

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

**Board Meeting Agenda**  
**Tuesday, June 18, 2024**  
**5:15 PM**

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

1. **5:15 PM - Executive Session**
  - A. Call to Order Executive Session  
Presenter: Mark Watson  
Time: 5:15 PM
  - B. ORS 192.660(2)(i) - Evaluation of the Superintendent  
Presenters: Mark Watson  
Time: 5:15 PM, 15 minutes
  - C. Recess Executive Session  
Presenter: Mark Watson  
Time: 5:30 PM
2. **5:30 PM - Work Session**
  - A. Call to Order  
Presenter: Mark Watson  
Time: 5:30 PM
  - B. Educational Equity Advisory Committee Update 6  
Presenter: Francesca Sinapi  
Time: 5:30 PM, 30 minutes
  - C. Integrated Pest Management Overview 7  
Presenter: Saideh Haghighi Khochkhou / William Wenzloff  
Time: 6:00 PM, 10 minutes
  - D. Announce Community Curriculum Advisory Committee Vacancies 8  
Presenter: Brooke Nova  
Time: 6:10 PM, 5 minutes
  - E. Announce Budget Committee Vacancies 12  
Presenter: Michelle Morrison  
Time: 6:15 PM, 5 minutes
  - F. Announce Education Equity Advisory Committee Vacancies 13  
Presenter: Francesca Sinapi  
Time: 6:20 PM, 5 minutes
  - G. Memorandum of Agreement for Non-Union Employees 14  
Presenters: Kona Lew-Williams / Michelle Morrison  
Time: 6:25 PM, 10 minutes
  - H. Board Leadership Planning 15  
Presenter: Mark Watson  
Time: 6:35 PM, 10 minutes
  - I. Recess Work Session  
Presenter: Mark Watson  
Time: 6:45 PM
3. **7:00 PM - Regular Session**
  - A. Call to Order and Flag Salute  
Presenter: Mark Watson

	Time: 7:00 PM, 5 minutes	
B.	Land Acknowledgement	16
	Presenter: Mark Watson	
	Time: 7:05 PM, 5 minutes	
C.	Recognition	
	Presenter: Mark Watson	
	Time: 7:10 PM, 10 minutes	
	1. Outgoing Student Representatives	17
D.	Approval of Agenda	
	Presenter: Mark Watson	
	Time: 7:20 PM, 5 minutes	
	<b>SAMPLE MOTION: I move that the Board of Directors approve the Agenda as printed.</b>	
E.	Audience Time	
	Presenter: Mark Watson	
	Time: 7:25 PM, 5 minutes	
F.	Consent Agenda	
	<i>Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.</i>	
	Presenter: Mark Watson	
	Time: 7:30 PM, 5 minutes	
	<b>SAMPLE MOTION: I move that the Board of Directors approve the Consent Agenda as printed.</b>	
	1. Approve Minutes of May 28, 2024, Board Meeting	18
	2. Approve Routine Personnel Matters	24
	3. Approve Policies	26
	a. A/B - Board Governance and Operations	
	1) AC: Nondiscrimination	28
	2) BBF: Board Member Standards of Conduct	30
	3) BBFC: Reporting of Suspected Abuse of a Child	32
	b. C - General School Administration	
	1) CB: District Superintendent	33
	2) CBC: Superintendent's Contract and Benefits	34
	c. D - Fiscal Management	
	1) DJC: Bidding Requirements	36
	2) DJCA: Personal Service Contracts	43
	d. E - Support Services	
	1) EBC: Emergency Plan and First Aid	44
	2) EBCA: Safety Threats	46
	3) EBCB: Emergency Procedure Drills and Instruction	47
	e. G - Personnel	
	1) GC: Licensed Staff Positions	49
	f. I - Instruction	
	1) IGBAF: Special Education - Individual Education Program (IEP)	50
	2) IGBAF-AR: Special Education - Individual Education Program (IEP)	51
	3) IGBAG: Special Education - Procedural Safeguards	60
	g. J - Students	
	1) JGAB: Use of Restraint or Seclusion	63
	2) JHFE/GBNAB: Suspected Abuse of a Child Reporting Requirements	68

3) JHFE/GBNAB-AR(1): Reporting of Suspected Abuse of a Child

4. Approve Annual Clerk / Officer Designations
5. Approve Annual Depository, Auditor, Legal Counsel, Newspaper, and Agent Designations
6. Approve Crime Policy Coverage Limits
7. Establish 2024-25 Mileage Reimbursement Rate
8. Tuition Rates for Non-Resident Students

G. **Open Budget Hearing**

1. Budget Hearing

Presenter: Michelle Morrison

Time: 7:35 PM, 15 minutes

a. Budget Hearing - Public Testimony

Presenter: Mark Watson

b. Adopt Resolutions to Adopt the 2024-25 Budget, Appropriate 2024-25 Budget, and Impose 2024–25 Taxes and Categorize the Levy

Presenter: Michelle Morrison

**SAMPLE MOTION: I move that the Board of Directors adopt the Resolutions to Adopt the 2024-25 Budget, Appropriate the 2024-25 Budget, and Impose 2024–25 Taxes and Categorize the Levy, as shown in the June 18, 2024, Board meeting packet.**

