329.451](#)) [Senate Bill 513, 2021](#)).

2. The required cumulative GPA in academic courses is 3.0.
3. The required minimum grade in every academic credit course is C.
4. The overall required GPA in all coursework is 3.0.

In addition to credit requirements as outlined in Oregon Administrative Rule (OAR) 581-022-2000, a student must⁴:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

Graduation Honors - Valedictorian and Salutatorian: Students who earn a Chancellor's Diploma may be eligible for graduation honors.

Valedictorian: Students earning a Chancellor's Diploma and receiving an unweighted GPA of 4.0 for all classes taken will be recognized as Valedictorians. In the event that no students receive a 4.0 GPA, but earn a Chancellor's Diploma, the student(s) with the highest GPA will be recognized as the Valedictorian(s). More than one person may be recognized as the Valedictorian(s).

Salutatorian: Student(s) who earn a Chancellor's Diploma and have the second highest unweighted GPA will be recognized as the Salutatorian(s). More than one person may be recognized as the Salutatorian(s).

Honors Graduate: The students who earn a Chancellor's Diploma and maintain above a 3.75 unweighted GPA will be recognized as Honors graduates.

Standard Diploma

A standard diploma will be awarded to students who have satisfactorily completed all state and local graduation requirements. Students completing the standard diploma may qualify for entrance to colleges, community colleges, military and trade schools. A standard diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits that include at least:

1. Three credits of math (one unit at the Algebra 1 level and two units at a higher level than Algebra 1);
2. Four credits of language arts (shall include the equivalent of one unit in written composition);
3. Three credits of science;
4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));

⁴ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year ([Senate Bill 744, 2021](#)).

5. One credit of health education;
6. One credit of physical education;
7. One-half credit of Career and College Development;
8. One-half credit of Senior Seminar (or Focused Program Internship credit);
9. Three credits of Career and Technical Education (CTE), the Arts or World Languages (units shall be earned in any one or a combination);
10. Five credits of electives.

The district shall offer students credit options, provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in OAR 581-022-2025.

In addition to credit requirements outlined in OAR 581-022-2000, a student must⁵:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated difficulty meeting the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. Students completing the modified diploma may qualify for entrance to colleges, community colleges, military and trade schools. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Have a documented history of difficulty maintaining grade-level achievement due to significant learning and instructional barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade 9 through completion of high school, complete 24 credits, which shall include:

1. Two credits of math;
2. Three credits of language arts;
3. Two credits of science;

⁵ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year ([Senate Bill 744, 2021](#)).

4. Two credits of social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit of health education;
6. One credit of physical education;
7. Two and one-half credits of Career and College Development;
8. Nine and one-half credits of electives (including 0.5 Senior Seminar or Focused Program Internship credit);
9. One credit of Career and Technical Education (CTE), the Arts or World Languages.

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive any modified state-approved assessments.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or after a documented history to qualify for a modified diploma, the District shall annually provide information about the availability and requirements of a modified diploma to parents or guardians of the student.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. Students receiving an extended diploma may have varying educational opportunities after graduation to help meet IEP goals and objectives through age 21. To be eligible for an extended diploma, a student must:

1. While in grade 9 through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits of mathematics;
 - b. Two credits of language arts;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics, or civics;
 - e. One credit of health education;
 - f. One credit of physical education; and
 - g. One credit of the Arts or a World Language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or after a documented history to qualify for an extended diploma has been established, the district shall annually provide information about the availability and requirements of an extended diploma to the parents or guardians of the student.

Alternative Certificate

An alternative certificate will be awarded to students who do not satisfy the requirements for a chancellor's diploma, standard diploma, modified diploma, or extended diploma, if the students meet minimum credit requirements established by the district.

Beginning in grade five or after a documented history to qualify for an alternative certificate, the District shall annually provide information about the availability and requirements of an alternative certificate to parents or guardians of the student.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a chancellor's diploma, a standard diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has a documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in the later of 4 years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than four years, the student's parent or guardian, or a student who is emancipated or has reached the age of 18, must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the District Superintendent or designee, who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

(this is already on page 1) ~~Students and their parents will be notified of graduation and diploma requirements.~~

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form⁶ and submitting the form to the district.

The District will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the District or is an Oregon resident and attended a high school of

⁶ Oregon Department of Education page for:

the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the District at the time of death or was an Oregon resident at the time of death and attended a high school of the District.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.007	ORS 339.115	OAR 581-022-2010
ORS 329.045	ORS 339.505	OAR 581-022-2015
ORS 329.451	ORS 343.295	OAR 581-022-2020
ORS 329.479		OAR 581-022-2025
ORS 332.107	OAR 581-021-0009	OAR 581-022-2030
ORS 332.114	OAR 581-022-0102	OAR 581-022-2115
ORS 336.585	OAR 581-022-2000	OAR 581-022-2120
ORS 336.590	OAR 581-022-2005	OAR 581-022-2505

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
Senate Bill 1522 (2022).

Cross Reference(s):

IKFB - Graduation Exercises
IL - Assessment Program

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2022
APPOINT BUDGET COMMITTEE MEMBERS

SITUATION

State law and policy DBEA provide for the establishment of a Budget Committee to review the District's proposed budget. The Hillsboro School District Budget Committee consists of seven members appointed by the Board, plus the seven elected Board members. To be eligible for appointment, Budget Committee members must live and be registered to vote in the District, and must not be officers, agents, or employees of the District. The appointed positions are for three-year terms, with staggered expiration dates.

Budget Committee position 3 is open, after being vacated during the winter of 2022, and was unfilled. Budget Committee positions 5, 6 and 7 are currently vacant, having expired on June 30, 2022.

<u>POSITION</u>	<u>EXPIRES</u>	<u>WAS HELD BY</u>	<u>NOTES</u>
3	June 30, 2024	VACANT	This position was unfilled for the remainder of 2022.
5	June 30, 2025	Monica Uribe	This position expired and Monica did not reapply for appointment.
6	June 30, 2025	Kim Strelchun	This position expired and Kim did not reapply for appointment.
7	June 30, 2025	Alexander Flores	This position expired and Alexander did not reapply for appointment.

Vacancies on the Budget Committee were publicly announced in June, and applications were received through November 1, 2022. The following candidates submitted applications:

- [Ian King](#) (new applicant, member of the Equity Advisory Committee)
- [Stefanie Kondor](#) (new applicant)

During tonight's work session, Board members reviewed the applications, met the applicants present and discussed the selection process. During the regular session, the Board will officially appoint the new Budget Committee members.

RECOMMENDATION

The Superintendent recommends that the Board of Directors appoint the selected candidates to the Budget Committee.

- *I move that the Board of Directors appoint the slate of candidates identified during the work session to the vacant positions on the Budget Committee, as follows:*
 - *Appoint _____ to position 5, which expires on June 30, 2025*
 - *Appoint _____ to position 6, which expires on June 30, 2025*

Hillsboro School District
November 15, 2022
OSAA COLLECTIVE SPONSORSHIP APPLICATION - LHS AND HHS SWIMMING

SITUATION

The Oregon School Activities Association (OSAA) allows schools to combine resources under certain circumstances. Similar to last year, Liberty High School is applying to be in a swimming collective with Hillsboro High School due to Liberty not having a swim coach. Additionally, both teams practice in the same location. Hilhi has offered to coach the LHS swimmers as part of a collective. Although this is not common in our District, the circumstances at LHS meet the requirements to participate in the collective. This will allow LHS swimmers the opportunity to participate in the swim season. Part of the requirement from the OSAA is to have School Board approval.

OSAA Collective Process:

Definition - Schools in a collective sponsorship share resources but students from these schools must compete as representatives of the school they attend in all competitions, including district and state championships.

Scope - Collective sponsorship may be applied for in the following activities: cross country, swimming, wrestling, speech, golf, tennis, and track & field.

Who may apply? - Only full member schools may apply for collective sponsorship, not families or individuals. Schools requesting a collective sponsorship should be located in the same geographic area. Schools requesting collective sponsorship approval should make every effort to collectively sponsor an activity with the nearest school that also has difficulty supporting the activity by itself.

School Board Approval Requirement - The Governing Boards of the schools involved in the collective sponsorship shall jointly apply for such sponsorship listing specific reasons for the request.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the Collective Sponsorship Application.

