

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

Board Meeting Agenda
Tuesday, March 14, 2023
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 - Regular Session**
 - A. Call to Order and Flag Salute
Presenter: Mark Watson
Time: 5:15 PM, 5 minutes
 - B. Land Acknowledgement 4
Presenter: Mark Watson
Time: 5:20 PM, 5 minutes
 - C. Proclamations
Time: 5:25 PM, 5 minutes
 1. National Volunteer Week 5
Presenter: Nancy Thomas
 - D. Approval of Agenda
Presenter: Mark Watson
Time: 5:30 PM, 5 minutes
SAMPLE MOTION: *I move that the Board of Directors approve the Agenda as printed.*
 - E. Audience Time
Presenter: Mark Watson
Time: 5:35 PM, 5 minutes
 - F. Consent Agenda
Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.
Presenter: Mark Watson
Time: 5:40 PM, 5 minutes
SAMPLE MOTION: *I move that the Board of Directors approve the Consent Agenda as printed.*
 1. Approve Minutes of February 28, 2023 Board Meeting 6
 2. Approve Routine Personnel Matters 12
 3. Approve Policies 17
 - a. E - Support Services
 - 1) EFA: Local Wellness Program 18
Presenter: Michelle Morrison
 - b. I - Instruction 30
 - 1) IGDJ: Interscholastic Activities 30
Presenter: Casey Waletich
 - 2) IL: Assessment Program 33
Presenter: Jordan Beveridge
 - G. Action Items
 1. Adopt Inter-District Transfers Plan 36
Presenter: Beth Graser

	Time: 5:45 PM, 5 minutes	
	SAMPLE MOTION: <i>I move that the Board of Directors adopt the inter-district transfers plan for the 2023-24 school year.</i>	
2.	OSAA Cooperative Sponsorship Application - CHS and LHS Softball Presenter: Mike Scott Time: 5:50 PM, 5 minutes	37
	SAMPLE MOTION: <i>I move that the Board of Directors approve the Cooperative Sponsorship Application.</i>	
3.	Approve Policies {PLACEHOLDER} Presenter: Mark Watson	
	SAMPLE MOTION: <i>I move that the Board of Directors approve policy _____.</i>	
4.	Strategic Plan and Integrated Guidance Update Presenters: Beth Graser / Travis Reiman Time: 5:55 PM, 20 minutes	38
	SAMPLE MOTION: <i>I move that the Board of Directors approve the District's 2023-2027 Integrated Guidance application.</i>	
H.	Reports and Discussion	
1.	Financial Report Presenter: Michelle Morrison Time: 6:15 PM, 5 minutes	69
I.	Information - Administrative Regulation Update Presenter: Mike Scott	74
1.	I - Instruction	
a.	IGBB-AR: Complaints Regarding the Talented and Gifted Program Presenter: Travis Reiman	75
b.	IGBBA-AR: Appeal Procedure for Talented and Gifted Student Identification and Placement Presenter: Travis Reiman	78
J.	Policies - First Reading <i>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.</i> Presenter: Mike Scott	80
1.	I - Instruction	
a.	IGBB: Talented and Gifted Program Presenter: Travis Reiman	81
b.	IGBBA: Talented and Gifted Students - Identification Presenter: Travis Reiman	83
c.	IGBBC: Talented and Gifted Services Presenter: Travis Reiman	85
K.	HCU / HEA Reports Presenter: Mark Watson Time: 6:20 PM, 10 minutes	
L.	Discussion Time Time: 6:30 PM, 10 minutes	
1.	Student Representatives' Time	
2.	Superintendent's Time	

3. Board of Directors' Time
- M. Adjourn Regular Session
Time: 6:40 PM
2. Next Meetings of the Board of Directors
 - March 21, 2023, Executive Session
 - April 11, 2023, 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
BOARD OF DIRECTORS 2022-2023
LAND ACKNOWLEDGEMENT**

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

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

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

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

PROCLAMATION

The Hillsboro School District recognizes that family and community involvement is a significant factor in the success of schools. By becoming a volunteer, family and community members are providing an invaluable contribution to the education of our students.

The Hillsboro School District appreciates the service of dedicated volunteers to assist professional educators, by offering their time, encouragement, and meaningful contact with students.

The Hillsboro School District acknowledges that volunteers are called upon to assist teachers and staff with the day-to-day activities involved in providing a balanced education for our students and are an important part of a team that strives to ensure that each one of our students succeeds.

The Hillsboro School District thanks volunteers for spending innumerable hours serving schools as chaperones, mentors, after-school tutors, club leaders, booster club members, PTA, PTO, and PAC members, guest speakers, classroom helpers, athletics coaches, and in countless other ways.

The Hillsboro School District Board of Directors do hereby proclaim the week of April 17 - 21, 2023 to be:

VOLUNTEER APPRECIATION WEEK



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

Hillsboro School District Board of Directors

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

February 28, 2023

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

1. EXECUTIVE SESSION

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

- A. Call to Order Executive Session
Board Chair Mark Watson called the meeting to order at 5:21 PM.
- B. ORS 192.660(2)(b) - Complaint Brought Against Staff Members
Human Resources Officer Kona Lew-Williams presented the complaint. Board members asked questions and provided comments.
- C. Recess Executive Session
Board Chair Mark Watson moved the Board out of Executive Session and recessed the meeting at 5:50 PM.

2. **WORK SESSION**

<u>Board Present:</u>	<u>Staff Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen, virtual	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim, virtual	Kona Lew-Williams, Human Resources Officer
Erika Lopez, virtual	Michelle Morrison, Financial Officer
Patrick Maguire	Beth Graser, Communications Officer
Monique Ward	Casey Waletich, Operations Officer
	Jordan Beveridge, Information Technology Officer
<u>Student Representatives Present:</u>	Francesca Sinapi, Equity, Access and Engagement Officer
Ivette Alonso Garcia	Jeff Jones, Manager – Business Services
Cailey McGuire	Rose Roman, Executive Assistant to the Board
	Ciara Hartzell, Technical Support
<u>Budget Committee Present:</u>	John Garcia Lopez, Technical Support
Ian King	Mary Kay Babcock, HEA President
Kristine Adams-Wannberg	Sebastian Antonio Hernandez Viera, Language Liaison
Michael Smith	Melody Hansen, HCU President
<u>Others Present:</u>	
Steve Lowder, Consultant	
Maureen Wolf, Consultant	

- A. Call to Order
Board Chair Mark Watson called the meeting to order at 5:51 PM
- B. Budget Development Update
Financial Officer Michelle Morrison shared the preliminary budget outlook including information on SIA expansion, 2023-24 SIA CSL and investments, elementary and secondary school emergency relief fund, collective CSL support and investments, ESSER III information, ESSER III Preliminary Investments 2023-24, the budget development process and timeline, and next steps. Board members and budget committee members asked questions and provided comment.
- C. School Resource Officer Fall 2022 Update
Operations Officer Casey Waletich provided the Fall 2022 update on the SRO program, including data from September to December 2022, and the professional learning and development for 2022-23. Equity Access and Engagement Office Francesca Sinapi provided additional information. Board member asked questions and provided comment.
- D. Superintendent Search - Update
Board Chair Mark Watson introduced the topic. Consultant Steve Lowder provided an update on the process, discussed educational partners input report, and the interview plan. Board member asked questions and provided comment.
- E. Recess Work Session
Board Chair Mark Watson recessed at 7:09 PM.

4. **REGULAR SESSION**

<u>Board Present:</u>	<u>Staff Present:</u>
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen, virtual	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim, virtual	Kona Lew-Williams, Human Resources Officer
Erika Lopez, virtual	Michelle Morrison, Financial Officer
Patrick Maguire	Beth Graser, Communications Officer
Monique Ward	Casey Waletich, Operations Officer
	Jordan Beveridge, Information Technology Officer
<u>Student Representatives Present:</u>	Francesca Sinapi, Equity, Access and Engagement Officer
Ivette Alonso Garcia	Adam Stewart, Capital Projects Officer
Cailey McGuire	Rose Roman, Executive Assistant to the Board
	Ciara Hartzell, Technical Support
<u>Others Present:</u>	John Garcia Lopez, Technical Support
Lauren Klaffkey, Consultant	Anabella Salkind, Language Liasion
	Mary Kay Babcock, HEA President
	Melody Hansen, HCU President

- A. Call to Order and Flag Salute
Board Chair Mark Watson reconvened the meeting at 7:21 PM and led the Pledge of Allegiance.
- B. Land Acknowledgement
Board Chair Mark Watson read the Land Acknowledgement.
- C. Proclamations
1. Classified Employee Appreciation Week
Director Patrick Maguire read the Classified Employee Appreciation Week Proclamation.
2. Women's History Month
Director Lisa Allen read the Women's History Month Proclamation.
- D. Approval of Agenda
Director Monique Ward MOVED, SECONDED by Director Patrick Maguire, to approve the agenda as printed.

The MOTION CARRIED (7-0).

No further discussion took place.
- E. Audience Time
No audience members requested to address the Board.
- F. Consent Agenda
Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.

Director Monique Ward MOVED, SECONDED by Director Patrick Maguire, to approve the Consent Agenda as printed.

The MOTION CARRIED (7-0). No discussion took place.

Consent Agenda items were as follows:

1. Approve Minutes of January 24, 2023 Board Meeting
2. Approve Minutes of February 14, 2023 Board Meeting
3. Approve Extension and Non-Extension of Temporary, Probationary, and Contract Teachers and Administrators

G. Action Items

1. Appoint Budget Committee Member

Director Mark Watson MOVED, SECONDED by Director Lisa Allen, that the Board of Directors appoint Kim Strelchun to position 7 on the Budget Committee, which expires on June 30, 2025.

The MOTION CARRIED (7-0).

Director Patrick Maguire thanked former Board members for their service on the CCAC and Budget Committees.

2. Boundary Adjustment Recommendation Tamarack, Rosedale and Witch Hazel Elementary Schools

Capital Projects Officer Adam Stewart discussed the boundary adjustment recommendation. Board members asked questions and provided comment.

Director Nancy Thomas MOVED, SECONDED by Director See Eun Kim, that the Board of Directors approve the new Tamarack, Rosedale and Witch Hazel Elementary School attendance boundaries as proposed by the Tamarack Elementary Boundary Adjustment Committee.

The MOTION CARRIED (7-0). No further discussion took place.

3. Adopt 2023-2024 School Calendar

Human Resources Officer Kona Lew-Williams asked the Board to approve the calendar.

Director Monique Ward MOVED, SECONDED by Director Erika Lopez, that the Board of Directors adopt the planning calendar for the 2023-24 budget.

The MOTION CARRIED (7-0). No further discussion took place.

4. Approve High School Courses - AP World History, IB Language ab initio, IB Psychology

Assistant Superintendent Travis Reiman stated that no other comments have been received.

Director Patrick Maguire MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors approve the proposed course AP World History.

The MOTION CARRIED (7-0). No further discussion took place.

Director Patrick Maguire MOVED, SECONDED by Director Lisa Allen, that the Board of Directors approve the proposed course IB Language ab initio.

The MOTION CARRIED (7-0). No further discussion took place.

Director Patrick Maguire MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors approve the proposed course IB Psychology.

The MOTION CARRIED (7-0). No further discussion took place.

5. Complaint Hearing Determination

Director Mark Watson MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors accept/decline to hear the Step 4 complaint filed by Justin Hayden.

The MOTION CARRIED (7-0).

Director Patrick Maguire informed the public that a lengthy discussion took place in Executive Session.

H. Reports and Discussions

1. Strategic Planning Process Update

Communications Officer Beth Graser introduced the topic, and discussed the intentionality of design. Consultant Lauren Klaffkey discussed the four-page public document, the portrait of a graduate, goals for student success, the four pillars, teaching and organizational practices, strategy map, strategic priorities and key actions, roadmap for implementation, and next steps. Assistant Superintendent Travis Reiman provided information on HSD performance targets and focal groups.

2. Financial Report

Financial Officer Michelle Morrison offered to answer any questions about the Financial Report.

3. Inter-District Transfer Plan Development

Communications Officer Beth Graser discussed the inter-district transfer process. Board members asked questions and provided comment.

I. Policies - First Reading

Superintendent Mike Scott presented the policies for first read.

J. HCU / HEA Reports

HCU President Melody Hansen thanked classified staff ahead of next week's classified appreciation week, thanked the Board for including classified staff in the Superintendent search, asked the Board to consider classified staff in the budget, and thanked the Board for the Classified Proclamation read earlier in the evening.

HEA President Mary Kay Babcock highlighted the recent snow days, highlighted HEA Equity Chair LeAndre Butler's work during Black History month, praised the Hilhi

punctuality project, discussed counselors week events, thanked the Board for HEA inclusion in the Superintendent search process, and the advocacy taking place around stable funding.

K. Discussion Time

1) Student Representatives' Time

Ivette Alonso Garcia shared her excitement for tennis to start this week.

Cailey McGuire shared that mock trial started last weekend.

2) Superintendent's Time

Superintendent Mike Scott highlighted classified staff and thanked them for their work throughout the District. He discussed the SRO report, thanked HEA President Mary Kay for her advocacy for school funding, and thanked the Transportation Department for their work during the winter weather.