H. Action Items

1. Notice of Intent to Contract for Energy Services for Liberty High School Boilers

Presenter: Saideh Haghighi Khochkhon

Time: 7:50 PM, 5 minutes

**SAMPLE MOTIONS: I move that the Board of Directors approve the Energy Services Company (ESCO) currently under contract for the Liberty High School HVAC control system replacement to also include the boiler replacement project to their scope of work for summer 2024 completion.**

2. Approve Memorandum of Agreement for Non-Union Employees

Presenter: Kona Lew-Williams

Time: 7:55 PM, 5 minutes

**SAMPLE MOTION: I move that the Board of Directors approve the 2024-27 individual contract with non-union employees including the recommended MOA revisions, and GSI and health benefit contributions in alignment with the licensed bargain agreement.**

3. Accept Recommendation and Appoint Student Representatives to the Board of Directors

Presenter: Mark Watson

Time: 8:00 PM, 10 minutes

**SAMPLE MOTION: I move that the Board of Directors accept the recommendation of the interview committee and appoint Gwen Kondor from Century High School, Kal Sibbel from Liberty High School, and Abraham Staffa from Hillsboro Online Academy to serve as Student Representatives to the Board of Directors for the 2024-25 school year.**

4. Approve Integrated Pest Management Plan

Presenter: Saideh Haghighi Khochkhon

Time: 8:10 PM, 5 minutes

**SAMPLE MOTION: I move that the Board of Directors approve the annual revisions of the Integrated Pest Management Plan.**

I. Reports and Discussion

1. Financial Report  
Presenter: Michelle Morrison  
Time: 8:15 PM, 5 minutes
2. Hillsboro Classified United End of Year Wrap Up  
Presenter: HCU Leadership  
Time: 8:20 PM, 5 minutes

J. Policies - First Reading

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

Presenter: Travis Reiman

1. C - General School Administration
  - a. CCG: Evaluation of Administrators  
Presenter: Kona Lew-Williams
2. E - Support Services
  - a. EBBA: Student Health Services  
Presenter: Brooke Nova
  - b. EBBAA: Infection Control and Bloodborne Pathogens  
Presenter: Brooke Nova
3. G - Personnel
  - a. GB: General Personnel Policies  
Presenter: Michelle Morrison
  - b. GBEB: Communicable Diseases in School  
Presenter: Brooke Nova
  - c. GBEB: Staff with HIV, AIDS, and HBV  
Presenter: Brooke Nova
  - d. GBN/JGA: Sexual Harassment  
Presenter: Kona Lew-Williams
  - e. GBNAB/JHFE: Suspected Abuse of a Child Reporting Requirements  
Presenter: Kona Lew-Williams
  - f. GBNAB/JHFE-AR(1): Reporting of Suspected Abuse of a Child  
Presenter: Kona Lew-Williams
4. J - Students
  - a. JBA/GBN: Sexual Harassment  
Presenter: Kona Lew-Williams
  - b. JHC: Student Health Services and Requirements  
Presenter: Brooke Nova
  - c. JHCA/JHCB: Immunizations and School Sports Participation  
Presenter: Brooke Nova
  - d. JHCC: Communicable Diseases - Student  
Presenter: Brooke Nova
  - e. JHCCA: Students - HIV, HBV, and AIDS  
Presenter: Brooke Nova
  - f. JHCCF: Pediculosis (Head Lice)  
Presenter: Brooke Nova
  - g. JOA: Directory Information

- Presenter: Jordan Beveridge
- h. JOB: Personally Identifiable Information  
Presenter: Jordan Beveridge
- K. Information - Administrative Regulation Update  
Presenter: Travis Reiman
  - 1. E - Support Services
    - a. EBBA-AR: First Aid - Infection Control  
Presenter: Brooke Nova
  - 2. G - Personnel
    - a. GBEB-AR: Communicable Diseases in Schools  
Presenter: Brooke Nova
  - 3. J - Students
    - a. JHCC-AR: Communicable Diseases - Student  
Presenter: Brooke Nova
    - b. JOA-AR: Release of Information Opt-Out Form  
Presenter: Jordan Beveridge
- L. HCU / HEA Reports  
Presenter: Mark Watson  
Time: 8:25 PM, 10 minutes
- M. Discussion Time  
Presenter: Mark Watson  
Time: 8:35 PM, 10 minutes
  - 1. Student Representatives' Time
  - 2. Superintendent's Time
  - 3. Board of Directors' Time
- N. Adjourn Regular Session  
Presenter: Mark Watson  
Time: 8:45 PM
- O. Next Meetings of the Board of Directors
  - July 2, 2024, Organizational Meeting
  - August 13, 2024, Full-Day Retreat

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**June 18, 2024**  
**EDUCATIONAL EQUITY ADVISORY COMMITTEE UPDATE**

**SITUATION**

The Board of Directors will receive an update on the progress and recommendations from our Educational Equity Advisory Committee (EEAC) in accordance with SB 732.

Our goal at the Hillsboro School District is to ensure consistent, predictable, and equitable learning, support, and resources for all staff, students, and families. We believe that it is the responsibility of a PK-12+ system to approach this work in a phased manner, leveraging the expertise of our community partners. The EEAC has collaborated extensively to develop focused recommendations.

The Hillsboro School District comprises a diverse, cross-sector, and collaborative team that represents students and works in partnership with the broader community to support our educational mission.