I move that the Board of Directors approve the Collective Sponsorship Application.

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2022
RATIFY SALARY SCHEDULE FOR TRANSPORTATION SALARY SCHEDULE
WITH HILLSBORO CLASSIFIED UNITED

SITUATION

We have been collaborating with Hillsboro Classified United (HCU) to increase the hourly rate of our transportation schedule for bus drivers and Transportation classified staff who hold a Commercial Drivers License (CDL) in order to be more competitive in the marketplace. In addition to current Memorandum of Agreements:

HCU voted to ratify and amend the salary schedule to reflect

- Step 5 on Rows D and E becomes the new Step 1 (permanently)
- New steps 6 through 9 are calculated in alignment with all of the schedules
 - Increase of 3.0% per step with 4.0% applied to Step 9
- Step 2 becomes the new Step 1 for all positions on Rows C, F, G, H, and I that require a CDL
- New steps 2 through 9 are calculated in alignment with all of the schedules
 - Increase of 3.0% per step with 4.0% applied to Step 9
- Employees stay on their current step
- Retroactive to July 1, 2022

The resources to pay for this increased rate is provided through the savings that have occurred due to the number of unfilled driver positions that currently exist along with the Transportation Grant Reimbursement through the state. We will transfer those unutilized dollars to cover the increased hourly rate. The change will be effective the date after HCU ratification (November 2, 2022) and school board approval (November 15, 2022) and adjusted in the December payroll.

CURRENT TRANSPORTATION SCHEDULE

	1	2	3	4	5	6	7	8	9
A	\$17.07	\$17.58	\$18.11	\$18.65	\$19.21	\$19.79	\$20.38	\$20.99	\$21.83
B	\$19.00	\$19.57	\$20.16	\$20.77	\$21.39	\$22.03	\$22.69	\$23.37	\$24.31
C	\$20.49	\$21.10	\$21.73	\$22.39	\$23.06	\$23.75	\$24.46	\$25.20	\$26.20
D	\$20.95	\$21.58	\$22.23	\$22.89	\$23.58	\$24.29	\$25.02	\$25.77	\$26.80
E	\$21.39	\$22.03	\$22.70	\$23.38	\$24.08	\$24.80	\$25.54	\$26.31	\$27.36

F	\$25.16	\$25.91	\$26.69	\$27.49	\$28.32	\$29.17	\$30.04	\$30.94	\$32.18
G	\$29.34	\$30.23	\$31.13	\$32.07	\$33.03	\$34.02	\$35.04	\$36.09	\$37.53
H	\$30.65	\$31.57	\$32.52	\$33.50	\$34.50	\$35.53	\$36.60	\$37.70	\$39.21
I	\$32.84	\$33.82	\$34.84	\$35.88	\$36.96	\$38.07	\$39.21	\$40.38	\$42.00

REVISED TRANSPORTATION SCHEDULE

	1	2	3	4	5	6	7	8	9
A	\$17.07	\$17.58	\$18.11	\$18.65	\$19.21	\$19.79	\$20.38	\$20.99	\$21.83
B	\$19.00	\$19.57	\$20.16	\$20.77	\$21.39	\$22.03	\$22.69	\$23.37	\$24.31
C	\$21.10	\$21.73	\$22.39	\$23.06	\$23.75	\$24.46	\$25.20	\$26.20	\$27.25
D	\$23.58	\$24.29	\$25.02	\$25.77	\$26.80	\$27.60	\$28.43	\$29.28	\$30.45
E	\$24.08	\$24.80	\$25.54	\$26.31	\$27.36	\$28.18	\$29.03	\$29.90	\$31.10
F	\$25.91	\$26.69	\$27.49	\$28.32	\$29.17	\$30.04	\$30.94	\$32.18	\$33.47
G	\$30.23	\$31.13	\$32.07	\$33.03	\$34.02	\$35.04	\$36.09	\$37.53	\$39.04
H	\$31.57	\$32.52	\$33.50	\$34.50	\$35.53	\$36.60	\$37.70	\$39.21	\$40.78
I	\$33.82	\$34.84	\$35.88	\$36.96	\$38.07	\$39.21	\$40.38	\$42.00	\$43.68

DIFFERENCE IN HOURLY RATE

	1	2	3	4	5	6	7	8	9
A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

C	\$0.61	\$0.63	\$0.66	\$0.67	\$0.69	\$0.71	\$0.74	\$1.00	\$1.05
D	\$2.63	\$2.71	\$2.79	\$2.88	\$3.22	\$3.31	\$3.41	\$3.51	\$3.65
E	\$2.69	\$2.77	\$2.84	\$2.93	\$3.28	\$3.38	\$3.49	\$3.59	\$3.74
F	\$0.75	\$0.78	\$0.80	\$0.83	\$0.85	\$0.87	\$0.90	\$1.24	\$1.29
G	\$0.89	\$0.90	\$0.94	\$0.96	\$0.99	\$1.02	\$1.05	\$1.44	\$1.51
H	\$0.92	\$0.95	\$0.98	\$1.00	\$1.03	\$1.07	\$1.10	\$1.51	\$1.57
I	\$0.98	\$1.02	\$1.04	\$1.08	\$1.11	\$1.14	\$1.17	\$1.62	\$1.68

RECOMMENDATION

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

I move that the Board of Directors approve the amended salary schedule for the transportation salary schedule, as voted by Hillsboro Classified United, to update in the current classified management agreement, effective through June 30, 2024.

HILLSBORO SCHOOL DISTRICT 1J
November 15, 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 62: Medicaid Direct Billing Program

“There is an efficiency created by a well-coordinated and defined set of operational systems.” Central office teams equipped with the skills and tools to do their jobs related to Medicaid Direct Billing. Business Office staff, Student Services, Human Resources, and Communications are in the 2nd year of a 3 year implementation plan for Medicaid Direct Billing. The plan is grant-started with a guided roll-out and intent to start year four sustainability and as revenue generation to support additional resources in the areas of reporting (currently speech-language pathology and nursing)...

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

Finance Manager Jennifer Zavatsky, has been working with Human Resources to audit user roles in the District’s financial software and Employee Access portal. As software updates occur, it is important to have consistent standards for various user roles and access levels for various modules. Modules include General Ledger, Purchasing and Payables, Payroll, Human Resources, and more. Internal controls require the district to have standards for aligning activities with various positions. Special thanks to Lindi McGee and Yuri MotaOsorio for their commitment to this work.

Finance Team – Financial Reporting, Contracts and Grants

Manager of Business Services Jeff Jones restarted the Business Office Equity Team work with support from the Office of Equity. He is drafting a department Equity Plan with measurable goals and professional development for business office staff to align with the District’s Equity initiatives. This work is focused on staff identification of how equitable systems of support for staff and students improve the overall community.

Grant Fiscal Planning Specialist Christy Woodard is extending her expertise and support to City View Charter School. Serving as the first point of contact, she is providing support related to the Charter School Agreement for the State School Fund, Student Investment Account, and ESSER pass-through funds. The Agreement also allows for a targeted list of “in-kind” services for City View, such as Experiential Learning access, printing, transportation (as available), and student meals known as “Exhibit B”. As City View transitions through administrative staff, this extra support has been appreciated!

Employee Benefits

Employee Benefits Supervisor Daphne Fisk has been working to prepare for the Paid Family Leave Oregon program coming in 2023. Employers participating in the state (Employment Department) insurance program will begin contributions (0.4% employer, 0.6% employee) January 1, 2023, with employees able to access benefits beginning in September. After reviewing options for “Alternative Plans”, the District will be electing to utilize a third-party insurer by the November 15th deadline. More information will be forthcoming on this election.

MaryBeth Puncochar will be accessing grant funds to engage administrative support for the Return-to-work/Stay-at-Work (RTW/SAW) program in HSD. She is developing systems and structures to ensure employees are supported and accessing available benefits while remaining as engaged in their work as possible. This strategy aligns with the District’s retention strategies for staff and will reduce absenteeism related to working conditions. After building capacity in the RTW/SAW program, this support will be redirected in 2023-24 to support Oregon’s Paid Family and Medical Leave Insurance Program.