3) Board of Directors' Time

Director Erika Lopez provided no comment.

Director Monique Ward provided no comment.

Director Patrick Maguire thanked the District leadership team for their work.

Board Vice Chair Nancy Thomas provided no comment.

Board Chair Mark Watson wished staff a happy classified appreciation week, highlighted the Hillsboro Schools Foundation Gala this past weekend, and expressed his appreciation for the comments shared from the Superintendent search focus groups.

L. Adjourn Meeting

Chair Mark Watson adjourned the meeting at 8:41 PM.

HILLSBORO SCHOOL DISTRICT 1J
March 14, 2023
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Lori Cronan

Assignment: 0.95 FTE Elementary Resource Specialist/ELD Teacher
Location: North Plains Elementary School
Effective Date: June 16, 2023
Years of Service: 39 years

Mario Sanchez

Assignment: 1.0 FTE Social Studies Teacher
Location: Hillsboro Online Academy
Effective Date: June 16, 2023
Years of Service: 18 years

Denise Siems

Assignment: 1.0 FTE District Nurse
Location: Student Services
Effective Date: June 16, 2023
Years of Service: 12 years

Wendy Sunday

Assignment: 1.0 FTE 2nd Grade Teacher
Location: Hillsboro Online Academy
Effective Date: June 16, 2023
Years of Service: 36 years

Aprille Taylor

Assignment: 1.0 FTE Elementary Resource Specialist
Location: Minter Bridge Elementary
Effective Date: June 16, 2023
Years of Service: 26 years

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

Alana Bowlsby

Assignment: 1.0 FTE English Learner Specialist
Location: Eastwood Elementary School
Effective Date: June 16, 2023

Jules Christopher

Assignment: 1.0 FTE Instructional Coach
Location: Witch Hazel Elementary School
Effective Date: February 28, 2023

Donald Clemson

Assignment: 0.5 FTE Instructional Coach
Location: Lincoln Street Elementary School
Effective Date: June 16, 2023

Krista Dornfeld

Assignment: 1.0 FTE First Grade Teacher
Location: Orenco Elementary School
Effective Date: February 17, 2023

Jacqueline Dover

Assignment: 1.0 FTE Classroom Teacher
Location: Indian Hills Elementary School
Effective Date: February 28, 2023

Yazmin Estevez Galicia

Assignment: 1.0 FTE Classroom Teacher
Location: Reedville Elementary School
Effective Date: February 27, 2023

Robert Fellows

Assignment: 1.0 FTE Special Education Teacher
Location: Liberty High School
Effective Date: March 31, 2023

Olivia Henry-Dorr

Assignment: 1.0 FTE 5th/6th Grade Teacher
Location: Jackson Elementary School
Effective Date: March 1, 2023

Celina Keane

Assignment: 1.0 FTE Student Success Coach
Location: Oregon Elementary School
Effective Date: June 16, 2023

Nels Langbauer

Assignment: 1.0 FTE TOSA Dean of Student
Location: Hillsboro High School
Effective Date: June 16, 2023

Meredith Meyer

Assignment: 1.0 FTE Speech Language Pathologist
Location: McKinney and Jackson Elementary School
Effective Date: June 16, 2023

Lana Pratt

Assignment: 1.0 FTE TOSA – Elementary Music and Band Teacher
Location: Groner K-8 and Office for School Performance
Effective Date: March 1, 2023

Haley Sprecher

Assignment: 1.0 FTE 1st Grade Teacher
Location: Orenco Elementary School
Effective Date: January 30, 2023

Kelsey Wood

Assignment: 1.0 FTE Classroom Teacher
Location: Rosedale Elementary School
Effective Date: February 17, 2023

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

Tonya Brandaw

Education: BA-Western Governors University, Salt Lake City, UT
Experience: None
Assignment: 1.0 FTE Special Education Teacher – Liberty High School

Amanda Chao

Education: MA-The Courtauld Institute of Art University of London
Experience: 5 years
Assignment: 0.5 FTE Art Teacher – Glencoe High School

Thomas Coughlin

Education: BA – Pacific University, Forest Grove, OR
Experience: 3 years
Assignment: 1.0 FTE Behavior Specialist - North Plains Elementary

Alicia De Jesus Hernandez

Education: BA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE 2nd Grade Dual Language Teacher – Mooberry Elementary School

Krystina Faulk

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

Laura Holden

Education: MA – Portland State University, Portland, OR
Experience: 10 years
Assignment: 1.0 FTE Speech Language Pathologist – Student Services

Tiffany Jones

Education: MA – Willamette University, Salem, OR
Experience: 4 years
Assignment: 1.0 FTE Science Teacher – South Meadows Middle School

Sarah Manos

Education: MA -Western Governors University, Salt Lake City, UT
Experience: None
Assignment: 1.0 FTE 3rd Grade Teacher – Free Orchards Elementary School

Jessica Mendoza Avila

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

Gabriela Rivera

Education: BA – University of California, Riverside, CA
Experience: None
Assignment: 1.0 FTE Dual Language 3rd Grade Teacher – W.L. Henry Elementary School

Sarah Sandage

Education: MA- Western Pacific University, Salt Lake City, UT
Experience: None
Assignment: 1.0 FTE Special Education and Elementary Classroom Teacher – Brookwood Elementary School

Ellin Shafer

Education: BA – Whitworth University, Spokane, WA
Experience: None
Assignment: 1.0 FTE Classroom Teacher – Tobias Elementary School

Laura Waarvick

Education: MA – Portland State University, Portland, OR
Experience: 11 years
Assignment: 1.0 FTE TOSA Multilingual Programs – Office for School Performance

Kelsey Wood

Education: MA – Grand Canyon University, Phoenix, AZ
Experience: 2 years
Assignment: 1.0 FTE 5th Grade/General Education Specialist – Rosedale Elementary School

Kira Wright

Education: MA – Portland State University, Portland OR
Experience: None
Assignment: 0.8 FTE Speech Language Pathologist – Hillsboro High School

Robert Wright

Education: MA- Fitchburg State University, Fitchburg, MA
Experience: 10 years
Assignment: 1.0 FTE 6th Grade Teacher – Eastwood Elementary School

HILLSBORO SCHOOL DISTRICT 1J
March 14, 2023
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 February 28, 2023:

Policies in Section E: Support Services

- EFA: Local Wellness Program

Policies in Section I: Instruction

- IGDJ: Interscholastic Activities
- IL: Assessment Program

RECOMMENDATION

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



Code: EFA
Adopted: 6/13/17
Revised/Readopted: 3/12/19
Orig. Code: EFA

Local Wellness ~~Program~~

{Title 7 C.F.R. 210.31(a) requires local education agencies to “establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast Program...”. The law describes the policy as “a written plan that includes” various components intended to improve student wellness. This policy is designed to meet the requirements for a wellness policy and provide the framework for the district’s plan. Previously these requirements were split between the policy and an administrative regulation (AR). All required and/or related content is now included in the model policy, therefore OSBA recommends deleting the AR if the district previously included it in the board’s policy manual. Districts should consult with stakeholders in the process of adoption and incorporate language that meets the unique needs of the district.}

The District is committed to the optimal development of every student and believes that a positive, safe, and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental, and social success.

To help ensure ~~that~~ students possess the knowledge and skills necessary to make healthy choices for a lifetime, the Superintendent or designee shall prepare and implement a comprehensive District nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board’s commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at District schools, developing food-use guidelines for staff, and establishing liaisons with nutrition service providers, as appropriate.

~~The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority, and public health professionals will be encouraged in the development of wellness policy. The Superintendent or designee will develop guidelines, as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.~~

~~WELLNESS~~ POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY, AND COMMUNITY ENGAGEMENT

Implementation Plan

The District shall ~~develop and maintain a plan to~~ manage and coordinate the implementation of this local wellness policy.

Implementation will consist of, but not be limited to, the following:

~~The plan will:~~

1. ~~Delineating~~ ~~Delineate~~ roles, responsibilities, actions and timelines specific to each school;
2. ~~Generating and disseminating~~ ~~Include~~ information about who will be responsible to make what change, by how much, where and when;

3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;
4. ~~Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing~~ Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and;
5. Establishing ~~Include~~ specific goals ~~and objectives~~ for nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness.

The ~~In an effort to measure the implementation of this policy, the~~ Board designates the Superintendent or designee as the person who will be responsible for ensuring ~~that~~ each school meets the goals outlined ~~and complies with~~ in this policy.

[Record Keeping

The District will retain the following records to document compliance with the ~~local wellness policy requirements of the wellness policy~~ at the District's administrative offices:

6. The written ~~local~~ wellness policy;
7. Documentation ~~to demonstrate~~ ~~demonstrating that~~ the policy has been made available to the public;
8. Documentation of efforts to review and update the local wellness policy, including an indication of who ~~participates~~ ~~is involved~~ in the update and the methods the ~~district~~ ~~District~~ uses to make stakeholders aware of their ability to participate;
9. Documentation to demonstrate compliance with the annual public notification requirements;
10. ~~Documentation of the district's~~ ~~The~~ most recent assessment on the implementation of the local wellness policy;
11. Documentation ~~to demonstrate~~ ~~demonstrating that~~ the most recent assessment on the implementation of the local wellness policy has been made available to the public.]

~~Annual~~ Notification of Policy

~~The District will make available to the public annually an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The District will make this information available through the District website.~~ The District will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the District website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy.

The District will ~~also~~ publicize the name and contact information of the District or school official(s) leading and coordinating the policy and ~~as well as~~ information on how the public can get involved with the local wellness policy. This information will be published on the District's website and in district communications.

Triennial Progress Assessments

At least once every three years, the District will evaluate ~~compliance with the local wellness policy, to assess the implementation of this policy and its progress with a triennial assessment~~the policy and produce a ~~triennial~~ progress report that will include:

1. The extent to which schools under the jurisdiction of the District are in compliance with the policy;
2. The extent to which the District's policy compares to model ~~local school~~ wellness policy^{1}; and
3. A description of the progress made in attaining the goals of the District's policy.

The District will ~~publish~~~~actively notify households/families of the availability of~~ the triennial progress report ~~on the District website when available.~~

Revisions and Updating the Policy

The District will update or modify the ~~local wellness~~ policy based on ~~the results of the triennial assessment, assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated, as indicated, at least every three years following the triennial assessment.~~

Community Involvement, Outreach, and Communications (Review of, and Updating Policy)^{2}

The District will actively communicate ways in which the community can participate in the development, implementation, and periodic review and update of the local wellness policy. ~~through a variety of means appropriate for the District.~~ The District will communicate information about opportunities [in community news, on the district's website, on school websites, and/or in district or school communications]. The district will ~~also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools communicate important school information to parents.~~

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

[Wellness Advisory Committee]^{3}

The district supports a wellness advisory committee to assist the development, implementation, and periodic review and update of the local wellness policy. The superintendent or designee will be a member of this committee.

The district will publicize information about the wellness advisory committee [in community news, in communications to parents, and/or on websites operated by the district] to communicate to parents,

¹ {Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

² {USDA Local school wellness policy [resource](#); CDC [resource](#); CDC Healthy Schools [resource](#); USDA Local school wellness policy [outreach toolkit](#) and communication resource from [Alliance for a Healthier Generation](#).}

³ {A Wellness Advisory Committee is not required. If the district chooses to have a committee, the district should amend the language here to establish the membership and responsibilities of the committee. [School Wellness Committee Toolkit](#) published by the Alliance for a Healthier Generation}

students and the community at large to explain the committee's purpose, process and an invitation to volunteer.

4. The wellness advisory committee membership will include, to the extent possible, but not be limited to:
 - a. Parents, caregivers and students;
 - b. Representatives of the school nutrition program (e.g., school nutrition director);
 - c. Physical education and/or health education teachers;
 - d. School health professionals (e.g., school nurses, physicians, dentists, health educators and other allied health personnel who provide school health services);
 - e. Mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists);
 - f. School administrators (e.g., superintendent, assistant superintendent, principal, vice principal);
 - g. Board members;
 - h. Supplemental Nutrition Assistance Program (SNAP) education coordinators;
 - i. Healthcare professionals and/or other health related professionals (e.g., dietitians, doctors, nurses, dentists); and
 - j. Members of the general public.
5. The committee, appointed by the superintendent or designee, will meet to organize and vote on a committee chair and a secretary prior to or at the beginning of the school year. The chair and secretary will serve for one year minimum and may be reappointed.
6. The wellness advisory committee will meet [four] times per year to review of the local wellness policy.
7. The committee will facilitate the development, review and update of the wellness policy, and evaluate each participating school's compliance with the policy.

The district will create building-level committees to establish school-specific goals and activities that implement this policy. A school coordinator will be designated to support compliance with this policy.]

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and, by creating food environments that support encourage healthy nutrition choices, and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

[Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.]

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. {⁴} [Students and staff will receive consistent nutrition messages throughout the school environment;
2. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program[(which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating)], and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers will receive curriculum-specific training;
5. Parents and families are encouraged through school communications to send healthy snacks/meals and [reusable] water bottles with their student to school;
6. Families and community organizations are involved, to the extent practicable, in nutrition education;
7. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);
8. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.]

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. {⁵} [Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;
2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;
3. Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent-teacher conferences;

⁴ {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

⁵ {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Physical activity is a planned part of all school-community events.]