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**June 18, 2024**  
**INTEGRATED PEST MANAGEMENT OVERVIEW**

**SITUATION**

Integrated Pest Management (IPM) is an effective and environmentally sensitive approach to pest management that relies on multiple practices. The IPM Plan required by [ORS 634.700-.750](#) focuses on long-term prevention or suppression of pest problems through economically sound measures that include a focus on non-chemical pest control measures while protecting the health and safety of students and staff. This plan overview will highlight the following:

- What is an IPM Plan
- Tenants of an IPM Plan
- Benefit of IPM
- Low Impact Pesticides
- Pest Management
- Plant Health and Sustainability
- Pest Prevention Through Design

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**June 18, 2024**  
**ANNOUNCE COMMUNITY CURRICULUM ADVISORY COMMITTEE VACANCIES**

**SITUATION**

In accordance with policy IFF: Community Curriculum Advisory Committee, the Board of Directors has established the Community Curriculum Advisory Committee (CCAC) to provide for community involvement in the development of the schools' curriculum and instructional programs, and input into those curricular areas identified by the Board. The CCAC consists of parents and/or community members who reside in the District attendance area, and includes student representation, as appropriate. The Board, in consultation with the CCAC chair and District staff, determines the number of participants that is sufficient to fulfill the responsibilities of the committee.

CCAC members are appointed by the Board. The term of service for CCAC members is two years, and terms are staggered so that one-half of members' terms end each year.

Each June, the Board identifies and announces vacant CCAC positions. Applications from interested persons must be received by September 13, 2024. Such applications will include a signed statement that the applicant is willing to serve as a member of the CCAC, and adhere to the policies of the District. CCAC members may apply for reinstatement and be appointed by the Board to serve as many consecutive terms as are deemed appropriate.

In September, the Board will review the names of persons filing applications, and persons who have served previously and are willing to be reappointed. During the first regular meeting in September, the Board will appoint persons to fill the vacant positions. The new members will be appointed in time to participate in the first 2024-25 CCAC meeting, which is scheduled for October 7, 2024.

In 2014, the Board agreed that the number of adult members serving on the committee in previous years (14) would serve as a baseline for the CCAC, with a goal of appointing up to six student members. If more or fewer qualified candidates apply, the Board, in consultation with District staff and the CCAC chair, will have the discretion to adjust the number of members, and define the process for appointing them.

Information regarding CCAC members who have remained active on the committee throughout the 2023-24 school year is provided below:

- Six CCAC members have continuing terms.
- All of the former student members have graduated, and we'll be recruiting student members in the fall.
- CCAC members whose terms are ending have been invited to reapply.



At this time, CCAC leaders and District staff recommend that a combination of eight new/reinstated committee members and six new student members be appointed. Together with the six continuing members whose terms will not expire until June 2025, this will result in a committee of 14 community members plus six student members. The Board can adjust the number of appointees depending on the number of qualified applicants who apply.

District staff will continue to advertise CCAC openings during the summer, in order to recruit community members with diverse perspectives to serve on the committee.

## **RECOMMENDATION**

The Superintendent recommends that the Board of Directors announce the Community Curriculum Advisory Committee vacancies and direct the administration to publicize the vacancies.



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

**Community Curriculum Advisory Committee /  
Comité Comunitario Asesor de Currículo**

**2024-2025 Committee Member List / Lista de los miembros del comité**

<b>Position</b>	<b>Members</b>	<b>Term Ends</b>	<b>Status</b>
1	<i>Jennifer Bell</i>	June 30, 2024	Open
2	Alili Cardenas Verduzco	June 30, 2025	Continue Term
3	<i>Heather Riggs</i>	June 30, 2024	Open
4	<i>David Eppelsheimer</i>	June 30, 2024	Open
5	Annie Tronco	June 30, 2025	Continue Term
6	Khalid Abughazaleh	June 30, 2025	Continue Term
7	<i>Opra Alvord</i>	June 30, 2024	Open
8	<i>Chris Adzima</i>	June 30, 2024	Open
9	Joe Everton	June 30, 2025	Continue Term
10	Natalie Larson	June 30, 2025	Continue Term



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11	Michael Smith	June 30, 2025	Continue Term
12	Hannah Holt	June 30, 2024	Continue Term
13	<i>Philip Norman Rogers- Deceased</i>	June 30, 2025	Open
14	<i>Jaci Spross</i>	June 30, 2024	Open
<b>Student Position</b>	<b>Student Members</b>	<b>Term Ends</b>	<b>Status</b>
1 GHS	<i>Macie Niebergall-GHS</i>	June 30, 2024	Open
2 CHS	<i>Giselle Rojas Sierra-CHS</i>	June 30, 2024	Open
3 OSC	<i>Daisy Jacobo Nolasco- OSC/LHS</i>	June 30, 2024	Open
4 HHS	<i>Jason Lloyd-GHS</i>	June 30, 2024	Open
5 LHS	<i>Sara Lacayo Lopez CHS</i>	June 30, 2024	Open
6 HOA	<i>Mindy Moradi-GHS</i>	June 30, 2024	Open

**HILLSBORO SCHOOL DISTRICT 1J**  
**June 18, 2024**  
**ANNOUNCE BUDGET COMMITTEE VACANCIES**

**SITUATION**

The Hillsboro School District Budget Committee consists of seven members appointed by the Board, plus the seven elected Board members. To be eligible for appointment, Budget Committee members must live and be registered to vote in the District; and must not be officers, agents, or employees of the District. The appointed positions are for three-year terms with staggered expiration dates.