Workers’ Compensation Report

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

The District received 10 workers’ compensation claims in October. As of October 31, there were 30 open claims; 22 were for medical costs only, and nine included time loss. Slips and falls are the top drivers for incidents.

Workers’ Compensation Reports			
	2020-21	2021-22	2022-23
July	0	2	1
August	3	7	8
September	6	19	11
October	5	8	10
November	2	12	
December	2	10	
January	0	8	
February	2	10	
March	2	6	
April	4	13	
May	7	8	
June	4	9	
Yearly Total:	37	112	30

Student Incident Report

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

Student Incident Reports						
	2021-22 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport	2022-23 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport
July	1	N/A	0	0	N/A	0
August	4	N/A	0	3	N/A	0
September	74	0.2	2	87	0.2	1
October	63	0.3	0	128	.2	5
November	84	0.3	4			
December	77	0.2	2			
January	56	0.3	1			
February	84	0.2	1			
March	64	0.3	1			
April	85	0.2	1			
May	76	0.2	0			
June	22	0.2	0			
Yearly Total:	507	2.2	12	218	0.4	6

Vehicle Accidents

There is a one-month delay in reporting vehicle accidents to the Board, in order to allow adequate time to ensure that monthly reports are accurate and complete. There was one vehicle accident in October.

Donations Over \$5,000

District Policy KH states that the District may receive donations of gifts that may serve to enhance and extend the work of the District, subject to Board approval. Individuals who desire to make contributions are encouraged to consider donations for equipment or services that are not likely to be acquired from public fund expenditures. The purpose of this report is to describe to the Board the donations received that are valued at \$5,000 or more.

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

HILLSBORO SCHOOL DISTRICT HILLSBORO SCHOOL DISTRICT 1J 2022-23
MONTHLY FINANCIAL REPORT - as of October 31, 2022

<i>Revenues</i>	1st Quarter	October	2nd Quarter	Fiscal YTD	Fiscal YTD	Budget	% of	Fiscal YTD	Budget
	Actual	Actual	Actual	2022-23	2022-23	2022-23	Budget	2021-22	Budget
Taxes	\$200,975.46	\$47,334.06	\$47,334.06	\$248,309.52	\$248,309.52	\$88,485,305.00	0.28%	\$219,615.17	0.26%
Interest	\$96,743.35	\$39,845.00	\$39,845.00	\$136,588.35	\$136,588.35	\$500,353.00	27.30%	\$48,308.63	9.66%
Local Sources	\$83,744.50	\$36,537.47	\$36,537.47	\$120,281.97	\$120,281.97	\$1,798,031.00	6.69%	\$95,473.09	3.07%
Total Local	\$381,463.31	\$123,716.53	\$123,716.53	\$505,179.84	\$505,179.84	\$90,783,689.00	0.56%	\$363,396.89	0.41%
County/ESD	\$0.00	\$1,556,144.70	\$1,556,144.70	\$1,556,144.70	\$1,556,144.70	\$4,452,707.00	34.95%	\$1,325,703.50	35.11%
State Sources	\$46,854,905.33	\$11,710,064.89	\$11,710,064.89	\$58,564,970.22	\$58,564,970.22	\$150,089,995.00	39.02%	\$64,616,593.90	43.39%
Federal Sources	\$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%
Adjusted Beginning Balance*	\$11,620,812.00	\$0.00	\$0.00	\$11,620,812.00	\$11,620,812.00	\$11,620,812.00	100.00%	\$9,494,012.00	100.00%
Total Revenue	\$58,857,180.64	\$13,389,926.12	\$13,389,926.12	\$72,247,106.76	\$72,247,106.76	\$256,947,203.00	28.12%	\$75,799,706.29	30.21%
<i>Expenditures</i>									
Instruction									
Salaries	\$7,961,714.06	\$7,878,010.30	\$7,878,010.30	\$15,839,724.36	\$8,018,536.45	\$84,589,381.65	18.73%	\$14,052,034.38	17.01%
Benefits	\$3,808,259.19	\$3,892,146.45	\$3,892,146.45	\$7,700,405.64	\$3,832,327.27	\$45,603,296.86	16.89%	\$7,103,105.08	16.15%
Purchased Service	\$1,108,113.96	\$358,787.99	\$358,787.99	\$1,466,901.95	\$1,018,717.50	\$15,457,508.83	9.49%	\$2,050,071.86	13.92%
Supplies/Materials	\$915,026.73	\$364,493.87	\$364,493.87	\$1,279,520.60	\$951,170.02	\$5,459,407.47	23.44%	\$1,406,985.70	29.95%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$69,110.19	\$122,601.08	\$122,601.08	\$191,711.27	\$66,276.82	\$1,136,366.19	16.87%	\$175,915.53	17.24%
Total Instruction	\$13,862,224.13	\$12,616,039.69	\$12,616,039.69	\$26,478,263.82	\$13,887,028.06	\$152,245,961.00	17.39%	\$24,788,112.55	16.86%
Support Services									
Salaries	\$8,794,314.47	\$4,194,042.91	\$4,194,042.91	\$12,988,357.38	\$12,988,357.38	\$51,340,343.95	25.30%	\$11,257,652.64	21.50%
Benefits	\$4,731,044.00	\$2,249,390.84	\$2,249,390.84	\$6,980,434.84	\$6,980,434.84	\$27,678,284.20	25.22%	\$6,178,387.66	22.16%
Purchased Service	\$2,878,860.65	\$2,813,372.87	\$2,813,372.87	\$5,692,233.52	\$5,692,233.52	\$9,381,719.13	60.67%	\$3,833,277.68	41.08%
Supplies/Materials	\$1,637,108.94	\$571,241.26	\$571,241.26	\$2,208,350.20	\$2,208,350.20	\$3,313,511.13	66.65%	\$2,605,626.01	87.50%
Capital Purchases	\$24,340.50	\$34,087.86	\$34,087.86	\$58,428.36	\$58,428.36	\$0.00	0.00%	\$40,484.13	0.00%
Other	\$1,786,523.20	\$86,225.27	\$86,225.27	\$1,872,748.47	\$1,872,748.47	\$689,701.59	271.53%	\$1,771,084.15	273.84%
Total Support	\$19,852,191.76	\$9,948,361.01	\$9,948,361.01	\$29,800,552.77	\$29,800,552.77	\$92,403,560.00	32.25%	\$25,686,512.27	27.56%
Community Services									
Salaries	\$66,460.24	\$29,669.60	\$29,669.60	\$96,129.84	\$96,129.84	\$295,388.40	32.54%	\$106,043.84	28.24%
Benefits	\$35,022.05	\$18,374.90	\$18,374.90	\$53,396.95	\$53,396.95	\$159,247.94	33.53%	\$53,973.24	27.00%
Purchased Service	\$9,828.74	\$3,620.00	\$3,620.00	\$13,448.74	\$13,448.74	\$53,978.04	24.92%	\$10,207.91	15.26%
Supplies/Materials	\$2,087.74	\$0.00	\$0.00	\$2,087.74	\$2,087.74	\$19,064.40	10.95%	\$879.81	4.12%
Capital Purchases	\$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	\$3,968.22	0.00%	\$0.00	0.00%
Total Community Services	\$113,398.77	\$51,664.50	\$51,664.50	\$165,063.27	\$165,063.27	\$531,647.00	31.05%	\$171,104.80	25.60%
Capital Projects									
Purchased Service	\$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%
Total Capital Projects	\$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%	-\$2,673.85	0.00%
Transfers	\$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	\$9,182,658.00	\$0.00	0.00%	\$10,037,435.00	100.00%
Total Expenditures	\$43,128,263.05		\$-	\$-	\$65,626,537.86	\$245,181,168.00	25.54%	\$60,680,490.77	24.18%

*Unaudited Fund Balance

HILLSBORO SCHOOL DISTRICT 1J
November 15, 2022
LEGISLATIVE PRIORITIES AND ADVOCACY LEAVE-BEHIND

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 with a unified voice and advocate for funding and other matters of importance to the District, they typically approve a slate of Legislative Priorities.

We had discussions with the full Board at the September and October work sessions around possible priorities for the upcoming session. Staff used information generated through these discussions, as well as input from state and local educational organizations and partners, to create a set of draft priorities and an advocacy leave-behind sheet. These materials are now on first reading and will be an action item during the December 8, 2022 Regular Session.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the draft 2023 Legislative Priorities and Advocacy Leave-Behind Sheet and provide any additional input they may have.