School Meals

The District participates in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and the Summer Food Service Program (SFSP). The District also operates additional nutrition-related programs and activities, including Farm-to-School programs and school gardens. Additionally, the District may participate in the Fresh Fruit & Vegetable Program (FFVP) and the Child and Adult Care Food Program (CACFP).

Staff Qualifications and Professional Development

~~All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.~~

The District's available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The [principal(s)] will support nutrition and food services operation as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

[Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The District will make drinking water available where school meals are served during mealtimes.]

Competitive Foods and Beverages

The District controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day ~~and extended school day~~ will meet or exceed ~~the nutrition standards set by the USDA and the Oregon~~ Smart Snacks Standards⁶. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, ~~and~~ snack or food carts ~~and fund raising~~.

~~Food sold in competition with the SBP or NSLP shall not be allowed during the breakfast and/or lunch periods unless the funds accrue to the nonprofit food service program, the school, or student organizations, as may be defined by the Board.~~

⁶ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

⁴~~Oregon Department of Education, Oregon Smart Snacks Standards~~

Celebrations and Rewards/~~Incentives~~

All foods and beverages offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents, ~~rewards, and incentives~~. [Food will not be used as a reward or incentive.] [This information will be conveyed to staff and parents.]

[Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. Such requests to conduct a fund raiser will be submitted to the [principal] for approval before starting.]

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA ~~and the Oregon Smart Snacks Standards~~.

[The District (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.]

~~“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product.~~

PHYSICAL ACTIVITY ~~AND~~ /PHYSICAL EDUCATION

~~A~~The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE’s physical education content standards and state law.

Physical activity should be included in thea school’s daily education program for grades [pre-]K through 12 and. ~~Physical activity should~~ include regular, instructional physical education, as well as co-curricular activities and recess.

~~The District will develop and assess student performance standards in order to meet the Oregon Department of Education’s (ODE’s) physical education content standards.~~

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

1. {7}[Physical education will be a course of study that focuses on students’ physical literacy and development of motor skills;

⁷ {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

2. Staff encourages and provides support for parental involvement in their children's physical education;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;
5. {⁸} Every public school student in [pre-]kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade [5] [6] shall participate for a least 150 minutes during each school week, and students in grades [6] [7] through 8 for at least 225 minutes per school week;
6. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
7. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;
8. {⁹} At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;
9. Physical activity is a planned part of all school-community events;
10. Materials promoting physical activity are sent home with students and published on the district website.]

[¹⁰] A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.]

[¹¹] **School Employee Wellness** {¹²}

The District encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale, and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students, and

⁸ {Districts are required to provide the specified number of physical education minutes, but are not required to include them as goals or in this policy. If the district operates K-5 elementary schools, select "5" in the first bracket and "6" in the second bracket. If the district operates K-6 elementary schools, select "6" in the first bracket and "7" in the second bracket.}

⁹ {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

¹⁰ {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

¹¹ {This language is optional and is not required by state or federal law.}

¹² {CDC resources for [school employee wellness](#) and [workplace health promotion](#)}

helps foster their academic success. The District's employee wellness program will promote health, and reduce risky behaviors of employees, and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success, and contribute to escalating health-related costs, such as absenteeism.

The District will collaborate with community partners to identify programs, services, and/or resources to compliment and enrich employee wellness endeavors.

The District's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);
2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and
3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).]

Other Activities that Promote Student Wellness

The District will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues, and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components, so all efforts are complimentary, not duplicated, and work toward the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

The district will provide the following activities and encourage the following practices which promote local wellness:

1. [Scoliosis screenings;
2. Safe Routes to Schools Program;
3. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);
4. Nonfood-related fund raisers;
5. Physical activity energizers during transitions from one subject to another;
6. Intramural sports;
7. Monthly/Weekly school walks;
8. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;
9. Use of alternates to food as rewards in the classroom;
10. Creation of connections *with* out-of-school time (OST) programs that involve staff members from OST programs, both school- and community-based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;
11. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);
12. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;
13. Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).]

[DEFINITIONS]

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing”¹³ is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of

¹³ [This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed,

promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

3. “Oregon Smart Snacks Standards”¹⁴ means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).

4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day[, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities].

“School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.]

END OF POLICY

Legal Reference(s):

[ORS 327.531](#)

[ORS 327.537](#)

[ORS 329.496](#)

[ORS 332.107](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0306](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.]

¹⁴ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).
National School Lunch Program, 7 C.F.R. Part 210 (2022).
School Breakfast Program, 7 C.F.R. Part 220 (2022).

Cross Reference(s):

EFAA - District Nutrition and Food Services
EFD - Food Preparation



Code: IGDJ
Adopted: 2/25/20
Revised/Readopted: 1/25/22

Interscholastic Activities

(This is now a required policy because of the contracting and complaint process requirements with a voluntary organization which administers interscholastic activities. Rest of original language is now in brackets as it was originally included in an optional policy, but is helpful for governing such activities.)

[The Board recognizes the integral role interscholastic activities¹ play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's high school activities programs and events² shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and any associated voluntary organization³. ~~of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship.~~ Each will be held accountable for their actions.]

The District and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:
 - a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
 - b. Prohibit discrimination;
 - c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
 - d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis.
2. Maintains a transparent complaint process that:
 - a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;

¹ Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

² ~~This applies to only OSAA-sanctioned activities and events.~~

³ Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

- b. Responds to a complaint made within 48 hours of the complaint being received; and
 - c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint.
3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and
 4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

{⁴} The district shall allow ~~homeschooled and qualified private school~~ students that reside in the district, ~~whether homeschooled, students~~ eligible to attend school and enrolled in a high school equivalency ~~district-~~ ~~or ESD-provided General Education Development (GED) program~~⁵, ~~or that reside in the district, and students~~ attending a public charter school that does not provide interscholastic activities ~~that reside in the district,~~ the opportunity to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.⁶

{⁶} District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, advisors and coaches are each responsible for ensuring student participants meet all district ~~and OSAA~~ eligibility requirements of participation and those of the associated voluntary organization. The principal [or designee] is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal [or designee] shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers ~~may~~ **must** be approved ~~through the District's volunteer background check~~ to assist with district activities with prior approval from the principal [or designee].

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

An employee determined to have violated Board policies and/or rules and regulations of the associated voluntary organization ~~OSAA~~ may be subject to discipline, up to and including, dismissal. A student in violation of Board policies and/or the ~~OSAA~~ rules and regulations of the associated voluntary organization

⁴ {This policy content is required practice but is not required policy language.}

⁵ "High school equivalency program" means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

⁶ {The remaining policy content is optional, but highly recommended language to inform about and support governance of activities (see beginning bracket here; ending with last paragraph of policy – see closing bracket).}

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

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

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

The District will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the district serves.]

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 332.075\(1\)\(e\)](#)
[ORS 332.107](#)
[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)
[OAR 581-021-0045 – 0049](#)
[OAR 581-022-2308\(2\)](#)
[OAR 581-026-0005](#)

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).
Senate Bill 1522 (2022).

Cross Reference(s):

JHCA/JHCB - Immunizations, Physical Examinations, Vision Screening/Eye Examinations and Dental Screening



Code: IL
Adopted: 2/28/17
Revised/Readopted: 2/25/20; 2/22/22
Orig. Code: IL

Assessment Program**

The District's assessment program shall be designed for the purpose of determining District and school program improvement and individual student needs including the requirements of the Oregon Administrative Rules. Each year the District shall determine each student's progress toward achieving federal, state and local achievement requirements.

Assessments shall be used to measure the academic content standards and to identify students who meet or exceed the performance standards adopted by the State Board of Education.

Accordingly, the District shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;
2. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;
3. Assessments by individual teachers;
4. Other schoolwide and grade-level wide assessments.

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards. District, school, and individual results shall be reported to the Board, parents and the community, as prescribed by law.

The District shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I monies that have been identified by the Oregon Department of Education (ODE), will be provided supplemental services and public school options as required by law.

The District shall not discriminate in the methods, practices, and materials used for assessment, evaluating and counseling students on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, disability, or age. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A parent on behalf of their student or an adult student may annually opt-out of taking the Smarter Balanced and/or alternate Oregon Extended summative assessments in English language arts and/or mathematics by completing and submitting ODE's opt-out form¹ to the school or District.

A parent on behalf of their student or an adult student may annually request an exemption from the Oregon Statewide Assessment System (OSAS) Science Assessment and/or the English Language Proficiency Assessment (ELPA or Alt ELPA) for disability or religious reasons. The parent or adult student must submit the provided District-approved exemption form or a signed letter indicating their request for an exemption from OSAS Science and/or ELPA Summative Assessments.

Parents and adult students will be provided the required notices² and access to forms by the District that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an opt-out and/or exemption from taking a statewide summative assessment. The District shall provide supervised study time for students who are excused from participating in the assessment.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will may be subject to discipline and, in most cases, their test will be invalidated by the Oregon Department of Education. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance.

The Superintendent shall ensure a periodic review and evaluation of the District's assessment program is conducted.

The annual assessment of student and District progress is a vital component of the instructional process.

The assessment program will include:

1. Staff training in the use of designated tests and interpretation of test results.
2. A periodic review and evaluation of the District's assessment program.
3. An annual report detailing student achievement progress.

END OF POLICY

¹ Oregon Department of Education page for: [30-day notice and opt-out form](#)

² Districts are required to provide notice twice each year: once at the beginning of the year and second time at least 30 days prior to the administration of the test.

Legal Reference(s):

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 329.479](#)
[ORS 329.485](#)
[ORS 336.187](#)
[ORS 659.850](#)

[OAR 581-021-0009](#)
[OAR 581-021-0030](#)
[OAR 581-022-2030](#)
[OAR 581-022-2060](#)
[OAR 581-022-2100](#)
[OAR 581-022-2110](#)
[OAR 581-022-2115](#)

[OAR 581-022-2250](#)
[OAR 581-022-2270](#)
[OAR 581-022-2310](#)
House Bill 3041 (2021)
Senate Bill 602 (2021)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2021).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2021).

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

Cross Reference(s):

IKF - Graduation Requirements

HILLSBORO SCHOOL DISTRICT 1J
March 14, 2023
ADOPT INTER-DISTRICT TRANSFERS PLAN

SITUATION

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

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

We propose allowing up to 120 nonresident students to attend HSD and up to 70 resident students to be released from HSD to attend other districts in the 2023-24 school year as detailed in the document provided to you this evening.

RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the inter-district transfers plan for the 2023-24 school year.

I move that the Board of Directors adopt the inter-district transfers plan for the 2023-24 school year.

Hillsboro School District
March 14, 2023
OSAA COOPERATIVE SPONSORSHIP APPLICATION - CHS AND LHS SOFTBALL

SITUATION

The Oregon School Activities Association (OSAA) allows schools to combine resources under certain circumstances. Century High School is applying to be in a softball cooperative with Liberty High School due to low numbers in both programs. Each school has 17 to 18 athletes, too many for one varsity team, but not enough for two teams. To encourage participation and to grow their programs, both schools would like to retain all students who tried out and form a combined team to compete at the JVII level. Part of the requirement from the OSAA is to have School Board approval.

OSAA Cooperative Sponsorship Process:

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

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

RECOMMENDATION

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

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

HILLSBORO SCHOOL DISTRICT 1J
March 14, 2023
STRATEGIC PLAN AND INTEGRATED GUIDANCE UPDATE

SITUATION

Our draft 2023-2027 Strategic Plan is now complete and is being provided to you for first reading. Many thanks to the thousands of students, staff, family and community members, and Board members who have participated in the plan's development and review.

As has been discussed in previous meetings, the strategic planning process closely parallels the Oregon Department of Education's Integrated Guidance process, which seeks to align six initiatives: High School Success; Student Investment Account; Continuous Improvement Planning; Career and Technical Education; Every Day Matters; and Early Indicator and Intervention Systems.

HSD's Integrated Guidance application is due later this month. The Board will be asked to take action twice: once to approve the application; and again when ODE has determined the District has met all requirements, and Longitudinal Performance Growth Targets have been finalized and inserted into a grant agreement.

This evening, staff will provide an update on key elements of the Strategic Plan and Integrated Guidance, including the draft Longitudinal Performance Growth Targets.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to this update and take the following actions:

1. Place the 2023-2027 Strategic Plan on first reading; and
2. Approve the submission of the District's Integrated Guidance application

I move that the Board of Directors approve the District's 2023-2027 Integrated Guidance application.



Strategic Plan

2023 - 2027

OUR PROMISE

Know, Value,
and Empower
Every Student
to Achieve
Their Dreams

EXECUTIVE SUMMARY





PORTRAIT OF A HILLSBORO SCHOOL DISTRICT GRADUATE

Prepared for Career, College & Life



- Recognize and understand their emotions, thoughts, and values
- Reflect on their strengths, assets, and areas for growth
- Develop their physical, mental, emotional, and social health and well-being

Empowered Learners



- Listen to understand diverse perspectives
- Use strategies and techniques to communicate effectively
- Build relationships and collaborate with people whose culture, background, ability, or other attributes differ from their own

Collaborative Communicators

PILLAR A: *Teaching & Learning*

Culturally-Responsive Teaching & Learning

We connect learning to students' community and everyday lives, we intentionally build inclusive classroom cultures, and we sustain a high-rigor environment in which differentiated supports are provided.