[Policy DBEA: Budget Committee](#) requires the public announcement of vacancies on the Budget Committee. Each June, the Board identifies and announces vacant Budget Committee positions. Applications from interested persons must be received by November 1, 2024. Such applications will include a signed statement that the applicant is willing to serve as a member of the Budget Committee and adhere to the policies of the District. The Board may appoint Budget Committee members for as many consecutive terms as are deemed appropriate. In November, the Board will review the names of persons filing applications and persons who have served previously and are willing to be reappointed, and determine the selection process. At the Board meeting in December, the Board will appoint candidates to fill the vacant positions.

[Policy BCF: Advisory Committees to the Board](#) requires that the composition of advisory committees (including the Budget Committee) are representative of the student demographics of the District and will take into account the specific committee tasks.

There are two positions currently vacant and one Budget Committee position will expire on June 30, 2024:

<b>POSITION</b>	<b>EXPIRES</b>	<b>HELD BY</b>	<b>NOTES</b>
3*	June 30, 2024	VACANT	Position 3 was appointed and vacated in the 2022-23 school year.
4	June 30, 2024	Kristine Adams-Wannberg	
5	June 30, 2024	VACANT	Position 5 has been vacant for an extended period of time.

\*Oregon law provides that if an appointive member is unable to serve the full term for which the member was appointed, or an appointive member resigns prior to completion of the term, the governing body shall fill the vacancy by appointment for the unexpired term (ORS 294.414).

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors announce the Budget Committee vacancies and direct the administration to publicize the vacancies.

**HILLSBORO SCHOOL DISTRICT 1J**  
**June 18, 2024**  
**ANNOUNCE EDUCATION EQUITY ADVISORY COMMITTEE VACANCIES**

**SITUATION**

In accordance with [SB 732](#), the Hillsboro School District formed an Education Equity Advisory Committee (EEAC) to make recommendations to the Superintendent and Board of Directors related to equity and corresponding practices. The committee is composed of parents, caregivers, employees, students, and community members from the District, with intentional efforts to ensure that the diversity of identities and experiences in the community is reflected. The Superintendent and Board of Directors, in consultation with the EEAC chair and District staff, determine the number of participants sufficient to fulfill the committee's responsibilities.

EEAC members are approved by the Superintendent and the Board of Directors. The term of service for EEAC members is two years.

Applications from interested persons must be received by June 28, 2024. Such applications will include a signed statement that the applicant is willing to serve as a member of the EEAC and adhere to the policies of the District. The new members will be approved in time to participate in the first 2024-25 EEAC meeting this Fall.

District staff will continue to advertise EEAC openings during the month of June to recruit community members with diverse perspectives to serve on the committee.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors announce the Educational Equity Advisory Committee vacancies and direct the administration to publicize the vacancies.

**HILLSBORO SCHOOL DISTRICT 1J**  
**June 18, 2024**  
**MEMORANDUM OF AGREEMENT FOR NON-UNION EMPLOYEES**

**SITUATION**

The executive management staff, administrators, confidential, and supervisory-technical employees are not included in a bargaining unit. The Board authorizes their compensation after receiving recommendations from the Human Resources Officer. There is an action item scheduled for the Regular Session later this evening to approve the 2024-27 Memorandum of Agreement (MOA).

Per the current MOA, the Human Resources Officer has hosted annual meetings to gather feedback from administrators and supervisory-technical employees. The feedback is used in part to determine whether or not Hillsboro is competitive for recruitment and retention purposes. Although many topics were discussed and clarified, affordable insurance coverage for families is an ongoing and common concern.

Licensed and Classified staff members have the advantage of an insurance premium subsidy from carefully structured insurance pools. The subsidy for full family coverage provides access to no/low monthly payroll deductions for the “Preferred Plan” options (high deductible coupled with a Health Reimbursement Arrangement {HRA}). Without the benefit of the insurance pool subsidy, Non-Union employees experience payroll deductions that may be hundreds of dollars over the District insurance contribution for the same coverage. This misalignment creates a barrier for recruitment and retention.

*A recommended revision to the Benefits Section of the MOA includes the following statement: “The monthly premium cost to employees participating in the “Preferred Plan” options of medical, dental, and vision plans will align with those of the Licensed Bargaining Agreement.”*

The remainder of the current Memorandum of Agreement (MOA) will remain in status quo for the General Salary Increase (GSI) and insurance benefits until an agreement has been made with the licensed union. Once an agreement is reached, the non-represented staff will receive the same GSI as the licensed staff. Effective July 1, 2024, all other elements of the MOA will go into effect for non-union staff.

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**June 18, 2024**  
**BOARD LEADERSHIP PLANNING**

**SITUATION**

The Board takes time each year to discuss the election of officers for the subsequent year. According to policy BC/BCA: Board Organization/Board Organizational Meeting the election of Chair and Vice Chair will take place no later than July 31. All seven Board members are eligible to run for office. The Board Chair will facilitate a discussion that allows each Board member to express an interest in running for office, and gives Board members an opportunity to ask questions, express the qualities they would like to see in the Chair and Vice Chair, and consider the decisions they must make for leadership.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors discuss Board leadership planning for 2024-25 school year.