2023 Legislative Priorities - DRAFT

Key Challenges

- Students across the state experienced unprecedented challenges as a result of the pandemic and still require enhanced support to get back on track.
- Post-pandemic staffing challenges across the board.
- Targeted critical shortages (SpEd, specialists, classified staff, etc.).
- Critical need for diversification of workforce.

Session Priorities

- Stable and adequate funding for K-12 education
 - Core funding for system operations is paramount.
 - 2023-25 State School Fund (SSF) allocation of \$10.2B needed to maintain actual service level in HSD.
 - Represents 9.7% increase over 2021-23 allocation, which accounts for approximately 3.2% year-over-year inflation in 2022-23, 2023-24, and 2024-25 school years
 - Oregon PERS actuaries are assuming 6.9% salary increases over the biennium system-wide, which would require a \$10B SSF.
 - Department of Administrative Services gave the Governor's office \$9.5B as a starting point for budget preparation (represents 2.2% increase over 2021-23)
 - Per-student funding should not decrease.
 - Current per-student funding is approx. \$9,500
 - A biennial allocation of \$9.65B would be needed to achieve the same per-student funding.
 - Pandemic funds will expire in September 2024
- Targeted investments that support long-term COVID recovery - specifically in Literacy and Math.
- Ensure that any legislation necessitating additional action from schools comes with additional funding or support to meet the requirements
- Maintain the 3% virtual charter school cap
- Maintain the 49%/51% split of State School Fund dollars - important for appropriately planning for year-over-year inflation

Additional information about the Hillsboro School District's budget situation is available on the Budget Matters webpage at www.hsd.k12.or.us/budget.



2023 Funding Advocacy

Student Needs

- Lingering pandemic effects
- Social-emotional and mental health support
- Engaging curricular and extra-curricular opportunities
- Career and college prep
- Transportation
- Nutrition






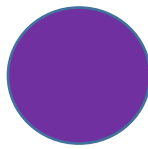
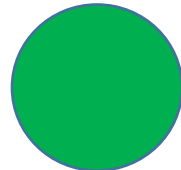
District Challenges

- Lack of predictable core funding
- Expiring targeted funding
- Staffing shortages across the board
- Critical staffing needs in certain positions (SpED, specialists, classified staff)
- Need to diversify workforce

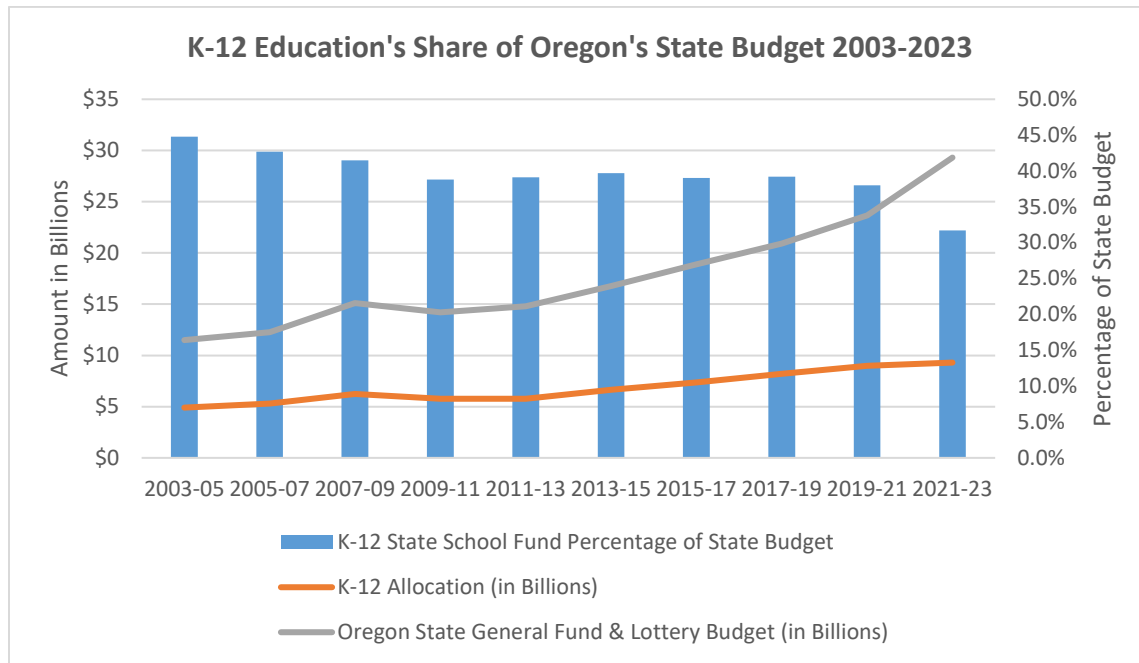
Equivalencies:

- For every \$100M in the State School Fund, HSD receives approximately 3.4% or \$3.4M
- 1 day of school = \$954,840
- Change of 1 to the Student-to-Staff ratio = 20 licensed staff members or \$2,602,902

Impact of 2023-25 State School Fund (SSF) Allocations at Different Levels

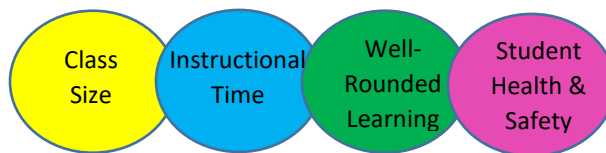
				
DAS "Starting point" budget	Covers PERS salary assumptions statewide	HSD's Actual Service Level Need + SIA	HSD's Actual Service Level Need - SIA	Quality Education Model (QEM)
\$9.5B	\$10B	\$10.2B	\$10.83B	\$11.889B
Shortfall of \$23.8M - 92 teachers OR - 25 school days	Shortfall of \$6.8M - 27 teachers OR - 7 school days	Fulfill actual service level needs while still using 2/3 of SIA funds to support eligible expenses from general fund	Fulfill actual service level needs and use SIA funds for targeted investments as intended	+ 100 teachers + 75 support staff + 10 school days + After-school and summer school support and enrichment progs.

2023 Funding Advocacy

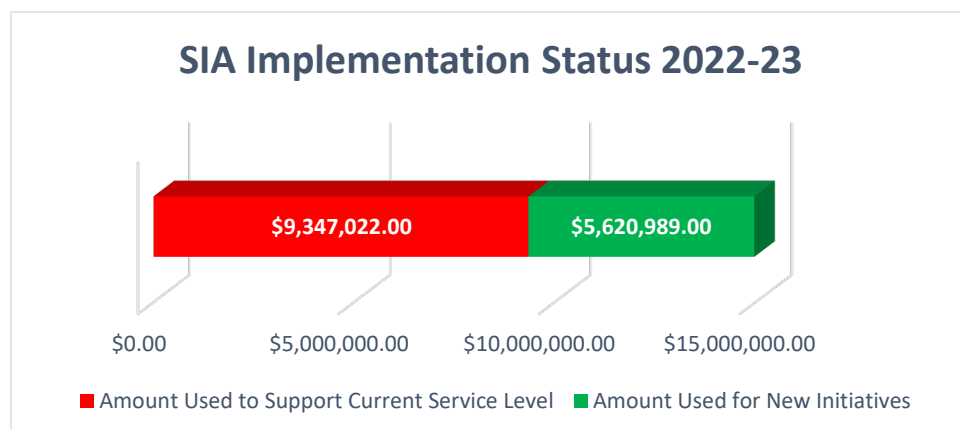


Student Investment Account (SIA)

Intent: Lower class size, increase instructional time, enhance student health and safety, and increase access to well-rounded learning opportunities for historically underserved students



Implementation Status: Approximately 2/3 (62.4%) of SIA dollars are not going to additional targeted services for the intended populations, but rather to eligible services that could no longer be supported by the General Fund due to funding shortfalls



HILLSBORO SCHOOL DISTRICT 1J
November 15, 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 G – Personnel
 - GCDA/GDDA-AR: Criminal Records Checks and Fingerprinting
- Policies in Section I – Instruction
 - IICC-AR: Volunteers (No changes, on hold from rewrite process)
- Policies in Section J – Students
 - JEA-AR: Compulsory Attendance Notices and Citations

RECOMMENDATION

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



Code: GCDA/GDDA-AR
Revised/Reviewed: 12/12/17; 4/28/20
Orig. Code: GCDA/GDDA-AR

Criminal Records Checks and Fingerprinting

Requirements

1. Any individual newly hired employee¹, whether full-time or part-time, and not requiring licensure under Oregon Revised Statute (ORS) 342.223, ~~such~~ as a teacher, administrator, personnel specialist, or school nurse, shall submit to ~~undergo~~ a criminal records check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum, or internship as a teacher, administrator, or personnel specialist shall be required to submit to ~~undergo~~ a criminal records check and fingerprinting with TSPC.
4. Any individual hired as or by a contractor², whether part-time or full-time, into a position having direct, unsupervised contact with students as determined by the District shall be required to submit to ~~undergo~~ a criminal records check and fingerprinting.