40

PILLAR B: *Schools Can't Do It Alone*

Strong & Safe, Family & Community Relationships

We strive to develop trusting partnerships between home, school, and the community through proactive, responsive communication; meaningful and authentic collaboration; and shared responsibility for the emotional and physical safety and success of all students.

The Hillsboro Portrait of a Graduate embodies our commitment to know, value and support every student. We will nurture each student’s growth on their journey to career, college and life readiness.

**Inquisitive
Scholars**

- Possess a strong command of academic skills
- Explore, identify, organize and synthesize ideas and information to assess experiences and innovate solutions.
- Embrace curiosity, flexibility and creativity in learning



**Community
Contributors**

- Take responsibility for actions and impact within a diverse community
- Identify and cultivate resources to support their future success
- Develop understanding of the larger world and find commonality across difference
- Act on issues that are important to them and give back to the community



PILLAR C: Investing in People

Exceptional Staff

We foster a culture of collaboration, accountability, and shared responsibility through the investment in and advancement of staff, and systematic development of the capacity for all members of the school community to serve every student.

PILLAR D: Bringing It All Together

Culture of Continuous Improvement

We systematically gather data and use frequent and timely formative assessments to monitor and adjust teaching, leadership, and organizational practices to meet the specific needs of students and schools, and to ensure our actions are aligned with our belief in the abilities of all students.



Our Plan

The Hillsboro School District's Strategic Plan was developed during a months-long process that began in August 2022 and concluded in March 2023.

Thousands of students, staff, families, and community members contributed to the development of the plan through participation in focus groups, as members of planning teams, completion of surveys, and participation in community forums.

Learn more about us on our website by visiting the friendly links below.

Resources

- hsd.k12.or.us/accountability
- hsd.k12.or.us/graduationrates
- hsd.k12.or.us/demographics
- hsd.k12.or.us/strategicplan

SUPERINTENDENT

Mike Scott

BOARD OF DIRECTORS

Mark Watson, *Chair*

Erika Lopez, *Member*

Nancy Thomas, *Vice Chair*

Patrick Maguire, *Member*

Lisa Allen, *Member*

Monique Ward, *Member*

See Eun Kim, *Member*

Our Goals for Student Success

Our Strategic Plan centers on Five Goals for Student Success, from preschool through high school. These goals will guide the work of the District for the coming years.

GOAL #1



Success in the Early Years

Every student will acquire the social-emotional readiness and foundational academic skills for future success.

GOAL #2



Safe & Supported Learners

Every student will develop the habits and skills necessary to confidently demonstrate self and social awareness, and access available resources and supports.

GOAL #3



Access & Opportunity

Every student will receive equitable treatment and needed supports and services in order to eliminate barriers and increase predictability of future success.

GOAL #4



Critical Thinking & Problem Solving

Every student will be an empowered, engaged, critical, creative thinker who demonstrates proficiency across content areas.

GOAL #5



Graduate Ready for Career, College and Life

Every student will successfully navigate significant transitions with access to supports to graduate from high school ready for career, college and life.

HILLSBORO SCHOOL DISTRICT

3083 NE 49th Place Hillsboro, OR 97124 | 503.844.1500

@HillsboroSchools

@HillsboroSD

@hillsboro_schools

@hillsboro_sd

hsd.k12.or.us



Strategic Plan

2023 - 2027

OUR PROMISE

Know, Value,
and Empower
Every Student
to Achieve
Their Dreams



Hillsboro, Oregon

MARCH 2023 - DRAFT

• Table of Contents

The Strategic Planning Process	4
Structure of the Plan	6
Circle #1: Student Learning	7
Portrait of a Graduate	9
Goals for Student Success	10
Metrics of Student Progress	11
Circle #2: Instructional Effectiveness	13
Our Four Pillars	14
Professional Practices	15
Circle #3: Empowering Infrastructure	16
Strategy Map	17
Strategic Priorities & Key Actions	18
Roadmap for Disciplined Implementation	22
APPENDICES	
Calendar of Engagements	23
Community Contributors	24

The Strategic Planning Process

In the Spring of 2022, the Hillsboro School District set out to engage in an equity-centered, community-wide strategic planning process that was grounded in students' voice, informed by data from multiple sources, and engaged the diverse perspectives of the HSD community. The District committed to developing a Strategic Plan for the District in a way that:

- » Clarified the goals and measures for student learning, growth and achievement;
- » Outlined a roadmap for accomplishing those goals;
- » Embraced the diverse voices of all stakeholders; and,
- » Mobilized leadership for courageous action.

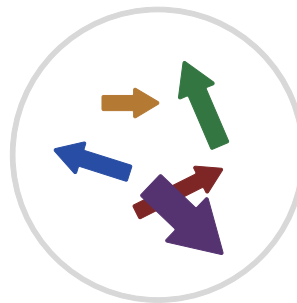
The strategic planning process took place between April 2022 - March 2023. Performance Fact Inc. designed and facilitated HSD's strategic planning process.



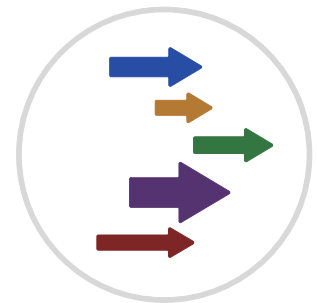
Why Plan?

A primary purpose of planning is to create alignment.

Misalignment



Alignment



Alignment is the process of reaching shared understanding about common purpose. With mutual understanding, the work of the District has meaning to all stakeholders, enabling the achievement of its vision for all students: – to prepare each student for career, college and life.

Embracing Diverse Voices and Perspectives

To be effective, the planning process must proactively seek out and embrace the diverse voices and perspectives across the District.

The District's planning process included gathering input on students' experiences, parents' perspectives, and the quality of the instructional program.

This input, along with a complete analysis of student outcome and access data served as the foundation for the plan.

A series of teams representative of the diverse stakeholders in the community developed the plan over the course of many months.



Strategic Planning Teams and Contributors

Each planning team was composed of a representative cross-section of community members:

- » 20 students in grades 6-12 served on the Student Voice Team;
- » About 175 students in grades 3-12 participated in student focus groups;
- » Over 7,000 students in grades 3-12 completed a student survey
- » Approximately 40 people, representing different HSD constituencies, participated on the Core Planning Team;

- » About 30 instructional staff served on the Instructional Focus Team;
- » About 20 civic and community partners participated on the Alignment Team;
- » Approximately 350 families and community members engaged through the Community Forums and surveys.

Additionally, the draft strategic plan was shared with the Board, school-level staff, and district-level personnel at various points in the planning process.

Structure of the Plan



The ultimate goal of our school system remains unchanged: learning, growth, and success for every student, without exception. Those are the “ends” we seek.

The means to the ends are organized around two

ideas: effective instructional practices and an empowering infrastructure.

Keeping “ends” and “means” in proper sequence is essential for a student-centered, results-focused strategic plan.



1. Student Learning

- Our Promise
- Portrait of a Hillsboro Graduate
- Goals for Student Success
- Measure of Student Progress
- Performance Targets

2. Instructional Effectiveness

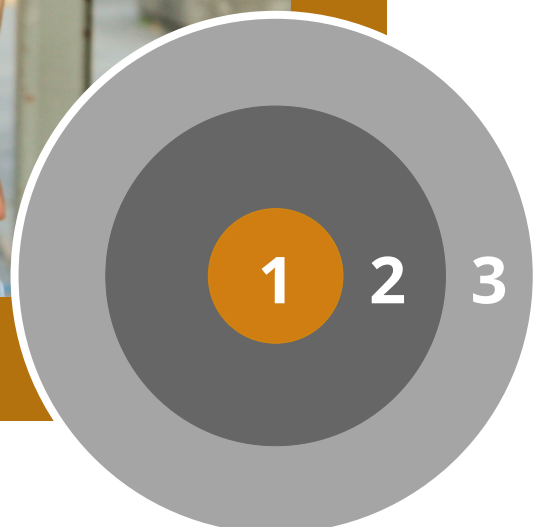
- “Four Pillars” (Framework for Coherent Action)
- Professional Practices for Effective Instruction

3. Empowering Infrastructure

- Strategy Map
- Strategic Priorities & Key Actions
- Roadmap for Disciplined Implementation

Student Learning

- Portrait of A Hillsboro School District Graduate
- Goals for Student Success
- Measures of Student Progress
- Performance Targets



Know, Value, and Empower Every Student to Achieve Their Dreams



The Hillsboro School District Portrait of a Graduate embodies our commitment to ensure all students have the depth and breadth of experiences and supports necessary to prepare them for their next steps after high school.

Prepared for Career, College & Life



- Recognize and understand their emotions, thoughts, and values
- Reflect on their strengths, assets, and areas for growth
- Develop their physical, mental, emotional, and social health and well-being



- Possess a strong command of academic skills
- Explore, identify, organize and synthesize ideas and information to assess experiences and innovate solutions.
- Embrace curiosity, flexibility and creativity in learning

**Empowered
Learners**

**Inquisitive
Scholars**

**Collaborative
Communicators**

**Community
Contributors**



- Listen to understand diverse perspectives
- Use strategies and techniques to communicate effectively
- Build relationships and collaborate with people whose culture, background, ability, or other attributes differ from their own



- Take responsibility for actions and impact within a diverse community
- Identify and cultivate resources to support their future success
- Develop understanding of the larger world and find commonality across difference
- Act on issues that are important to them and give back to the community

Our Strategic Plan centers on Five Goals for Student Success, from preschool through high school. These goals will guide the work of the District for the coming years.

GOAL #1



Success in the Early Years

Every student will acquire the social-emotional readiness and foundational academic skills for future success.

GOAL #2



Safe & Supported Learners

Every student will develop the habits and skills necessary to confidently demonstrate self and social awareness, and access available resources and supports.

GOAL #3



Access & Opportunity

Every student will receive equitable treatment and needed supports and services in order to eliminate barriers and increase predictability of future success.

GOAL #4



Critical Thinking & Problem Solving

Every student will be an empowered, engaged, critical, creative thinker who demonstrates proficiency across content areas.

GOAL #5



Graduate Ready for Career, College and Life

Every student will successfully navigate significant transitions with access to supports to graduate from high school ready for career, college and life.

GOAL #1



Success in the Early Years

METRICS

- A. % of kindergarteners who attended a licensed daycare or preschool
- B. % of 3rd graders meeting/exceeding in reading, math, and writing.
- C. % of 4th graders self reporting social-emotional learning skills attributes differ from their own

PERFORMANCE TARGET #1

By 2026-2027 school year, 70% of all students proficient in reading in 3rd grade.

FOCAL STUDENT GROUPS

Students identified* as Hispanic[†]/ Latina/o/x and students accessing special education services

GOAL #2



Safe and Supported Learners

METRICS

- A. % of 5-12 grade students who respond favorably to statements on Student Survey regarding safe and welcoming schools, belonging at school, and students treating one another with respect.
- B. Attendance rates (90% regular attendees)

PERFORMANCE TARGET #2

By 2026-2027 school year, 80% of students will attend more than 90% of their enrolled school days.

FOCAL STUDENT GROUPS

- Students identified* as American Indian/Alaska Native[†]
- Students identified* as Native Hawaiian/Pacific Islander[†]

GOAL #3



Access and Opportunity

METRICS

- A. Reduce the disparity of disciplinary referrals, suspensions and expulsions.
- B. Demographic representation in college-level opportunities, extracurriculars, and career pathways.
- C. Increase the # of students who have been active English learners for 5+ years achieving language proficiency in grades 6-12.

PERFORMANCE TARGET #3

By 2026-2027 school year, an increased percentage of students participating in at least one school-based extracurricular activity (baseline to be established in Year 1).

FOCAL STUDENT GROUPS

- Students identified* as Hispanic[†]/Latina/o/x
- Students identified* as female

GOAL #4



Critical Thinking and Problem Solving

METRICS

- A. % of students in grades 7-12 meeting core academic standards.
- B. % of seniors who demonstrate employability skills.
- C. % of high school students on-track for graduation.

PERFORMANCE TARGET #4

By 2026-2027 95% of students will be on-track to graduate by the end of their 9th grade year.

FOCAL STUDENT GROUPS

- Students identified* as Hispanic*/Latina/o/x
- Students accessing special education services

GOAL #5



Graduate Ready for Career, College and Life

METRICS

- A. % of students achieving 4-year graduation & 5-year completion.
- B. % of students 9-12 enrolled in a career pathway, CTE, AP/IB, and Dual Credit courses, and 12th grade students successfully completing a career pathway.
- C. % of students accessing career-related learning experiences and supports (Experiential Learning Opportunities, Internships, and Apprenticeships).

PERFORMANCE TARGET #5

- By 2026-2027 school year, 88.8% of students will earn a regular or modified diploma within four years of entering high school.
- By 2026-2027, 93% of students will earn a regular, modified, extended, or adult high school diploma, or a GED, within five years of entering high school.