**HILLSBORO SCHOOL DISTRICT 1J  
BOARD OF DIRECTORS 2023-2024  
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.*



**HILLSBORO SCHOOL DISTRICT 1J**  
**June 18, 2024**  
**RECOGNITION – OUTGOING STUDENT REPRESENTATIVES**

**SITUATION**

Because the Board recognizes the value of students' input on matters that are important to them, Board members established a position of "Student Representative to the Board of Directors," beginning with the 2018-19 school year. Last June, RJ Panlilio from Glencoe High School, Hadley Brathapan from Hillsboro High School, and Aliannah Shalika from Oak Street Campus were appointed to serve as the Student Representatives to the Board of Directors in the Hillsboro School District.

Throughout the year, RJ, Hadley, and Aliannah have invested countless hours studying Board meeting materials and preparing to discuss agenda items; speaking to the interests of students, not only during Board meetings, but by advocating to legislators for adequate and stable school funding; and representing the District at a variety of events. RJ, Hadley, and Aliannah have served as liaisons, maintaining open channels of communication between the Board and students.

RJ, Hadley and Aliannah's terms of service end this month, and we take this opportunity to thank them sincerely for their dedication and valuable service and wish them success as they complete their high school education and move forward into their future endeavors.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors recognize and thank Student Representatives RJ Panlilio, Hadley Brathapan, and Aliannah Shalika for their dedication and valuable service to the Hillsboro School District.

**DRAFT**

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

May 28, 2024

District Administration Center, 3083 NE 49<sup>th</sup> Place, Hillsboro, Oregon

**1. WORK SESSION**

<b>Board Present:</b>	<b>Staff Present:</b>
Mark Watson, Chair	Travis Reiman, Superintendent
Ivette Pantoja, Vice Chair	Brooke Nova, Assistant Superintendent, Academic Services
See Eun Kim, virtual	Beth Graser, Communications Officer
Erika Lopez	Kona Lew-Williams, Human Resources Officer
Nancy Thomas	Michelle Morrison, Financial Officer
Monique Ward	Saideh Haghighi Khochkhou, Operations Officer
	Jordan Beveridge, Information Technology Officer
<b>Student Representatives Present:</b>	Elaine Fox, Executive Director of Student Services
Hadley Brathapan	Wendy Ramos, Director of Student Services
	Amy Schroeder, Director of Student Services
<b>Others Present:</b>	Chelsea Pollick, Director of Student Services
Jeffrey Dalin, Mayor Cornelius	Jennette Ferrill, Manager - Lead District Nurse
Peter Brandom, City Manager Cornelius	Rose Roman, Executive Assistant to the Board
John Colgan, City Councilor Cornelius	Ciara Hartzell, Technology Support
Eden Lopez, City Councilor Cornelius	John Garcia, Technology Support
Dan Goldman, NWRESO Superintendent	Antonio Hernandez, Language Liaison
Dorian Russell, NWRESO Candidate	

- A. Call to Order Work Session  
Board Chair Mark Watson called the work session to order at 5:17 PM.
  
- B. City of Cornelius  
City of Cornelius, HSD Board members and Cabinet members introduced themselves. City of Cornelius dignitaries discussed issues in the city. Board members asked questions and made comments.
  
- C. Student Services Department Overview: Meeting the Needs of Diverse Learners  
Assistant Superintendent Brooke Nova introduced the topic. Executive Director of Student Services Elaine Fox discussed inclusion blueprint, NSI, implementation of SM 819, abbreviated day rules/756, parent partnerships, and partnership with ODE/FACT. Director of Student Services Wendy Ramos discussed transition services. Director of Student Services Amy Schroeder discussed professional development, partnership with NWRESO and community partners, and communication structures. Director of Student Services Chelsea Pollick discussed HSD safety and behavior, and gave a look ahead to next year. Lead District Nurse Jennette Ferrill discussed the HSD school health program, school-based health center, and health screenings administered this year. Board members asked questions and made comments.

- D. Meet NWRESD Board of Directors Candidate  
Board Chair Mark Watson introduced NWRESD Superintendent Dan Goldman and NWRESD candidate Dorian Russell. Dorian Russell introduced themselves. Board members made comments.
  
- E. Recess Work Session  
Board Chair Mark Watson recessed the work session at 6:46 PM.

## 2. **REGULAR SESSION**

<u>Board Present:</u>	<u>Staff Present:</u>
Mark Watson, Chair	Travis Reiman, Superintendent
Ivette Pantoja, Vice Chair	Brooke Nova, Assistant Superintendent, Academic Services
See Eun Kim	Beth Graser, Communications Officer
Erika Lopez	Kona Lew-Williams, Human Resources Officer
Nancy Thomas	Michelle Morrison, Financial Officer
Monique Ward	Saideh Haghighi Khochkhou, Operations Officer
	Jordan Beveridge, Information Technology Officer
<u>Student Representatives Present:</u>	Rose Roman, Executive Assistant to the Board
Hadley Brathapan	Ciara Hartzell, Technology Support
	John Garcia, Technology Support
<u>Others Present:</u>	Anabella Salkind, Language Liaison
Aron Carleson, HSF	Mary Kay Babcock, HEA President
Matt Brennan, HSF Development	
Laura Bekken, Past President	
Jake Mead, Treasurer	

- A. Call to Order and Flag Salute  
Board Chair Mark Watson reconvened the meeting at 7:04 PM and led the Pledge of Allegiance.
- B. Land Acknowledgement  
Board Chair Mark Watson read the Land Acknowledgement.
- C. Recognition / Proclamations  
1. LGBTQ2SIA+ Pride Month  
Board Chair Mark Watson read the LGBTQ2SIA+ Pride Month Proclamation.
- D. Approval of Agenda  
Director Monique Ward MOVED, SECONDED by Director Nancy Thomas, to approve the agenda as printed.  
  