The Superintendent or designee will identify contractors who are subject to such requirements.

5. Any community college faculty member providing instruction at the site of an early childhood education program, ~~or at~~ a school site as part of an early childhood program, or at a grade K through 12 school site during the regular school day, shall be required to undergo a criminal records check and fingerprinting.
6. Any individual who is an employee of a public charter school not requiring licensure under ORS 342.223 shall be required to undergo a criminal records check and fingerprinting.

¹ Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

² A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the District.

7. ~~A Any person authorized by the District for volunteer allowed by the district service into a position that has having direct, unsupervised contact with students shall undergo an in-a state and national criminal records check. [1]~~
8. ~~A Any person considered for volunteer allowed service with the District, including to have direct, unsupervised contact with students, into a volunteer positions identified in Board policy³ by the District as requiring a fingerprint-based criminal records check, shall undergo a submit to an in-state and national criminal records check based on fingerprints.~~
9. All temporary employees⁴, not requiring licensure under ORS 342.223, must undergo a criminal records check and fingerprinting with the District's personnel office prior to beginning employment. The criminal records check and fingerprinting shall be completed immediately following the offer of employment.
 - a. An applicant will be disqualified for employment on the basis of criminal record check/fingerprinting results ~~the~~ when the District is notified the applicant has a conviction for any of the crimes prohibiting employment.
 - b. An applicant will be disqualified for employment if, in the judgment of a human resource administrator, the applicant knowingly made a false statement on the criminal records/fingerprinting form(s) or the application form.

Exceptions

A newly hired employee⁵ is not subject to fingerprinting if:

1. ~~†~~ The District has evidence on file that the ~~person~~ ~~employee~~ successfully completed a state and national criminal records check for a previous employer that was a school district or private school, and has not resided outside the state between the two periods of employment; ~~or~~.
2. {⁶} The Oregon Department of Education (ODE) determines the person:
 - a. Submitted to a criminal records check for the person's immediately previous employer, the employer is a school district or private school and the person has not lived outside this state between the two periods of employment;
 - b. Submitted to a criminal records check conducted by TSPC within the previous three years; or
 - c. Remained continuously licensed or registered with the TSPC.

³ See policy GCDA/GDDA – Criminal Records Checks and Fingerprinting.

⁴ Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

⁵ Any individual hired within the last three months.

⁶ {This revision to TSPC rules sunsets July 1, 2024.}

Notification

1. The District will provide the following notification to individuals subject to criminal records checks and/or fingerprinting:
 - a. Such criminal records checks and/or fingerprinting are required by law or Board policy;
 - b. Any action resulting from such checks completed by ~~the Oregon Department of Education (ODE)~~ that impact employment, contract, or volunteering may be appealed as a contested case to ODE;
 - c. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
 - d. A refusal to consent to a required criminal records checks and/or fingerprinting shall result in immediate termination from employment, contract status, or the ability to volunteer in the District;
 - e. An individual determined to have knowingly made a false statement as to the conviction of any crime on District employment applications, contracts, or ODE forms (written or electronic) may result in immediate termination from employment or contract status;
 - f. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;
 - g. A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the District. The District may remove the volunteer from the position allowing direct, unsupervised contact with students.
2. The District will provide the written notice described above through means such as staff handbooks, employment applications, contracts, or volunteer forms.

Processing and Reporting Procedures

1. Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the District. The District shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.
2. Fingerprints may be collected by one of the following:
 - a. Local or state law enforcement agency;
 - b. Contracted agent of employing district;
 - c. Employing District staff.
3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the District will provide the name of the individual to be fingerprinted to the authorized fingerprinter.
4. The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ~~the~~ ODE of the results. ODE will then review and notify the District of said results as well as the identity of any individual it believes has knowingly made a false statement as to ~~a~~ conviction of a

crime, has knowingly made a false statement as to conviction of any crime or has a conviction of a crime prohibiting employment, contract, or volunteering.

5. A copy of the fingerprinting results will be kept by the District.

Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the District and not requiring licensure, including persons hired as or by contractors⁷, shall be paid by the individual.
2. An individual offered a contract or employment by the District may, only upon request, request that the amount of the fee be withheld from the amount otherwise due the individual in accordance with Oregon law.
3. Fees for volunteers that require a criminal records check shall be paid by the District.
4. Fees for volunteers that require fingerprinting shall be paid by the District.

Termination of Employment or Withdrawal of Employment/Contract Offer/Volunteer Status

1. A subject individual required to submit to a criminal records checks and/or fingerprinting in accordance with law and/or Board policy will be terminated from employment or contract status, or withdrawal of offer of employment or contract will be made by the District upon:
 - a. Refusal to consent to a criminal records check and/or fingerprinting; or
 - b. Notification⁸ from the Superintendent of Public Instruction that the employee has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.
2. A subject individual may be terminated from employment or contract status upon notification from the Superintendent of Public Instruction that the employee has knowingly made a false statement as to the conviction of any crime.
3. Employment termination shall remove the individual from any District policies, collective bargaining provisions regarding dismissal procedures and appeals, and the provisions of Accountability for Schools for the 21st Century Law.

⁷A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the District.

⁸ Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

4. A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and/or Board policy will be denied such ability to volunteer in the District.
5. If the District has been notified by the Superintendent of Public Instruction that a volunteer knowingly made a false statement or has a conviction for any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, the individual may be denied the ability to volunteer.
6. A volunteer who knowingly makes a false statement, as determined by the District, on a District volunteer application form may be denied the ability to volunteer in the District.

Appeals

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the District, to the Superintendent of Public Instruction as a contested case under ORS 183.413-183.470.

A volunteer may appeal a determination from a fingerprint-based criminal records checks by ODE that prevents the ability to volunteer with the District to the Superintendent of Public Instruction as a contested case under ORS 183.413-183.470.



Code: **IICC-AR**
Revised/Reviewed: 12/01/17
Orig. Code: IICC-AR

Volunteers

The District encourages and appreciates the involvement of community members and parents who volunteer in our schools. As the safety of students is of primary importance, the following procedures are required for processing volunteer requests.

Classroom/School Volunteers

1. A completed volunteer application must be submitted via the District website.
2. The volunteer will be required to complete the volunteer criminal history verification process and receive final approval from the Human Resources Department prior to beginning their volunteer service.
3. Re-verification will be required every two years.

Upon successful completion of these requirements, the applicant may begin volunteer duties.

Volunteer Coaches/Activity Advisors/Mentors/Overnight Chaperones/Volunteers Transporting Students (i.e., certain identified positions with direct, unsupervised contact with students)

1. A completed electronic employment application must be submitted through the District website.
2. The volunteer will be required to complete the volunteer criminal history verification process and fingerprint check, and receive final approval from the Human Resources Department prior to beginning service.
3. The volunteer may be required to sign an extra-duty expectation agreement.

Upon successful completion of these requirements, the applicant may begin volunteer duties.