FOCAL STUDENT GROUPS

- **4-Year:** Students identified* as American Indian/Alaska Native+; Students experiencing homelessness+ Students experiencing foster care+; Students accessing special education services
- **5-Year:** Students identified* as Hispanic*/Latina/o/x



*As identified by family/caregiver in the student information system.
†Term established by the Oregon Department of Education (ODE) for reporting purposes.

Instructional Effectiveness

- “Four Pillars”
- Professional Practices



Our Four Pillars describe the capabilities we need to develop to accomplish our Goals for student success. They are the building blocks for action and decision making, and provide a durable frame for organizing and focusing our work.



PILLAR A:

Teaching & Learning

Culturally-Responsive Teaching & Learning

We connect learning to students’ community and everyday lives, we intentionally build inclusive classroom cultures, and we sustain a high-rigor environment in which differentiated supports are provided.



PILLAR B:

Schools Can’t Do It Alone

Strong & Safe, Family & Community Relationships

We strive to develop trusting partnerships between home, school, and the community through proactive, responsive communication; meaningful and authentic collaboration; and shared responsibility for the emotional and physical safety and success of all students.



PILLAR C:

Investing in People

Exceptional Staff

We foster a culture of collaboration, accountability, and shared responsibility through the investment in and advancement of staff, and systematic development of the capacity for all members of the school community to serve every student.



PILLAR D:

Bringing It All Together

Culture of Continuous Improvement

We systematically gather data and use frequent and timely formative assessments to monitor and adjust teaching, leadership, and organizational practices to meet the specific needs of students and schools, and to ensure our actions are aligned with our belief in the abilities of all students.

Instructional Effectiveness is the strongest predictor of student learning and instruction is most effective when it is supported by responsive leadership and effective organizational practices.

	PILLAR A Culturally-Responsive Teaching and Learning	PILLAR B Strong & Safe Family & Community Relationships	PILLAR C Exceptional Staff	PILLAR D Culture of Continuous Improvement
TEACHING PRACTICES	<p>T1. Educators elevate student voice and choice through reciprocal feedback and collaboration to build student self-efficacy.</p> <p>T2. Educators facilitate critical thinking through rigorous instruction that respects and integrates the ancestral knowledge of families to help students gain the necessary skills to actively navigate in their community.</p>	<p>T3. Educators create clear systems of strong and consistent two-way communication with families that focus on the well-being and academic success of each student.</p> <p>T4. Educators respect and integrate the ancestral knowledge & cultural practices of families into the classroom and school spaces in order to build a safe, welcoming environment where families and students can engage in the learning.</p>	<p>T5. Educators collaborate in setting shared goals for student learning and professional practices and engage in inquiry with peers and administrators for the purpose of improving instructional practice and student learning.</p> <p>T6. Educators develop personalized professional growth plans based on reflection and analysis of student work and data connected to school improvement plans.</p>	<p>T7. Educators guide students in setting and monitoring their own progress toward meeting academic and behavior goals.</p> <p>T8. Educators use classroom formative assessment techniques to track learning by ALL students, diagnose success and the need for improvement, and adjust instruction to meet student needs.</p>
LEADERSHIP PRACTICES	<p>L1. School leaders facilitate and model reciprocal feedback leading to collective staff efficacy.</p> <p>L2. School leaders facilitate critical thinking and innovation through rigorous, differentiated professional development for staff.</p>	<p>L3. School leaders intentionally and systematically seek out diverse perspectives that represent the school community in order to better serve the needs of the community.</p> <p>L4. School leaders create differentiated, responsive, and inclusive systems that enable families to participate in and contribute meaningfully to decision making regarding their students and their schools.</p>	<p>L5. School leaders ensure that time and resources are allocated for students, staff & administrators to collaboratively create shared goals, co-create actionable steps, evaluate progress, and provide reciprocal feedback as part of the school improvement plan.</p> <p>L6. School leaders articulate and align focus areas to empower staff through differentiated professional development aligned to the school or department improvement plan (ex. coaching, modeling, etc.).</p>	<p>L7. School leaders and leadership teams facilitate the goal setting practices for staff to foster continuous improvement.</p> <p>L8. School leaders, teachers, and staff regularly engage in data-based conversations regarding instruction, interventions, professional practices and student learning outcomes in alignment with their school improvement plans.</p>
ORGANIZATIONAL PRACTICES	<p>O1. District-wide systems support and model reciprocal feedback leading to collective leadership efficacy.</p> <p>O2. The District creates systems and models that facilitate innovative opportunities for all staff and students to build critical thinking skills.</p>	<p>O3. District and school leadership assure systems of support to connect every student to a caring adult(s) within the school and/or community.</p> <p>O4. District and community members collaboratively gather to analyze data regarding the efficacy of systems of support and to further partner with community resources to create safe, caring schools.</p>	<p>O5. The District provides and systematically supports the adequate use of time, structures, and professional learning to support all staff's growth and development.</p> <p>O6. The District utilizes research based adult learning processes and responsive data systems to ensure every educator is given the opportunity to learn and practice high leverage instructional practices at the classroom and building level.</p>	<p>O7. The District provides support, resources and professional development for staff to build capacity in the use and implement of student-led assessment (e.g. development of portfolios, etc.).</p> <p>O8. District and school staff regularly review quantitative and qualitative data (including summative and formative assessment results, attendance records, and other data including student and family voice) to identify needs and supports.</p>

Empowering Infrastructure

- A Strategy Map and Strategic Priorities
- System-wide and Equity-specific Key Actions
- Roadmap for Disciplined Implementation



The Strategic Priorities, and the Key Actions associated with them, are the programs, targeted solutions, structures, and processes that facilitate effective instruction and the accomplishment of the goals for student success. Together, they constitute the Strategy Map – the blueprint for an empowering infrastructure, aligned to the Four Pillars.



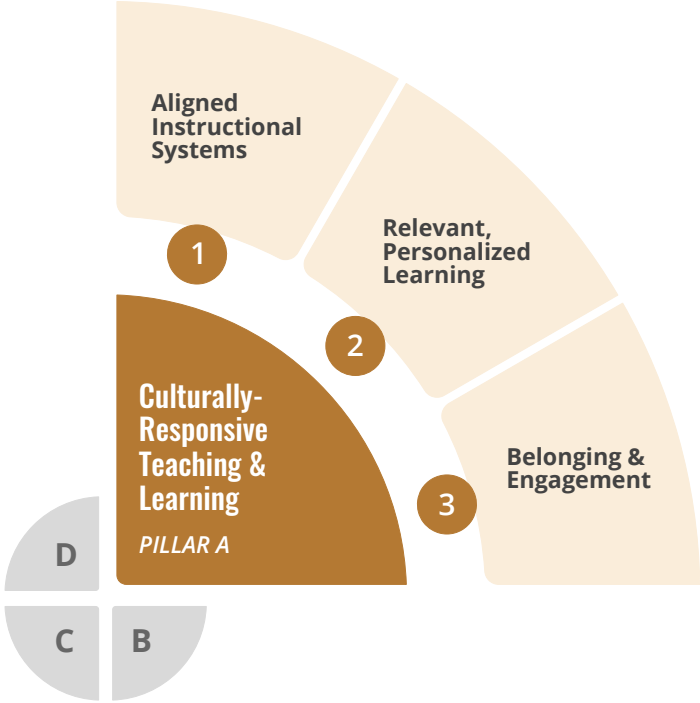


PILLAR A

Culturally-Responsive Teaching & Learning

SYSTEM-WIDE KEY ACTIONS

- A1.** Utilize an inclusive process to engage educators, students, and other community partners in the review and adoption of culturally responsive curriculum materials by content area while adhering to the Oregon Department of Education Instructional Materials Timeline.
- A2.** Provide ongoing professional development and support in order to guarantee high-quality implementation of curricula and assessments of student learning across the district.
- A3.** Implement personalized learning for each student, that proactively utilizes differentiation, scaffolds, interventions, and enrichment that meets student academic and social emotional needs based on frequent data and student feedback.
- A4.** Create systems (e.g. transportation, schedules, supervision) to ensure every student has access to affinity groups, community-building activities, and events (such as unstructured play, clubs, etc.) both within and outside of the school day.



EQUITY-SPECIFIC KEY ACTIONS

- A5.** Effectively use asset-based intervention and enrichment services and instructional practices (e.g. the use of visuals and realia) that capitalize on student strengths and funds of knowledge and accelerate learning and growth of underserved students based on district data.
- A6.** Provide differentiated instruction to students who demonstrate advanced proficiency of standards based on assessment data and grade level using learning opportunities that are “in lieu of” rather than “in addition to” other coursework.
- A7.** Provide relevant instruction and an affirming environment of representation, inclusion, and belonging of/for LGBTQ+ and gender diverse students.

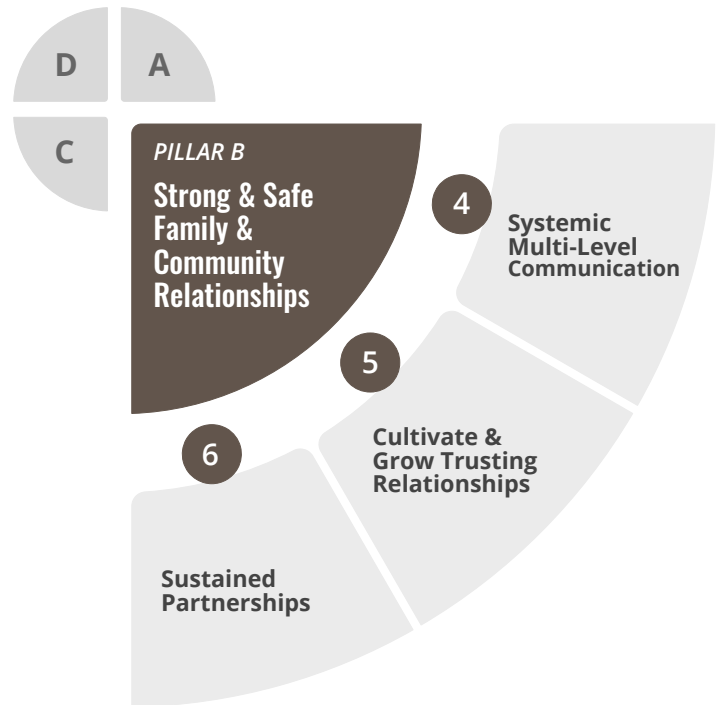


PILLAR B

Strong & Safe Family & Community Relationships

SYSTEM-WIDE KEY ACTIONS

- B1.** Develop and implement inclusive, differentiated school level communication plans that are informed by school staff, parents and partners offering accessible opportunities for family participation in school community listening sessions.
- B2.** Prioritize and support staff and students' development and use of communication strategies that promote trusting, positive, social emotional strategies and healthy relationships between staff and students.
- B3.** Develop and expand upon existing systems to connect students with mentors, internships and community resources integrated within the school day and school program.
- B4.** Build partnerships with local businesses and community organizations to broaden the reach and impact of college and career pathways programs within the Hillsboro community.



EQUITY-SPECIFIC KEY ACTIONS

- B5.** Build cross-cultural relationships and create a system for ongoing two-way communication among students, families and site level staff focused on elevating the voices of families of color and families who speak a language other than English.
- B6.** Seek out partnerships and mentors that represent our diverse student populations, so students and families have access and opportunities.
- B7.** Expand affinity based family-engagement groups and affinity based student groups at the district and school level.



Exceptional Staff



SYSTEM-WIDE KEY ACTIONS

- C1.** Employ strategic efforts to recruit, hire and retain staff that reflects our diverse community.
- C2.** Provide comprehensive training and support for all staff through mentoring, coaching, and learning opportunities in the domains of equity, access, and inclusion; instructional practices and priorities; and job-specific training and skills.
- C3.** Develop timely and reciprocal feedback loops (which includes all members within/between classrooms, buildings, departments, and school district) to support staff engagement, leadership and commitment. Feedback may include stay surveys, interviews, or listening sessions.

EQUITY-SPECIFIC KEY ACTIONS

- C4.** Provide professional development and resources to ensure that educators are positioned to support affirming learning alliances and flexibility for students to work independently and/or at varied paces (including Culturally Responsive Practices, the use of Universal Design for Learning, and embedded accommodations as best practices).
- C5.** Remove barriers for growth and revisit pathways practices to ensure growth opportunities for all employees.



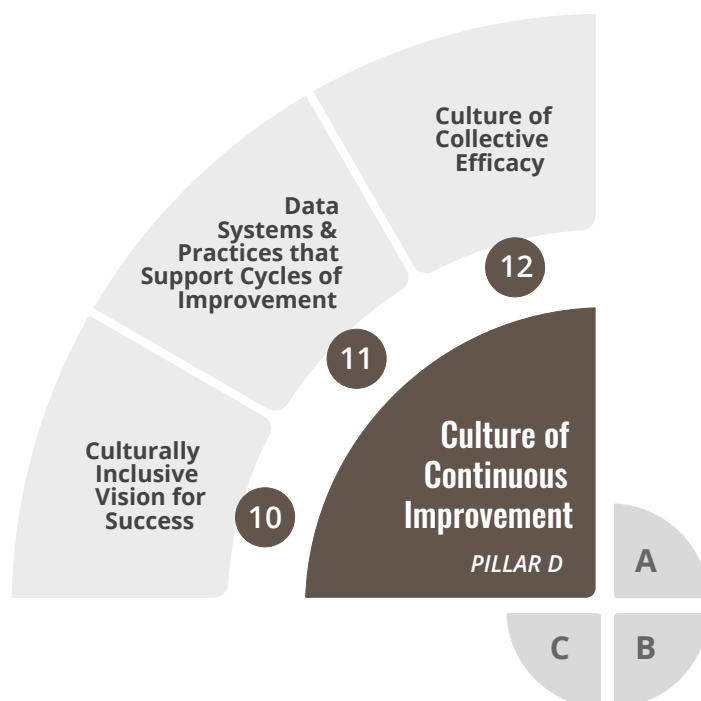
Culture of Continuous Improvement

SYSTEM-WIDE KEY ACTIONS

D1. Develop a shared, culturally-inclusive definition of success in HSD. Nurture a culture of support and celebration where every student is known by name, strength, and need. Create intentional and inclusive processes for involving student and family voice and feedback.