The MOTION CARRIED (6-0).  
  
No further discussion took place.
- E. Audience Time  
No audience members requested to address the Board.
- F. Consent Agenda  
*Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.*  
  
Director Monique Ward MOVED, SECONDED by Director Erika Lopez, to approve the Consent Agenda as printed.  
  
The MOTION CARRIED (6-0).

No discussion took place.

Consent Agenda items were as follows:

1. Approve Minutes of April 23, 2024, Board Meeting
2. Approve Minutes of May 14, 2024, Board Meeting
3. Approve Routine Personnel Matters
4. Approve 2024-25 Board Meeting Dates

G. Reports and Discussions

1. Hillsboro Schools Foundation Annual Report

HSF Executive Director Aron Carleson introduced HSF Board members in attendance. She highlighted HSF donations and initiatives over the 2023-24 school year, strategic planning, 2024 HSD auction, upcoming HSD events, and presented a ceremonial check to the Hillsboro School District. Board members and Superintendent Travis Reiman made comments and thanked HSF.

2. Financial Report

Financial Officer Michelle Morrison presented the financial report and introduced new employee Manager of Employee Services Ne'Juan Thompson.

H. Action Items

1. Endorse NWRES D Board of Directors Candidate

Director Erika Lopez MOVED, SECONDED by Director Ivette Pantoja, that the Board of Directors endorse the NWRES D Zone 3 candidate application as presented.

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

Board members made comments.

2. Real Property Purchase and Sale Agreement Final Approval

Director Nancy Thomas MOVED, SECONDED by Director Erika Lopez, that the Board of Directors approve the Purchase and Sale Agreement and closing of the sale of this property after completion of due diligence and final negotiations.

The MOTION CARRIED (6-0).

Board members asked questions and made comments.

3. Approve the Temporary Construction Easement and Dedication Deed to the City of Hillsboro for Kinnaman Street Right of Way

Director Erika Lopez MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors approve the Temporary Construction Easement and Dedication Deed for Right of Way to the City of Hillsboro for 23,887 square feet on the south side of the intersection of SE Kinnaman Street and SW 209th Avenue.

The MOTION CARRIED (6-0).

No further discussion took place.

4. Review Superintendent's Performance and Approve Performance Evaluation  
Board Chair Mark Watson read the evaluation letter.

Director Erika Lopez MOVED, SECONDED by Director Ivette Pantoja, that the Board of Directors commend the Superintendent for his leadership of the Hillsboro School District, and direct that the evaluation letter be placed in his personnel file.

The MOTION CARRIED (6-0).

Superintendent Travis Reiman thanked the Board and Cabinet for their work.

5. Approve Superintendent's Contract  
Director Ivette Pantoja MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors approve the individual contract with the Superintendent, effective July 1, 2024, through June 30, 2027.

The MOTION CARRIED (6-0).

No further discussion took place.

6. 2023-24 Supplemental Budget Hearing and Resolution for Appropriations  
Financial Officer Michelle Morrison explained the need for the resolution.

Director Monique Ward MOVED, SECONDED by Director Erika Lopez, that the Board of Directors approve the 2023-24 Supplemental Budget Resolution that includes revised Appropriations for the purposes described by major Fund and Function.

The MOTION CARRIED (6-0).

No further discussion took place.

7. Approve Nutrition Services 2024-25 Paid Pricing  
Operations Officer Saideh Haghghi Khochkhou discussed the price increase.

Director Erika Lopez MOVED, SECONDED by Director Monique Ward, that the Board of Directors approve proposed meal pricing effective July 1, 2024.

The MOTION CARRIED (6-0).

Board members asked questions and made comments.

8. Award Produce Request for Proposal (RFP)  
Operations Officer Saideh Haghghi Khochkhou explained the RFP process.

Director Nancy Thomas MOVED, SECONDED by Director Ivette Pantoja, that the Board of Directors award the bid for supply and delivery of produce, with renewal options for up to four (4) additional years, to United Salad beginning the 2024-25 school year.

The MOTION CARRIED (6-0).

Board members asked questions and made comments.