Code: JEA-AR
Revised/Reviewed:

Compulsory Attendance Notices and Citations**

(Highly recommended)

Compulsory attendance citations may be issued by the superintendent or designee as a means to enforce the compulsory attendance law. All such citations shall be issued according to the following procedures:

1. Attendance Supervisor

The attendance supervisor shall:

- a. Determine that the parent or guardian has failed to enroll their child and to maintain the child in regular attendance. "Regular attendance" means attendance which does not include more than eight unexcused one-half day absences or the equivalent in any four-week period in which school is in session;
- b. Provide written compulsory attendance noncompliance notification to the parent or guardian within 24 hours of verification of the violation. If the student is a youth offender on parole or probation, at the same time notice is given to the parent or other person, the attendance supervisor shall notify the student's parole or probation officer of the absence;
- c. Serve the notification personally or by certified mail. The notification will be written in the native language of the parent or guardian;
- d. Ensure that notification includes a statement requiring the student to appear on the next school day following receipt of the notice and to maintain regular attendance for the remainder of the school year;
- e. Ensure that the notification states that the parent or guardian has the right to request an evaluation to determine if the child should have an individualized education program (IEP), if the child does not currently have an IEP, or request a review of their child's current IEP;
- f. Provide a copy of the notice and pertinent attendance records to the superintendent or designee at the time notice is given to the parent or guardian;
- g. Notify the superintendent within three days of knowledge that the parent or guardian receiving the notification has not complied with the notice.

2. Superintendent or Designee

The superintendent or designee will:

- a. If after review of attendance records a citation appears warranted, prior to issuing the citation, provide written notification to the parent or guardian. The notice will be written in the native language of the parent or guardian. The notice will be delivered personally or by certified mail and will state that:

- (1) The student is required to attend regularly, a school full-time during the school year;

P

- (2) A citation for violation of compulsory attendance laws may be issued by the superintendent or designee;
- (3) The parent has the right to request:
 - (a) An evaluation to determine if the student should have an IEP, if the student does not have one; or
 - (b) A review of the student's current IEP.
- (4) The parent or guardian and student are required to attend a conference with the superintendent or designee. The date, time and place of conference will be specified. This conference may not be scheduled until after an evaluation or review as described in item 3. above, if requested by the parent, has been completed.

R

3. [Conference

The superintendent or designee will conduct a conference with the parent or guardian and student. Auxiliary aids and services will be provided upon advance request. The superintendent or designee will:

- a. [Review Oregon's compulsory attendance law and the student's attendance record;
- b. Determine the reasons for the noncompliance;
- c. Develop a plan for student attendance improvement (i.e., contract, etc.);
- d. Inform the parent and student of other available resources in the district and community, if available;
- e. Discuss the potential consequences for continued compulsory attendance noncompliance, including the potential for the issuance of a citation and the consequences for violation of the Board's student conduct and truancy policies.]]

4. [Citation

Compulsory attendance noncompliance citations may be issued by the superintendent or designee.

The superintendent or designee shall:

- a. Determine that the parent or guardian has continued to fail to enroll their student in school or maintain the student in regular attendance following a conference or has refused to attend the conference as required;
- b. Contact the clerk of the court for the county and determine which court will hear the case and when;
- c. Ensure the official representing the district will be available to present evidence of the violation at the time and date specified;
- d. Determine whether the local court's interpretation of Oregon Revised Statute (ORS) 339.095 requires the student be named as defendant. Complete form accordingly;
- e. Complete Uniform Compulsory Attendance Citation and Complaint form as follows:
 - (1) Specify appropriate court, district, circuit, municipal or justice;
 - (2) Specify when the court will hear the case, including date, time and location of the court appearance at the bottom of the form;
 - (3) Provide all pertinent defendant information, including the name and address of the parent or guardian. Only one adult should be named as the defendant;

S

E

D

- P
R
O
P
O
S
E
D
- (4) Provide all pertinent offense information, including the period of time during which the absences occurred;
 - (5) Ensure the minimum number of absences constituting irregular attendance as defined in law has in fact occurred. Excused absences should not be counted for purposes of this citation;
 - (6) Provide all pertinent student information including the grade, date of birth, length of time in the district and parent(s) name(s);
 - (7) Provide date of superintendent's or designee's prior notification of attendance requirements, consequences including possibility of citation and conference meeting date was sent;
 - (8) Ensure that the prior notice was served to the same parent or guardian who is named as the defendant in the citation;
 - (9) Provide district name, date, superintendent's name and signature. If the superintendent has designated another district official to issue citations, such delegation will be documented and the delegated official's name and signature will appear on the form;
 - (10) Personally serve (not mail) the citation;
 - (11) Complete time and date citation was issued, name, title and signature of district official serving the citation;
 - (12) Ensure the parent or guardian is provided the citation;
 - (13) Ensure the designated court is appropriately notified immediately after the citation is served;
 - (14) Ensure the district retains a copy of the citation;
 - (15) Consult with district's attorney to assist in these procedures, as necessary.
- f. Maintain student attendance records in accordance with applicable education records laws.]

[District]
[Address, City, State, Zip Code]
[Phone:]

P

***** ATTENDANCE SUPERVISOR'S NON-ENROLLMENT NOTICE *****

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

After review of attendance records, your child _____ (name) is not exempted from compulsory attendance for school, under provisions of ORS 339.030, and is not currently enrolled in school.

In accordance with Oregon law, children between ages 6 through 18 must be enrolled in school. Please enroll your child at [name of school] no later than the next school day following receipt of this notice and maintain your child in regular attendance for the remainder of the school year.

You may request an evaluation to determine if your child should have an individualized education program (IEP), or request a review of your child's current IEP.

[If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: [name of ESD and contact information].]

If you have questions and/or need assistance, please contact [name] at [number].

Sincerely,

[Attendance Supervisor] [Principal]

[cc: [Principal]]/[Superintendent]]

S

E

D

[District]
[Address, City, State, Zip Code] | [Phone:]

***** ATTENDANCE SUPERVISOR'S IRREGULAR ATTENDANCE NOTICE *****

Date _____

Parent(s)/Guardian _____

Address _____

Dear _____,
(Parent/Guardian)

After review of attendance records, your child _____ (name) is not maintaining regular attendance as required by ORS 339.065. ["Regular attendance" is defined by Oregon law as attendance which does not include more than eight unexcused one-half day absences or the equivalent in any four-week period school is in session.] According to attendance records, your child has had [] unexcused absences from school on the following dates: [].

Please send your child to school no later than the next school day following receipt of this notice and maintain your child in regular attendance for the remainder of the school year.

You may request an evaluation to determine if your child should have an individualized education program (IEP), or request a review of your child's current IEP. If you request an evaluation for an IEP or a review of a current IEP, a conference will be held after such evaluation or review.

[If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: [name of ESD and contact information].]

If you have questions and/or need assistance, please contact [name] at [number].

Sincerely,

[Attendance Supervisor] [Principal]

[cc: [Principal]]/[Superintendent]]

[District]
[Address, City, State, Zip Code]
[Phone:]

**** SUPERINTENDENT'S NOTICE OF COMPULSORY ATTENDANCE NONCOMPLIANCE ****

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

According to district records, you were notified by the district's attendance supervisor on [date] that your child, [name], [is not yet enrolled in school] [is not maintaining regular school attendance] as required by Oregon compulsory attendance laws.

Your child was required to appear in school no later than the next school day following your receipt of the notice and maintain regular attendance for the remainder of the school year. District records indicate your child continues to be absent from school. A child is required to regularly attend a full-time school.

The superintendent or designee may issue a citation for your continued violation of Oregon's compulsory attendance law.

You [may request an evaluation of your child's individualized education program (IEP) or a review of your child's current IEP.] [requested an evaluation to determine if your child should have an individualized education program (IEP).] [[requested a review of an existing IEP for your child] and the requested evaluation or review was completed on [date].]

In accordance with law, you and your child are required to attend a conference with [designated school official] on [date] at [time] to discuss:

1. Oregon's compulsory attendance law and your child's attendance record;
2. The reasons for your noncompliance;
3. The development of a plan for improvement;
4. Resources available to help your child be successful in school, referrals to other agencies as may be needed and such alternative education information as may be required by law;
5. Any questions you may have concerning the potential consequences for continued noncompliance with Oregon's compulsory attendance law, as set forth above and as provided in Board student conduct and truancy policies.

Failure to attend this conference or to maintain your child in regular school attendance will result in the issuance of a citation, as provided by law.

[If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: [name of ESD and contact information].]

If you have questions and/or need assistance, please contact [name] at [number].