D2. Implement equitable grading and assessment systems that generate useful data, and analyze the data to inform instruction. Prioritize highest-leverage data for improving instruction; utilize assessment tools and data visualizations to drive instruction; and share accountability among responsible stakeholders for improving student academic outcomes.

D3. Promote high-functioning professional learning communities that persist against challenges and share celebrations of success by providing protected time for collaboration and ensuring there is training, support, and accountability at all levels.



EQUITY-SPECIFIC KEY ACTIONS

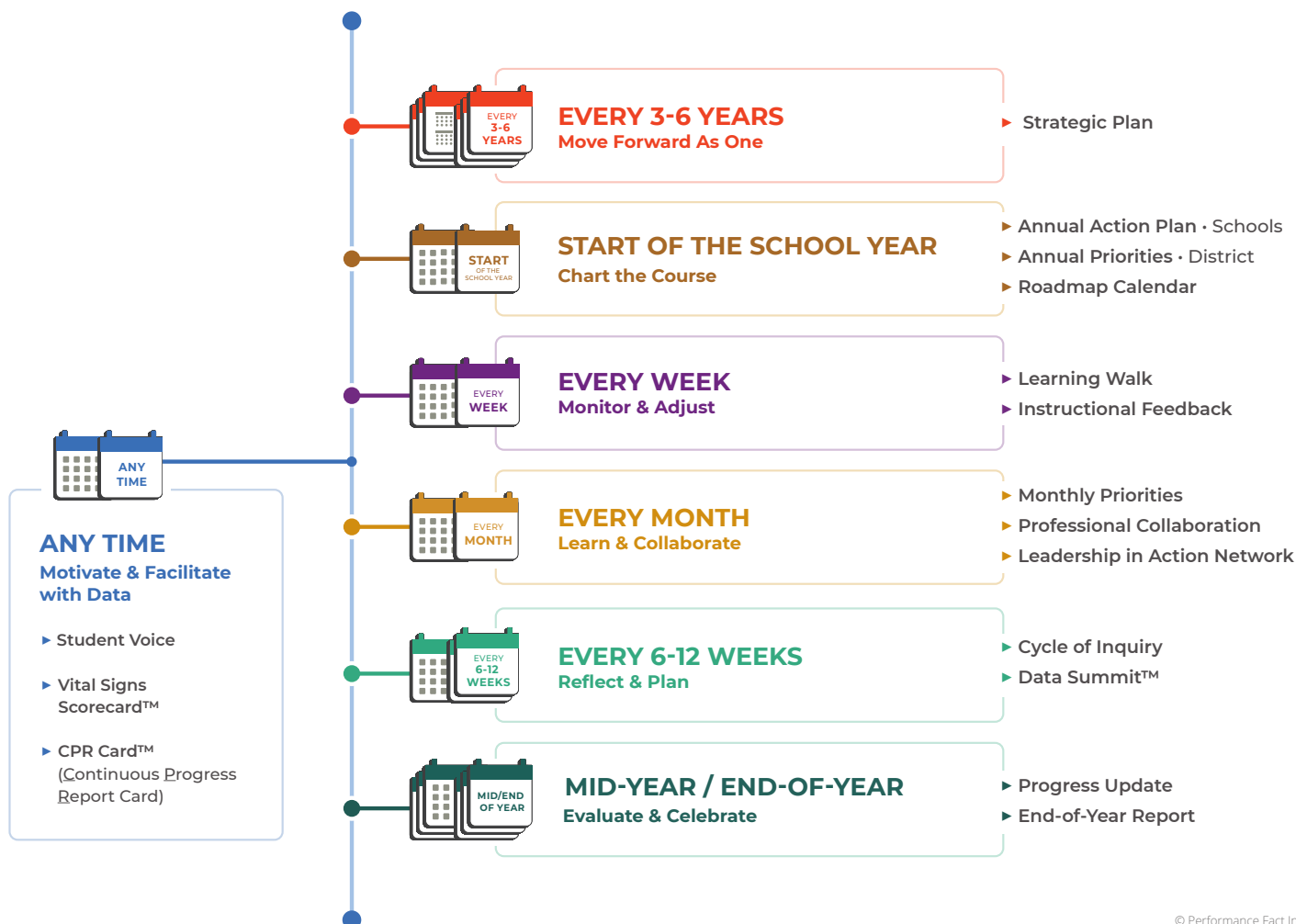
D4. Disaggregate data at the district, school, and classroom level by race, gender, underserved groups in our PLCs.

D5. Create/Ensure/Develop systems for need base allocation of resources for schools and students to ensure students have tool and time necessary to be successful.

D6. Ensure PLCs are actively working toward developing cultural proficiency. Identify successful PLCs as exemplars, share strategies with others. Overcome personal bias in data analysis.

A results-focused plan is the first step toward accomplishing the goals outlined in the Strategic Plan. However, without disciplined implementation, the plan may not live up to its promise. After you “plan the work,” then, you must “work the plan” to achieve desired outcomes.

Turning good intentions into stronger results for students demands disciplined implementation at every level: every classroom, every school, every department, at home and in the community.



The Roadmap for Disciplined Implementation is a step-by-step process for implementing action plans. By dividing the work into discrete, calendar-driven chunks, leaders and practitioners can significantly reduce the “implementation gap” often associated with improvement plans.

1	Board	<i>April 12 Sep 13 Oct 11 Dec 6 Jan 24 Feb 28 Mar 14</i>
2	Student Voice Team	<i>May 24, 25, 26 Oct 11 Nov 1</i>
3	Core Planning Team	<i>Aug 16 Aug 17 Sep 14 Oct 12 Nov 2 Dec 1</i>
4	Instructional Focus Team	<i>Aug 18 Sep 21 Oct 12 Nov 9 Dec 8</i>
5	Alignment Team	<i>Sep 15 Oct 6 Nov 3</i>
6	Senior Leadership Team	<i>Sep 12 Oct 3 Nov 7 Jan 9 Feb 27 Mar 6</i>
7	Community Forums/Survey	<i>Oct 12 Oct 27 Feb Survey</i>



Core Planning Team

Allison Combs	Principal, Orenco Elementary School
Aron Carleson	Executive Director, Hillsboro Schools Foundation
Audrea Neville	Assistant Superintendent, Hillsboro School District
Becky Kingsmith	Director of Secondary Teaching & Learning, Hillsboro School District
Beth Graser	Communications Officer, Hillsboro School District
Bianka Loreda	Graduation Coach, Hilhi
Brooke Nova	Director of Student Support Networks and Career and College Pathways, Hillsboro School District
Casey Waletich	Operations Officer, Hillsboro School District
Cherylen Marshall	Assistant Principal, R.A. Brown Middle School
Christopher Keller	Teacher, Liberty High School
Elaine Fox	Executive Director of Student Services, Hillsboro School District
Erika Lopez	School Board Member, Hillsboro School District
Francesca Sinapi	Equity, Access, and Engagement Officer, Hillsboro School District
Greg Timmons	Principal, Liberty High School
Guadalupe Pedraza	Graduation Coach, South Meadows Middle School
Jahmai Cherry	Multimedia Specialist, Hillsboro School District
Jayna Blanchard	Special Education Teacher, Butternut Creek Elementary School
Jordan Beveridge	Information & Technology Officer, Hillsboro School District
Karen Murphy	Principal, Free Orchards Elementary School

Karla Brokaw	Educational Assistant, Century High School
Kona Lew- Williams	Human Resources Officer, Hillsboro School District
Kori Sakamoto	Health Science Teacher, Hilhi
Marleen Zytniowski	Communications Special Projects, Hillsboro School District
Martha Rodriguez	Principal, Minter Bridge Elementary School
Mary Kay Babcock	President, Hillsboro Education Association
Megan Nace	Manager, Technology Services
Melody Hansen	President, Hillsboro Classified United
Michelle Morrison	Financial Officer, Hillsboro School District
Mike Scott	Superintendent, Hillsboro School District
Nancy Thomas	School Board Member, Hillsboro School District
Nate Roedel	Executive Director of Nutrition Services, Hillsboro School District
Olga Acuña	Executive Director of Federal Programs and Family Engagement, Hillsboro School District
Rachel Phanichayakarn	Special Education Teacher, Liberty High School
Rebecca Nelson	Parent, Glencoe Feeder
Selene Zacarias	Administrative Support, Glencoe High School
Shelly Mitchell	Student Services Teacher on Special Assignment, Hillsboro School District
Tom Luba	Director of Student Information and Evaluation, Hillsboro School District
Travis Reiman	Assistant Superintendent, Hillsboro School District

Student Voice Team

Ainsley Rios	Century High School, Senior
Anna Jackson	Glencoe High School, Sophomore
Cameron Kaster	Glencoe High School, Freshman
Daisy Ixcolin	Liberty High School, Junior
Eli Sayre	Liberty High School, Junior
Gwen Kondor	Century High School, Freshman
Hrishikesh Anand	Hilhi, Junior
Ivette Alonso Garcia	Liberty High School, Junior
Jacey Carmean	Century High School, Senior
Jason Lloyd	Glencoe High School, Junior
Jenna Walkenhorst	Century High School, Senior
Jessy Alonso Garcia	Liberty High School, Freshman
Kami Carmean	Century High School, Sophomore
Kayla Tellez	Liberty High School, Junior
Luke Teague	Hilhi, Sophomore
Oliver Rhodes	Glencoe High School, Senior
Payton Kasper	Century High School, Sophomore
Riley Gregory	Century High School, Sophomore
Sebastian Rodriguez	Liberty High School, Freshman
Vianney Romero Lopez	Hilhi, Junior

Alignment Team

Ally Weberg	<i>Oregon Community Engagement Manager, Intel</i>
Angela Adzima	<i>Elementary Digital Curriculum Teacher on Special Assignment; Vice President, Hillsboro School District; Hillsboro Education Association</i>
Cristian Salgado	<i>Oregon Public Affairs, Intel</i>
Cristina Rauschert	<i>Oregon Community Affairs Manager, Intel</i>
Dacia Bakkum	<i>Management Analyst, City of Hillsboro</i>
Deanna Palm	<i>President, Washington County Chamber of Commerce</i>
Hillary Ostlund	<i>Library Director, Hillsboro Public Libraries</i>
Jaci Spross	<i>Executive Assistant; Past School Board Member, Synopsys; Hillsboro School District</i>
Jeff Dalin	<i>Mayor, City of Cornelius</i>
Jose Esparza	<i>Director, PCC Rock Creek</i>
Juan Garcia	<i>Parent, Hilhi Feeder</i>
Karen Paez	<i>Associate Director, PCC Rock Creek</i>
Patrick Preston	<i>Communications Division Manager, City of Hillsboro City Manager's Office</i>
Rahim Harji	<i>Assistant City Manager, City of Hillsboro</i>
Robby Hammond	<i>City Manager, City of Hillsboro</i>
Sonja Likumahuwa-Ackman	<i>Parent, Century Feeder</i>
Steve Callaway	<i>Mayor, City of Hillsboro</i>
Teri Lenahan	<i>Mayor, City of North Plains</i>

Instructional Focus Team

Claudia Ruf	<i>Principal, Glencoe High School</i>
Deb Luther	<i>TAG Teacher on Special Assignment, Hillsboro School District</i>
Erin Hanson	<i>Health Teacher on Special Assignment, Hillsboro School District</i>
Frank Caropelo, Jr.	<i>Executive Director of High Schools, Hillsboro School District</i>
Gabby Villamagua	<i>Dual Language Teacher on Special Assignment, Hillsboro School District</i>
Gina McLain	<i>Director of Elementary Teaching and Learning, Hillsboro School District</i>
Haley Steinbach	<i>Dean of Students, Lincoln Street Elementary School</i>
Heather Fix	<i>Student Support Systems Counselor on Special Assignment, Hillsboro School District</i>
Jamie Lentz	<i>Principal, Patterson Elementary School</i>
Jen McCalley	<i>Principal, Farmington View Elementary School</i>
Jenny Taguchi	<i>Dean of Students, Poynter Middle School</i>
Jon Pede	<i>Principal, Poynter Middle School</i>
Judy Ramer	<i>K-12 Professional Learning Communities Consultant, Hillsboro School District</i>
Julie Kasper	<i>Principal, Century High School</i>
Kasia Gutierrez	<i>Principal, Jackson Elementary School</i>
Kristin Blomberg	<i>Care Coordinator/Erin's Law Teacher on Special Assignment, Hillsboro School District</i>
Lauren McFarland	<i>Assistant Principal/Athletic Director, Glencoe High School</i>
Leona Guthrie	<i>K-12 Migrant Teacher on Special Assignment, Hillsboro School District</i>

Lindsay Garcia	<i>Executive Director of Elementary Schools, Hillsboro School District</i>
Mandy Wedel	<i>K-8 Math & STEM Teacher on Special Assignment, Hillsboro School District</i>
Mariana Garcia Avilez	<i>Elementary Resource Specialist, Mooberry Elementary School</i>
Maricruz Acuña	<i>Elementary Humanities Teacher on Special Assignment, Hillsboro School District</i>
Melissa Pendergrass	<i>Coordinator of Career and College Pathways, Hillsboro School District</i>
Rachel Keniston	<i>Science Teacher, Poynter Middle School</i>
Rachel Mejia	<i>Early Learning Compliance Teacher on Special Assignment, Hillsboro School District</i>
Sarah Crane	<i>Executive Director of Elementary and Middle Schools, Hillsboro School District</i>
Sarah Keller	<i>Principal, Lenox Elementary School</i>
Terri Alexander	<i>Technology Teacher, Hilhi</i>
Xylecia Fynn Aikins	<i>7-12 Targeted and Focused Universal Supports Teacher on Special Assignment, Hillsboro School District</i>
Yessica Hardin-Mercado	<i>Equity, Access, and Engagement Teacher on Special Assignment, Hillsboro School District</i>





About Our District

Hillsboro School District is the fourth-largest public school district in the state of Oregon with 36 schools serving approximately 19,000 students in preschool through twelfth grade. We are a global majority school district that recognizes the diversity and worth of all students, individuals, and groups. We are committed to educating and providing safe and inclusive environments for everyone, regardless of any basis upon which they identify, are perceived, or have experiences.