- I. Policies - First Reading  
Superintendent Travis Reiman presented the policies for first read.
- J. Information - Administrative Regulation Update  
Superintendent Travis Reiman presented the administrative regulation updates.
- K. HCU / HEA Reports  
HCU Ciara Hartzell bargaining officer presented the report, highlighted the HCU Proud to Be HSD Festival booth, and gave an update on bargaining negotiations.  
HEA President Mary Kay Babcock discussed staff injuries, proposed interventions, congratulated class of 2024 and HSD retirees.
- L. Discussion Time
  - 1) Student Representatives' Time  
Student representative Hadley Brathapan announced that he was elected ASB President at Hilhi, discussed the student representative meet and greet event, and congratulated Superintendent Travis Reiman on his review and first year as superintendent.
  - 2) Superintendent's Time  
Superintendent Travis Reiman highlighted HSD retirees and attending Senior showcases. He thanked the Student Services department for the presentation and congratulated Krista Hanson for being named Transition Teacher of the Year and Tracy Evers Selleck Oregon School Nurse of the Year.
  - 3) Board of Directors' Time  
Director Erika Lopez highlighted Gloria Hernandez who is retiring from HSD, appointment of Dorian Russell to NWRESB Board, thanked Superintendent Travis Reiman and his team for wonderful first year and thanked union partners for their comments.  
Director Monique Ward thanked everyone who attended, thanked the Student Services department, thanked staff for answering her questions, and thanked the HSF for their work.  
Director Nancy Thomas provided no comment.  
Board Vice Chair Ivette Pantoja thanked the administration team, and highlighted student representative interviews.  
Board Chair Mark Watson highlighted the student representative interviews, attended retirement celebration, attending the valedictorian/salutatorian luncheon, discussed bargaining, and highlighted graduations next week.
- M. Adjourn Meeting  
Chair Mark Watson adjourned the meeting at 8:14 PM.

**HILLSBORO SCHOOL DISTRICT 1J**  
**June 18, 2024**  
**APPROVE ROUTINE PERSONNEL MATTERS**

The Superintendent recommends the Board of Directors:

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

**David Erickson**

Assignment: 1.0 FTE Alternative Education Teacher  
Location: Oak Street Campus  
Effective Date: June 14, 2024  
Years of Service: 33 years

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

**Jennifer Cruz Hernandez**

Assignment: 1.0 FTE Counselor  
Location: Liberty High School  
Effective Date: June 14, 2024

**Dakota Jackson**

Assignment: 1.0 FTE Secondary Resource Specialist  
Location: Glencoe High School  
Effective Date: June 14, 2024

**John Libby**

Assignment: 1.0 FTE Secondary Resource Specialist  
Location: Century High School  
Effective Date: June 14, 2024

**Criselda Lopez Vera**

Assignment: 1.0 FTE 4<sup>th</sup> Grade Dual Language Teacher  
Location: Lincoln Street Elementary School  
Effective Date: June 14, 2024

**Jessica Tillman-Dunlevy**

Assignment: 1.0 FTE English Learner Specialist  
Location: Minter Bridge Elementary School  
Effective Date: June 14, 2024

**Rebecca Wagner**

Assignment: 1.0 FTE Counselor  
Location: Glencoe High School  
Effective Date: June 14, 2024



C. Approve the employment of the following administrator personnel:

**Haley Christensen**

Assignment: Elementary School Principal  
Location: Reedville Elementary School  
Effective Date: July 1, 2024

**Natasha Echeverria**

Assignment: Elementary School Principal  
Location: Farmington View Elementary School  
Effective Date: July 1, 2024

**Tara Morejon**

Assignment: Director of Information Systems  
Location: Technology Services, Administration Center  
Effective Date: June 24, 2024

**Jaycee Zaugg**

Assignment: Elementary School Principal  
Location: Minter Bridge Elementary School  
Effective Date: July 1, 2024

D. Approve the employment of the following supervisory/technical personnel:

**Hugo Salmeron Barajas**

Assignment: Specialist – Public Safety Systems  
Location: Facilities and Maintenance Department  
Effective Date: May 31, 2024

**Ne’Juan Thompson**

Assignment: Manager – Employee Services  
Location: Benefits Department, Administration Center  
Effective Date: April 22, 2024

**Jordan Yelland**

Assignment: Supervisor – Electrical Systems  
Location: Facilities and Maintenance Department  
Effective Date: July 22, 2024

**HILLSBORO SCHOOL DISTRICT 1J**  
**June 18, 2024**  
**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 May 28, 2024:

- Policy in Section A/B – Board Governance and Operations
  - AC: Nondiscrimination
  - BBF: Board Member Standards of Conduct
  - BBFC: Reporting of Suspected Abuse of a Child
- Policy in Section C – General Administration
  - CB: District Superintendent
  - CBC: Superintendent's Contract and Benefits
- Policy in Section D – Fiscal Management
  - DJC: Bidding Requirements
  - DJCA: Personal Service Contracts
- Policy in Section E – Support Services
  - EBC: Emergency Plan and First Aid
  - EBCA: Safety Threats
  - EBCB: Emergency Procedure Drills and Instruction
- Policy in Section G – Personnel
  - GC: Licensed Staff Positions
- Policy in Section I – Instruction
  - IGBAF: Special Education - Individual Education Program (IEP)
  - IGBAF-AR: Special Education - Individual Education Program (IEP)
  - IGBAG: Special Education - Procedural Safeguards
- Policy in Section J – Students

- JGAB: Use of Restraint or Seclusion
- JHFE/GBNAB: Suspected Abuse of a Child Reporting Requirements
- JHFE/GBNAB-AR(1): Reporting of Suspected Abuse of a Child

## **RECOMMENDATION**

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



Code: AC  
Adopted: 6/26/18  
Revised/Readopted: 1/22/19; 11/17/20; 1/25/22  
Orig. Code(s): AC

## Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to:

1. An individual's perceived or actual race<sup>1</sup>, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability ~~or perceived disability~~, pregnancy, familial status, economic status, or veterans' status; or
2. Because of ~~the~~ the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability ~~or perceived disability~~, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals, and to establish channels through which patrons can communicate their concerns to the administration and the Board.