Sincerely,

[Superintendent]/[Designee]

HILLSBORO SCHOOL DISTRICT 1J
November 15, 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 G - Personnel
 - GCDA/GDDA: Criminal Records Checks and Fingerprinting
- Policies in Section I – Instruction
 - IICC: Volunteers
 - IK: Academic Achievement
- Policies in Section J – Students
 - JEA: Compulsory Attendance
 - JGAB: Use of Restraint and Seclusion
 - JHC: Student Health Services and Requirements

RECOMMENDATION

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



Code: **GCDA/GDDA**
Adopted: 12/12/17
Revised/Readopted: 4/28/20
Orig. Code: GCDA/GDDA

Criminal Records Checks and Fingerprinting

In a continuing effort to ensure the safety and welfare of students and staff, the District shall require all newly hired full-time and part-time employees not requiring licensure under Oregon Revised Statute (ORS) 342.223 to undergo a criminal records check and/or fingerprinting as required by law. Other individuals, as determined by the District, who will have direct, unsupervised contact with students shall submit to criminal records checks and/or fingerprinting as established by Board policy and as required by law.

“Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

Pursuant to state law, a criminal records check or fingerprint-based criminal records checks shall be required of the following individuals¹:

1. All individuals employed as or by a contractor, whether employed part-time or full-time, and considered by the district to have direct, unsupervised contact with students;
2. Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood program, or at a grade K through 12 school site during the regular school day;
3. Any individual who is an employee of a public charter school and not requiring licensure under ORS 342.223; and
4. Any individual considered for volunteer service with the district who is allowed to have direct, unsupervised contact with students.

The District will provide the written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or volunteer forms.

¹ Subject individuals and requirements are further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

The District shall require an in-state and a national fingerprint-based criminal records check for all volunteers ~~allowed direct, unsupervised contact with students, in including but not limited to,~~ the following positions:

1. Coaches;
2. Overnight chaperone;
3. Volunteers transporting students, other than their own, in a private vehicle off district property for a district-sponsored activity;
4. Student activity or club advisor;
5. Individuals participating in an intern program as part of a district-sponsored activity, e.g., a mentor.

The procedure for processing fingerprint collection is further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

A subject individual shall be subject to the collection of fingerprint information, only after the offer of employment or contract from the District and may be charged a fee by the District. A subject individual may request the fee be withheld from the amount otherwise due the individual.

The District shall begin the employment of subject individual or terms of a District contractor on a probationary basis pending the return and disposition of the required criminal records checks and fingerprinting.

The service of a volunteer allowed to have direct, unsupervised access to students will not begin before the return and disposition of a criminal records check.

The service of a volunteer into a position identified by the District as requiring a fingerprint-based criminal records check will not begin before the return and disposition of a state and national criminal records check based on fingerprints.

When the District is notified of a subject individual who has been convicted of any crimes prohibiting employment or contract the individual will not be employed or contracted, or if employed will be terminated. When the District is notified of a subject individual who knowingly made a false statement as to the conviction of any crime, the individual may not be employed or contracted with the District, or if employed by the District may be terminated. A subject individual who fails to disclose the presence of convictions that would not otherwise prevent employment or contract with the District as provided by law may be employed or contracted with by the District.

A volunteer who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the district.

The District's use of criminal history must be relevant to the specific requirements of the position, services, or employment.

The Superintendent or designee shall develop administrative regulations as necessary to meet the requirements of law.

Appeals

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the District to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

A volunteer may appeal a determination from a fingerprint-based criminal records checks by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

END OF POLICY

Legal Reference(s):

[ORS 181A.180](#)
[ORS 181A.230](#)
[ORS 326.603](#)
[ORS 326.607](#)

[ORS 332.107](#)
[ORS 336.631](#)
[ORS 342.143](#)
[ORS 342.223](#)

[OAR 414-061-0010 - 0030](#)
[OAR 581-021-0510 - 021-0512](#)
[OAR 581-022-2430](#)
[OAR 584-050-0012](#)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2012).

Cross Reference(s):

EEACA - Bus Drivers
IICC - Volunteers



Code: **IICC**
Adopted: 12/12/17
Revised/Readopted: 9/22/20
Orig. Code: IICC

Volunteers

Community patrons who voluntarily contribute their time and talents to the improvement and enrichment of the public schools instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

Any person ~~authorized~~ considered by the district for volunteer service, including but not limited to ~~into~~ positions identified in policy GCDA/GDDA – Criminal Records Checks and Fingerprinting as requiring fingerprinting, ~~and that will have direct, unsupervised contact with students~~ shall be required to undergo submit to an in-state and national criminal records check based on fingerprints.

~~Any person authorized by the district as a volunteer into a position that allows direct, unsupervised contact with students shall be required to undergo a state and national criminal records check.~~

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

Nonexempt employees may be permitted to volunteer to perform services for the District provided the volunteer activities do not involve the same or similar type of services as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the District that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.

The administration is responsible for the recruitment, use, coordination, and training of volunteers. These assignments will be carried out as directed or delegated by the building or department administrator. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students, to the improvement of school programs, and to increased school-community involvement and communication.

END OF POLICY

Legal Reference(s):

[ORS Chapter 243](#)
[ORS 326.607](#)
[ORS 332.107](#)

[ORS 339.372](#)

[OAR 581-021-0510 – 021-0512](#)

[OAR 839-020-0005](#)

Senate Bill 155 (2019)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2012).

Cross Reference(s):

GCDA/GDDA - Criminal Records Checks and Fingerprinting



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

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

~~The Board directs~~ District staff ~~to~~ shall follow these guidelines in measuring and determining student progress:

1. Parents and students will be informed at least annually, of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level;
 - b. Teachers will use a collection of evidence and professional judgment so that a student's grade is an accurate representation of what the student knows, understands, and is able to do in regard to the class/course learning targets;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned; and demonstration of extended application ~~and demonstration of the Essential Skills.~~
2. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
3. When no grades are given but the student is evaluated in terms of progress, the school staff will show whether the student is achieving course requirements at ~~also provide a realistic appraisal of the student's current grade level~~ ~~standing in relation to their peers;~~
4. The staff will explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)

[ORS 343.295](#)
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

Corrected 11/07/22



Code: JEA
Adopted: 1/23/18
Revised/Readopted: 5/28/19; 11/17/20
Orig. Code: JEA

Compulsory Attendance**

Except when exempt by Oregon law, all ~~children~~ **students** between ages 6 and 18, who have not completed the 12th grade, are required to regularly attend a public, full-time school during the entire school term. Persons having legal control of a child between the ages 6 and 18, who has not completed the 12th grade, are required to have the child attend and maintain the child in regular attendance during the entire school term.

All ~~children~~ **students** five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. Persons having legal control of a child ~~student between ages 6 and 18~~, who is five years of age and has ~~enrolled~~ **not completed** the child in a public school ~~12th grade~~, are required to have the child ~~student~~ attend ~~school~~, and maintain the child in regular attendance during the ~~entire~~ school term. ~~Persons having legal control of a student who is five years of age and who has been enrolled in a public school are required to have the student attend, and maintain the student in regular attendance during the school term.~~

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. ~~Failure to send a student to school and to maintain a student in regular attendance is a Class C violation.~~

A parent ~~or other person lawfully charged with care or custody of a child~~, who is not supervising their child ~~student~~ by requiring school attendance, may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c); ~~failing~~. **Failing** to supervise a child is a Class A violation.

The District will develop procedures for issuing a citation.

Exemptions from Compulsory School Attendance

In the following cases, ~~children~~ **students** shall not be required to attend public, full-time schools:

1. ~~Children~~ **Students** being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.;
2. ~~Children~~ **Students** proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.;

3. Children~~Students~~ who have received a high school diploma or a modified diploma.
4. Children~~Students~~ being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school~~s~~; for a period equivalent to that required of students attending public schools~~s~~;
5. Children~~Students~~ being educated in the home by a parent~~, or guardian or private teacher~~;
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Northwest Regional Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD~~superintendent~~ shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
 - b. Each child~~student~~ being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the child~~student~~ never attended public or private school, the first examination shall be administered prior to the end of grade 3~~s~~;
 - c. Procedures for homeschooling~~home-schooled~~ students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029~~s~~;
 - d. Examinations testing each child~~student~~ shall be from the list of approved examinations from the State Board of Education;
 - e. The examination must be administered by a neutral~~,~~ individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - f. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - g. All costs for the test instrument, administration and scoring are the responsibility of the parent;
 - h. In the event the ESD superintendent finds that the child~~student~~ is not showing satisfactory educational progress, the ESD superintendent shall ~~provide the parent with a written statement of the reasons for the finding, based on the test results and shall~~ follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
8. Children~~Students~~ excluded from attendance as provided by law~~s~~;

9. ~~Children~~[Students](#) who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.
10. An exemption may be granted to the parent or guardian of any ~~child~~[student](#) 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college~~;~~ or an alternative education program as defined in ORS 336.615.
11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 ~~to~~ 419B.558~~588~~.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 339.010](#) - [339.095](#)
[ORS 339.139](#)

[ORS 339.990](#)
[ORS 807.065](#)
[ORS 807.066](#)

[OAR 581-021-0026](#)
[OAR 581-021-0029](#)
[OAR 581-021-0076](#)
[OAR 581-021-0077](#)

¹ “Military child” means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.