Preparing students to achieve is at the core of everything we do. Our goal is to ensure we have highly trained staff, robust academic offerings, and a breadth of support and extra-curricular options that engage students in their learning and motivate them to both fulfill their potential and position them for success in career, college, and civic life.

Learn more about us on our website by visiting the friendly links below.

Resources

- hsd.k12.or.us/accountability
- hsd.k12.or.us/graduationrates
- hsd.k12.or.us/demographics
- hsd.k12.or.us/strategicplan

Our Plan



The Hillsboro School District's Strategic Plan was developed during a months-long process that began in August 2022 and concluded in March 2023.

Thousands of students, staff, families, and community members contributed to the development of the plan through participation in focus groups, as members of planning teams, completion of surveys, and participation in community forums.

SUPERINTENDENT

Mike Scott

BOARD OF DIRECTORS

Mark Watson, *Chair*

Erika Lopez, *Member*

Nancy Thomas, *Vice Chair*

Patrick Maguire, *Member*

Lisa Allen, *Member*

Monique Ward, *Member*

See Eun Kim, *Member*

HILLSBORO SCHOOL DISTRICT 1J
March 14, 2023
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 66: HiLight for Hillsboro School District Families

“The central office has a culture of continuous improvement and can learn, adapt and respond to the changing needs of schools.” Central office team members are empowered to innovate services to better support principals as instructional leaders. Business Office and Technology staff members are collaborating with the City of Hillsboro to transition Hillsboro School District families that were issued a Verizon Hot Spot during the pandemic period to support online learning to the new [HiLight Internet Service](#) where possible. This will provide efficiency in payments, and stability in service at a lower cost overall for keeping students connected and learning!

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

Jennifer Zavatsky, Finance Manager, is on a work group with Oregon Association of School Business Officials from around the state that is focused on Best Practices in Banking. In addition to period consultations with service providers, this lends a practical view of the best practices in both internal and external controls around banking, money transfers, account structures, and cash management. Jennifer is also running tests in a “play database” to improve the performance of the current accounting system’s auto-functions.

Finance Team – Financial Reporting, Contracts and Grants

Jeff Jones, Manager of Business Services, is preparing the 2023-24 Proposed Budget. The new award winning format requires annual updating of historical information as well as multi-year projections from the Financial Officer. The current document format was featured at the recent Oregon Association of School Business Officials “Budget Symposium” as a model of transparency and utility. The Strategic Plan will be included as well after adoption by the School Board.

Employee Benefits, Payroll, and Risk Management

Daphne Fisk, the Employee Benefits Supervisor, has been working with consultants and The Standard to develop the “Equivalent Plan” required for the Paid Leave Oregon initiative that will be implemented in the Fall. She has been developing a satisfaction survey for staff that have accessed The Standard for benefits to help determine the structures and systems required to support them during difficult times.

MaryBeth Puncochar, Risk Manager, is working in partnership with Daphne and Human Resources to develop a robust “Absence Management Program” that integrates multiple types of leave with a focus on supporting the staff member from the beginning of the experience, staying connected to them throughout a leave period, communicating with Supervisors, and returning them to work as soon as possible. Studies show that there are actionable steps that will reduce the number of and length of employee leaves, increase retention of HSD’s valuable staff members, and provide stability in services to students.

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 February donations to report that were valued at \$5,000 or more.

Workers’ Compensation Report

The table below includes workers’ compensation claims reported month to date through February 28, 2023.

The District received 11 new workers’ compensation claims for February, there have been 65 claims filed year to date. 43 were for medical costs only, and 22 included time loss. Slips and falls and being struck by students are 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	13
November	2	12	8
December	2	10	6
January	0	8	7
February	2	10	11
March	2	6	
April	4	13	
May	7	8	
June	4	9	
Yearly Total:	37	112	65

Student Incident Report

Student incident data below is month to date through February 28, 2023. Drivers for incidents are slip/fall and collision with an object. Injuries to the head were the most common body part injured (33), followed by face (10).

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	0.20	1
October	63	0.3	0	128	0.20	5
November	84	0.3	4	71	0.16	3
December	77	0.2	2	70	0.17	3
January	56	0.3	1	87	0.23	4
February	84	0.2	1	77	0.22	4
March	64	0.3	1			
April	85	0.2	1			
May	76	0.2	0			
June	22	0.2	0			
Yearly Total:	690	0.225	12	523	0.18	20

Vehicle Accidents

There were four vehicle accidents in February 2023.

General Functions

Spring is a very busy time of year in the Business Office as schools and departments are targeting their spending for the remainder of the year. Budget development is also an annual focus. HSD continues to be a state collaborator during the legislative session by providing cost information and qualitative data regarding the impact of rule changes. If you would like more information or to discuss these or other Business Office items, please contact Michelle Morrison at 503-844-1527 or morrisom@hsd.k12.or.us.

HILLSBORO SCHOOL DISTRICT HILLSBORO SCHOOL DISTRICT 1J

2022-23

MONTHLY FINANCIAL REPORT - as of February 28, 2023

	1st Quarter	October	November	December	2nd Quarter	January	February	3rd Quarter	Fiscal YTD	Budget		Fiscal YTD	
Revenues	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	2022-23	2022-23	% of Budget	2021-22	% of Budget
Taxes	\$200,975.46	\$47,334.06	\$58,147,290.13	\$28,554,502.40	\$86,749,126.59	\$1,271,070.64	\$308,469.16	\$1,579,539.80	\$88,529,641.85	\$88,485,305.00	100.05%	\$82,815,271.29	97.28%
Interest	\$96,743.35	\$39,845.00	\$95,911.84	\$254,361.84	\$390,118.68	\$278,081.26	\$226,242.14	\$504,323.40	\$991,185.43	\$500,353.00	198.10%	\$155,593.69	31.10%
Local Sources	\$238,084.45	\$36,537.47	\$554,703.97	\$122,847.36	\$714,088.80	\$125,728.67	\$222,026.91	\$347,755.58	\$1,299,928.83	\$1,798,031.00	72.30%	\$307,440.05	9.88%
Total Local	\$535,803.26	\$123,716.53	\$58,797,905.94	\$28,931,711.60	\$87,853,334.07	\$1,674,880.57	\$756,738.21	\$2,431,618.78	\$90,820,756.11	\$90,783,689.00	100.04%	\$83,278,305.03	93.84%
County/ESD	\$0.00	\$1,556,144.70	\$329,684.00	\$347,783.79	\$2,233,612.49	\$447,212.12	\$329,684.00	\$776,896.12	\$3,010,508.61	\$4,452,707.00	67.61%	\$2,658,425.70	70.41%
State Sources	\$46,854,905.33	\$11,710,064.89	\$11,964,179.14	\$11,530,926.89	\$35,205,170.92	\$11,530,926.89	\$12,960,854.74	\$24,491,781.63	\$106,551,857.88	\$150,089,995.00	70.99%	\$111,438,820.00	74.83%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Unassigned Beginning Balance*	\$9,491,915.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,491,915.00	\$11,620,812.00	81.68%	\$9,494,012.00	100.00%
Total Revenue	\$56,882,623.59	\$13,389,926.12	\$71,091,769.08	\$40,810,422.28	\$125,292,117.48	\$13,653,019.58	\$14,047,276.95	\$27,700,296.53	\$209,875,037.60	\$256,947,203.00	81.68%	\$206,869,562.73	82.44%
Expenditures													
Instruction													
Salaries	\$7,965,362.39	\$7,881,658.63	\$7,931,958.43	\$7,832,817.50	\$23,646,434.56	\$7,839,095.06	\$7,782,638.63	\$15,621,733.69	\$47,233,530.64	\$84,589,381.65	55.84%	\$42,019,269.60	50.86%
Benefits	\$3,787,333.03	\$3,895,500.77	\$3,869,325.47	\$3,819,929.95	\$11,584,756.19	\$3,780,503.05	\$3,810,465.12	\$7,590,968.17	\$22,963,057.39	\$45,603,296.86	50.35%	\$20,949,279.99	47.63%
Purchased Service	\$1,317,463.47	\$1,019,630.42	\$955,923.83	\$783,589.60	\$2,759,143.85	\$834,920.29	\$1,017,511.85	\$1,852,432.14	\$5,929,039.46	\$15,457,508.83	38.36%	\$5,286,459.54	35.91%
Supplies/Materials	\$443,351.66	\$381,815.29	\$156,941.62	\$148,423.63	\$687,180.54	\$130,105.83	\$88,539.12	\$218,644.95	\$1,349,177.15	\$5,459,407.47	24.71%	\$2,099,477.50	44.69%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,568.00	\$10,568.00	\$10,568.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$69,110.19	\$124,976.78	\$4,669.00	\$3,210.00	\$132,855.78	\$2,633.00	\$2,645.00	\$5,278.00	\$207,243.97	\$1,136,366.19	18.24%	\$189,554.94	18.58%
Total Instruction	\$13,582,620.74	\$13,303,581.89	\$12,918,818.35	\$12,587,970.68	\$38,810,370.92	\$12,587,257.23	\$12,712,367.72	\$25,299,624.95	\$77,692,616.61	\$152,245,961.00	51.03%	\$70,544,041.57	47.98%
Support Services													
Salaries	\$8,788,407.72	\$4,188,136.16	\$4,084,555.06	\$4,339,505.34	\$12,612,196.56	\$4,076,989.88	\$4,123,438.34	\$8,200,428.22	\$29,601,032.50	\$51,340,343.95	57.66%	\$25,421,728.81	48.55%
Benefits	\$4,739,797.67	\$2,245,591.86	\$2,167,184.30	\$2,283,614.40	\$6,696,390.56	\$2,267,641.98	\$2,237,716.39	\$4,505,358.37	\$15,941,546.60	\$27,678,284.20	57.60%	\$13,989,815.23	50.18%
Purchased Service	\$2,158,571.95	\$2,097,386.75	\$1,395,477.58	\$1,217,013.92	\$4,709,878.25	\$1,201,293.26	\$1,661,760.87	\$2,863,054.13	\$9,731,504.33	\$9,381,719.13	103.73%	\$8,465,013.10	90.71%
Supplies/Materials	\$1,217,138.13	\$593,685.34	\$601,142.57	\$386,335.12	\$1,581,163.03	\$660,189.52	\$361,720.55	\$1,021,910.07	\$3,820,211.23	\$3,313,511.13	115.29%	\$4,242,653.12	142.47%
Capital Purchases	\$24,340.50	\$34,087.86	\$15,349.00	\$9,268.33	\$58,705.19	\$63,316.00	\$18,360.32	\$81,676.32	\$164,722.01	\$0.00	N/A	\$78,898.62	0.00%
Other	\$1,786,523.20	\$87,332.76	\$4,633.96	\$12,417.69	\$104,384.41	\$6,271.14	\$10,674.41	\$16,945.55	\$1,907,853.16	\$689,701.59	276.62%	\$1,799,915.67	278.30%
Total Support	\$18,714,779.17	\$9,246,220.73	\$8,268,342.47	\$8,248,154.80	\$25,762,718.00	\$8,275,701.78	\$8,413,670.88	\$16,689,372.66	\$61,166,869.83	\$92,403,560.00	66.20%	\$46,665,820.13	50.07%
Community Services													
Salaries	\$66,460.24	\$29,669.60	\$32,321.28	\$31,020.46	\$93,011.34	\$30,158.34	\$29,837.31	\$59,995.65	\$219,467.23	\$295,388.40	74.30%	\$225,357.27	60.02%
Benefits	\$35,022.05	\$18,374.90	\$19,231.50	\$16,292.18	\$53,898.58	\$17,095.88	\$16,963.75	\$34,059.63	\$122,980.26	\$159,247.94	77.23%	\$122,379.16	61.22%
Purchased Service	\$10,278.45	\$4,833.74	\$4,060.95	\$2,143.67	\$11,038.36	\$6,394.05	\$1,751.81	\$8,145.86	\$29,462.67	\$53,978.04	54.58%	\$16,629.84	24.85%
Supplies/Materials	\$3,400.95	\$584.24	\$4,349.23	\$1,229.79	\$6,163.26	\$444.38	\$2,631.53	\$3,075.91	\$12,640.12	\$19,064.40	66.30%	\$3,088.12	14.46%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,968.22	N/A	\$800.00	0.00%
Total Community Services	\$115,161.69	\$53,462.48	\$59,962.96	\$50,686.10	\$164,111.54	\$54,092.65	\$51,184.40	\$105,277.05	\$384,550.28	\$531,647.00	72.33%	\$323,699.10	48.44%
Capital Projects													
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Debt Service Payment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	-\$2,673.85	0.00%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Contingency/Ending Balance	\$9,182,658.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,182,658.00	\$11,766,035.00	78.04%	\$9,491,915.00	94.57%
Total Expenditures	\$41,595,219.60	\$22,603,265.10	\$21,247,123.78	\$20,886,811.58	\$64,737,200.46	\$20,917,051.66	\$21,177,223.00	\$42,094,274.66	\$148,426,694.72	\$256,947,203.00	57.77%	\$127,022,801.95	50.62%

* Excludes Internal Service Fund and Assigned Fund Balance

HILLSBORO SCHOOL DISTRICT 1J
March 14, 2023
ACCEPT GIFTS AND DONATIONS
(as of February 28, 2023)

SITUATION

District Policy KH states that the District may receive donations of gifts that may serve to enhance and extend the work of the District, subject to Board approval. Individuals who desire to make contributions are encouraged to consider donations for equipment or services that are not likely to be acquired from public fund expenditures.

The purpose of this report is to describe to the Board the donations received that are valued at \$5,000 or more.

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

RECOMMENDATION

No action recommended.

HILLSBORO SCHOOL DISTRICT 1J
March 14, 2023
INFORMATION – ADMINISTRATIVE REGULATION UPDATE

SITUATION

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

Policy language must meet the following criteria:

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

The following administrative regulation (AR) has proposed changes:

- Policies in Section I – Instruction
 - IGBB-AR: Complaints Regarding the Talented and Gifted Program
 - IGBBA-AR: Appeal Procedure for Talented and Gifted Student Identification and Placement

RECOMMENDATION

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



Code: **IGBBC-AR**
Revised/Reviewed: 2/24/09; 5/28/19
Orig. Code: IGBBC-AR

Complaints Regarding the Talented and Gifted Program and/or Services

The following procedure will be utilized when complaints arise regarding the District's talented and gifted programs and services ("TAG").

All complaints regarding TAG will be reported to the Superintendent or designee. The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out and submitted to the Superintendent's office before further consideration can be given to the complaint. ~~A form is available, but not required.~~ The Superintendent or designee may use the form to document and gather relevant information.

1. Upon receipt of a TAG complaint, the Superintendent or designee shall arrange for a review committee consisting of the District TAG specialists.
2. The review committee shall meet within two working days of receiving the ~~written~~ complaint and review all pertinent information. ~~A recommendation from the review committee will be submitted to the Superintendent within 10 working days of receiving the written complaint;~~

The review committee may recommend that:

- a. The programs or services are appropriate; or
- b. The programs or services are not appropriate.

A recommendation from the review committee will be submitted to the Superintendent within 10 working days of receiving the original complaint.

3. The Superintendent shall ~~report the recommendations of the~~ review the committee's ~~to the Board at the next regularly scheduled Board meeting~~ recommendation and make a decision. The Superintendent will issue a decision within 10 working days of receiving the recommendation.
4. ~~After consideration of the recommendations, if any, issued by the review committee, the Board will make a decision, and issue a decision within 20 days of the Board meeting.~~ If dissatisfied with the Superintendent's or designee's decision, the complainant may submit an appeal to the Board within five working days of receiving the decision. The Board will review the findings and conclusion to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.

5. The complainant may appeal a final decision by the District with the Oregon Department of Education (ODE) pursuant to Oregon Administrative Rule (OAR) 581-002-0005. The District shall provide a copy of the appropriate Oregon Administrative Rule upon request.

The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with the superintendent or designee.¹

¹ The timelines may be extended upon written agreement between both parties.

Talented and Gifted Standards Complaint Form

Name _____

Address _____

Phone (Daytime) _____ (Evenings) _____

[\(Email\)](#) _____

Date of Complaint _____

1. What is the nature of your complaint? _____

2. What is the District currently doing? _____

3. In your opinion, in what way is this situation a violation of state standards?

4. What do you feel the District should be doing? _____

5. Other pertinent comments _____

Signature: _____



Code: **IGBBA-AR**
Revised/Reviewed: 5/17; 2/25/20
Orig. Code: IGBBA-AR

Appeal Procedure for Talented and Gifted Student Identification and Placement**

The Board has established an appeal process for parents to utilize if they are dissatisfied with the identification process and/or placement of their student in the District program for talented and gifted (TAG) students, and wish to request reconsideration. The District's desire and intent is to reach satisfactory solutions during the informal process:

Informal Process

1. The parents will contact the building TAG coordinator and building principal to request reconsideration.
2. The building TAG coordinator will confer or meet with the parents, and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.), within 10 school days of the request. Information pertinent to the selection or placement will be shared.
3. If an agreement cannot be reached, the parents may initiate the Formal Process.

Formal Process

1. Parents shall submit a written request for reconsideration of the identification and/or placement to an Office of School Performance (OSP) administrator or designee within 10 school days of the conference identified above.
2. The OSP administrator or designee shall acknowledge in writing the receipt of the request within five school days, and shall forward copies of the request and acknowledgment to the TAG coordinator.
3. The OSP administrator or designee, TAG coordinator, and other appropriate administrator shall review the student's file and earlier decisions within 15 school days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision. Parents may be provided an opportunity to present additional evidence.

If deemed necessary, a formal hearing will be conducted by the District hearings officer, utilizing the appropriate procedures.

4. A decision will be made within 25 school days after receipt of the written request for reconsideration from the parents. The parents shall be notified of the decision in writing and the decision shall be forwarded to the Superintendent or designee.

Appeal Procedure for Talented and Gifted Student Identification and Placement**

5. The decision may be appealed to the Board through procedures ~~found in IGBBC-AR—Complaints Regarding the Talented and Gifted Program~~ in Board policy KL – Public Complaints and may begin at Step 3.
6. If the parents are still dissatisfied, the parents may file an appeal to the Deputy Superintendent of Public Instruction, under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The District shall provide a copy of the OARs upon request.

HILLSBORO SCHOOL DISTRICT 1J
March 14, 2023
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 I – Instruction
 - * IGBB: Talented and Gifted Program
 - * IGBBA: Talented and Gifted Students - Identification
 - * IGBBC: Talented and Gifted Services

RECOMMENDATION

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



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

Talented and Gifted Program

The District is committed to an educational program that recognizes, identifies, and serves the unique strengths and needs of students identified as talented and gifted. ~~students. It is a shared responsibility between the District, staff and parents to work as a team in selecting instructional programs and services to allow the able and gifted student to receive motivation at their appropriate level.~~ Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability ~~are those who have been identified as academically talented and/or intellectually gifted.~~

The Board directs the Superintendent to develop procedures for identifying academically talented and intellectually gifted students. [(See Board policy IGBBA – Talented and Gifted Students – Identification**)]

The Board further directs the Superintendent to develop a written plan ~~that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students. All required written course statements shall identify the academic instructional programs and services which shall be provided.~~ of instruction for talented and gifted students, [in accordance with law,] [that:

1. Includes a statement of the District policy on the education of talented and gifted students (this policy);
2. Identifies and assesses special talented and gifted programs and services available in the District;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the District provides parents an opportunity to discuss and to provide input on programs and services for their child;
6. Describes how the District will evaluate progress of the plan; and
7. States the name and contact information for the District's talented and gifted designee.¹]

[The District shall submit such plan to the Oregon Department of Education (ODE) as directed.]

¹ For the list of complete requirements of the plan, see ORS 343.397(1).

~~The plan will include District-level student learning goals, procedures to foster each identified student's attainment of appropriate goals, strategies to identify and access parent community-based resources and selecting programs and services for their talented and gifted students.~~

~~[The plan will be provided at the school or the District office, when requested, and will be published on the District's website. The District website shall provide the name and contact information of the District's coordinator of special education and programs for talented and gifted.] [The District will annually report the name and contact information of the District's TAG coordinator to ODE.]~~

~~Students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, shall be identified.~~

~~[The District may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing; leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.]~~

~~Complaints regarding programs and/or services can be filed in accordance with [Board Policy KL—Public Complaints, beginning at [Step 2]. The superintendent or designee may choose to convene a committee in making a decision.] [the procedure in the accompanying administrative regulation, IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services.]~~

END OF POLICY

Legal Reference(s):

[ORS 343.391 - 343.401](#)
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)



Code: IGBBA
Adopted: 10/24/17
Revised/Readopted: 2/25/20
Orig. Code: IGBBA

Talented and Gifted Students – Identification**

In order to serve ~~academically~~ talented and ~~intellectually~~ gifted (“TAG”) students in grades K through 12, the District directs the Superintendent or designee to establish ~~an a-written~~ identification process.

This process of identification shall include ~~at~~, ~~as~~ a minimum:

- ~~1. Behavioral, learning, and/or performance information.~~
- ~~2. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.~~
- ~~3. A nationally standardized academic achievement test of language arts or mathematics for assistance in identifying academically talented students.~~
- ~~4. The use of research-based best practices to identify all talented and gifted students, including students from under-represented populations, such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse, or economically disadvantaged.~~
- 5.1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
- 6.2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
- 7.3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
 - c. Students who are culturally and/or linguistically diverse;
 - d. Students experiencing poverty; and
 - e. Students experiencing high mobility.
- 8.4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.

9.5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team's decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

~~[The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.]~~

~~[Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon's content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.]~~

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

~~Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, may be identified.~~

If a parent is ~~(s) are~~ dissatisfied with the identification process or placement of their student~~students~~, they may submit an appeal ~~the decision~~ through ~~(Use KL or keep the current IGBBA-AR?)~~ [Board policy KL - Public Complaints and begin at [Step 2] with the superintendent [or designee]] [the accompanying administrative regulation, IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement**].

After exhausting the District's appeal procedure and receiving the District's final decision, a parent(s) may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The District shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.409](#)

[ORS 343.411](#)
[OAR 581-021-0030](#)
[OAR 581-022-2325](#)

[OAR 581-022-2330](#)
[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Cross Reference(s):

IGBBC - Talented and Gifted - Programs and Services
IGBBD - Talented and Gifted – Parent Notification and Participation



Code: **IGBBC**
Adopted: 11/18/14
Revised/Readopted: 6/11/19; 2/23/21
Orig. Code: IGBBC

Talented and Gifted Services**

It is the mission of the Hillsboro School District to engage and challenge all learners to ensure academic excellence. As a traditionally underserved population of students, the District invests in meeting the unique academic and social-emotional needs of talented and gifted students. The District provides appropriately challenging curriculum and individualized instructional pacing to ensure academic excellence. It is our goal to support each student in reaching his or her potential as a learner.

A written plan will be developed for talented and gifted services. All required written course statements shall identify the academic instructional services to be provided which address the assessed levels and accelerated rates of learning in identified talented and gifted students. The Superintendent or designee may remove any administrative barriers that exist which restrict student access to appropriate services, and will develop service options. These options may include, but are not limited to, the following:

1. Early entrance;
2. Whole grade acceleration;
3. Cluster grouping in regular classes;
4. Continuous progress;
5. Cross grade grouping;
6. Compacted/Accelerated curriculum;
7. Advanced Placement classes;
8. Honors classes/options;
9. Independent study/projects;
10. Credit by Proficiency;
11. Concurrent enrollment;
12. Mentorship/Internship;
13. Academic competitions;

14. Flexible pacing; or
15. Flexible grouping with interest-area and/or learning-style emphasis.

A parent or guardian may utilize the appeal procedure found in administrative regulation IGBBA-AR – Appeal Procedure for Talented and Gifted Identification and Placement when they are dissatisfied with the identification or placement process of their student, and wish to request reconsideration.

A complaint procedure for a complaint regarding the appropriateness of services provided for a student identified as talented and gifted is found in administrative regulation IGBBC-AR – Complaints Regarding the Talented and Gifted Program, and is available at the District’s administrative office and on the home page of the District’s website. The complainant may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of these OARs upon request.

END OF POLICY

Legal Reference(s):

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Cross Reference(s):

IGBBA - Talented and Gifted Students – Identification
IGBBD - Talented and Gifted – Parent Notification and Participation