Code: **JGAB**
Adopted: 3/13/18
Revised/Readopted: 5/28/19
Orig. Code: JGAB

Use of Restraint and Seclusion

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. ~~The~~ ~~It is the intent of the~~ Board establishes this ~~to establish a~~ policy and its administrative regulation to define ~~that defines~~ the circumstances that must exist and the requirements that must be met prior to, during, and after the use of ~~physical~~ restraint ~~and/or~~ seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

Chemical restraint.

Mechanical restraint.

Prone restraint.

Supine restraint.

Any restraint that involves the intentional and nonincidental use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.

Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.

Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.

Any restraint that impedes, or creates a risk of impeding, breathing.

Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.

Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and

Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. "Physical Restraint" means the restriction of a student's actions or movements by one or more persons holding the student or using applying physical pressure upon the student.

"Physical Restraint" does not include:

a. touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity. The definition of "physical restraint" does not include the use of mechanical, chemical, or prone restraint of a student as these methods are prohibited by Oregon law.

b.a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;

e.b. Assisting a student to complete a task if the student does not resist the physical contact; or

d.c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:

- (1) Break up a physical fight;
- (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
- (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

“Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

Seclusion does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is, in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student’s behavior.

“Seclusion cell” means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.

“Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

“Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.

“Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

“Mechanical restraint” does not include:

e.d. A protective or stabilizing device ordered by a licensed physician; or

f.e. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.

“Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that ~~is~~ **has not been** prescribed by a licensed physician ~~health professional~~ or other qualified health professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health ~~care~~ professional acting under the professional’s scope of practice.

“Prone restraint” means a restraint in which a student is held face down on the floor.

“Supine restraint” means a restraint in which a student is held face up on the floor.

~~The use of physical restraint and/or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective and the student’s behavior poses a threat of imminent, serious physical harm to the student or others.~~

~~Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher, or other school employee as necessary when the student’s behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint or seclusion under these circumstances is only allowed so long as the student’s behavior poses a threat of imminent, serious physical harm to themselves or to others. Any student being restrained or~~

secluded within the district, whether in an emergency or as a part of a plan, shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in ~~fulfill all legal requirements of~~ Oregon Administrative Rule (OAR) 581-021-0568.

The ~~d~~District shall utilize the ~~Oregon Intervention System (OIS)~~ a training program approved by the Oregon Department of Education (ODE) of restraint or seclusion ~~physical restraints~~ for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior ~~behavioral~~ support, conflict prevention, de-escalation, and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and ~~or~~ seclusion.

An annual review of the use of ~~physical~~ restraint and seclusion during the preceding school year shall be completed and submitted to ~~ODE~~ the Deputy Superintendent of Public Instruction to ensure compliance with district policies and procedures.

The results of the ~~annual~~ review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents ~~involving of physical~~ restraint;
2. The total number of incidents ~~involving of~~ seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in ~~physical~~ restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or ~~staff~~ personnel as a result of the use of ~~physical~~ restraint or seclusion;
7. The total number of students placed in ~~physical~~ restraint or seclusion more than ~~10~~ten times in a school year, and an explanation of what steps have been taken by the district to decrease the use of ~~physical~~ restraint and seclusion for each student;
8. The total number of ~~physical~~ restraint ~~or~~ and seclusion incidents carried out by untrained individuals;
9. The demographic characteristics² of all students upon whom ~~physical~~ restraint or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This ~~annual~~ report shall be made available to the ~~Board~~ and to the ~~Board and to the~~ public at the district's main office and on the district's website, ~~and to the Board~~.

² Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

At least once each school year the parents and guardians of students of the district public shall be notified about as to how to access the report.

The dDistrict shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

The complainant, whether an organization or an individual, may appeal a district's final decision by the District to the Oregon Department of Education (ODE) pursuant to OAR 581-002-0005.0001 - 581-002-0023. [This appeal process is identified in administrative regulation KL-AR(2) – Appeal to the Deputy Superintendent of Public Instruction.]

The superintendent or designee shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of physical restraint or seclusion by district staff personnel.

END OF POLICY

Legal Reference(s):

ORS 161.205	ORS 339.300	OAR 581-021-0563
ORS 339.250	ORS 339.303	OAR 581-021-0566
ORS 339.285		OAR 581-021-0568
ORS 339.288	OAR 581-021-0061	OAR 581-021-0569
ORS 339.291	OAR 581-021-0550	OAR 581-021-0570
ORS 339.294	OAR 581-021-0553	OAR 581-022-2267
ORS 339.297	OAR 581-021-0556	OAR 581-022-2370

Cross Reference(s):

JGA - Corporal Punishment
JGDA - Discipline of Students with Disabilities



Code: JHC
Adopted: 2/18
Revised/Readopted: 12/10/19
Orig. Code: JHC

Student Health Services and Requirements**

Although the District's primary responsibility is to educate students, the students' health and general welfare ~~is~~^{are} also ~~an important~~^{a major} Board ~~responsibility~~^{concern}. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

[The District shall staff nursing services appropriate for students with medical needs and prevention-oriented health services per applicable requirements of Oregon Revised Statutes (ORS) 336.201 and Oregon Administrative Rule (OAR) 581-022-2220.]

The nurse(s) employed by the District shall be licensed to practice as a registered nurse or nurse practitioner in Oregon, and will function as an integral member(s) of the instructional staff, serving as a resource person(s) to teachers in securing appropriate information and materials on health-related topics.

~~School districts are required to ensure that they have access to a sufficient level of nursing services to provide:~~

The District shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

~~Districts~~ The District may use the most cost-effective means available to meet the above requirements, and they may satisfy the nursing requirements for medically complex students by providing personnel trained and supervised by a registered nurse or school nurse, and complying with the requirements of ORS 678.010 ~~to~~ 678.448.

[Any nurse(s) providing services on behalf of the District shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of the patient prior to delegation,

providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegatee.^{1]}

The District shall maintain a prevention-oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules;
2. Health appraisal to include screening for possible vision or hearing problems;
3. Health counseling for students and parents, when appropriate;
4. Health care and first-aid assistance that ~~are~~^{is} appropriately supervised and isolates the sick or injured child from the student body;
5. Control and prevention of communicable diseases, as required by ~~the~~ Oregon Health Authority, Public Health Division, and the ~~county~~^{local} health department;
6. Assistance for students in taking prescription and/or nonprescription medication according to established ~~d~~^District procedures;
7. Services for students who are medically fragile or have special health care needs;
8. Integration of school health services with school health education programs.

The Board directs its ~~d~~^District health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of ~~federal law~~, the ~~Every Student Succeeds Act (ESSA)~~, the District recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination² or screening that is required as ~~a~~ condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student, or of other students.

Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

School-based health clinics will provide all health services in accordance with Oregon laws and the most current version of the Oregon School-Based Health Centers Standards for Certification.

Procedures shall be developed and implemented to carry out this policy. All District employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request ~~that~~ their

¹ For additional delegation requirements, see OAR [851-047-0030](#).

²The term “invasive physical examination,” as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

students be exempt from participation in vision or hearing screening. The District will abide by those requests.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 336.201](#)

[ORS 336.211](#)
[OAR 581-022-2050](#)

[OAR 581-022-2220](#)
[OAR 581-022-2225](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

Cross Reference(s):

JH - Student Welfare