The Board directs the superintendent to designate the district's civil rights coordinator and make contact information available to staff, students and parents. <sup>{2}</sup>

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and on the home page of the district's website.

<sup>1</sup> Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

<sup>2</sup> {For additional information regarding civil rights coordinators and their responsibilities, see ORS 332.505(2).}

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted, or participated in an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

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**Legal Reference(s):**

<a href="#">ORS 174.100</a>	<a href="#">ORS 659A.003</a>	<a href="#">ORS 659A.321</a>
<a href="#">ORS 192.630</a>	<a href="#">ORS 659A.006</a>	<a href="#">ORS 659A.409</a>
<a href="#">ORS 326.051(1)(e)</a>	<a href="#">ORS 659A.009</a>	<a href="#">OAR 581-002-0001 – 002-0005</a>
<a href="#">ORS 332.505</a>	<a href="#">ORS 659A.029</a>	<a href="#">OAR 581-021-0045</a>
<a href="#">ORS 408.230</a>	<a href="#">ORS 659A.030</a>	<a href="#">OAR 581-021-0046</a>
<a href="#">ORS 659.805</a>	<a href="#">ORS 659A.040</a>	<a href="#">OAR 581-021-0047</a>
<a href="#">ORS 659.815</a>	<a href="#">ORS 659A.103 - 659A.145</a>	<a href="#">OAR 581-022-2310</a>
<a href="#">ORS 659.850 - 659.860</a>	<a href="#">ORS 659A.230 - 659A.233</a>	<a href="#">OAR 581-022-2370</a>
<a href="#">ORS 659.865</a>	<a href="#">ORS 659A.236</a>	<a href="#">OAR 839-003</a>
<a href="#">ORS 659A.001</a>	<a href="#">ORS 659A.309</a>	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).



Code: BBF  
Adopted: 12/22/09  
Revised/Readopted: 1/22/19; 10/27/20  
Orig. Code(s): BBF

## **Board Member Standards of Conduct**

Board members will treat with dignity and courtesy other Board members, the Superintendent, staff members, and members of the public, and will provide an opportunity for all parties to be heard with due respect for their opinions.

Board members will recognize the Superintendent as the executive officer to whom the Board has delegated administrative authority to establish regulations and oversee the implementation of Board policy.

When a Board member expresses personal opinions in public, the Board member should clearly identify the opinions as personal.

A Board member will respect the privacy rights of individuals when dealing with confidential information gained through association with the district.

A Board member shall not disclose information and documents discussed or reviewed in executive session.

Board members individually and the Board as a public entity subscribe to the ethics laws for public officials provided in state law.

A Board member will not post confidential information or documents about students, staff members, or district business online, including but not limited to, on social media.

Board members will treat fellow Board members, staff members, students, and the public with respect while posting online or to social media and will adhere to Oregon Public Meetings Laws, including when communicating with other Board members via websites or other electronic means.

A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make

~~an oral~~ report ~~by telephone or otherwise~~ to the ~~local~~ Department of Human Services (DHS)<sup>1</sup> or, ~~to the designee of the department or to a local~~ law enforcement within the county where the person making the report is located at the time of contact.

END OF POLICY

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**Legal Reference(s):**

[ORS 162.015 - 162.035](#)  
[ORS 162.405 - 162.425](#)  
[ORS 192.610 - 192.710](#)

[ORS 244.040](#)  
[ORS Chapter 244](#)  
[ORS 332.055](#)

[ORS 419B.005](#)  
[ORS 419B.010](#)  
[ORS 419B.015](#)

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<sup>1</sup> ~~How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)~~



Code: BBFC  
Adopted: 11/17/20  
Orig. Code: BBFC

## Reporting of Suspected Abuse of a Child

A Board member is a mandatory reporter of child abuse<sup>1</sup>. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately notify ~~the~~ Oregon Department of Human Services (DHS) or ~~local~~ law enforcement pursuant to Oregon Revised Statute (ORS) 419B.015.

The Board member making a report of child abuse, as required by ORS 419B.010, shall make ~~an oral~~ report ~~through DHS<sup>2</sup>~~ ~~by telephone or otherwise to the local office of the Department of Human Services, to the designee of the department~~ or to a law enforcement agency within the county where the Board member making the report is located at the time of the contact.

The report ~~must~~ ~~shall~~ contain, if known<sup>1</sup>, the names and addresses of the child and the parents of the child or other persons responsible for the care of the child<sup>1</sup>; the child's age<sup>1</sup>; the nature and extent of the abuse, including any evidence of previous abuse<sup>1</sup>; the explanation given for the abuse<sup>1</sup>; and any other information that the Board member making the report believes might be helpful in establishing the cause of the abuse and the identity of the perpetrator.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)  
[ORS 419B.005](#)

[ORS 419B.010](#)  
[ORS 419B.015](#)

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<sup>1</sup> Includes the neglect of a child; abuse is defined in ORS 419B.005.

<sup>2</sup> ~~f~~How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)~~f~~





Code: **CB**  
Adopted: 10/30/07  
Revised/Readopted: 1/22/19; 11/15/22  
Orig. Code(s): CB

## District Superintendent

The superintendent<sup>1</sup> is designated as the District’s chief executive officer. Under the Board’s direction, the superintendent exercises general supervision of all District schools, personnel and departments. The superintendent is responsible for managing the schools under the Board’s policies and is accountable to the Board for that management. The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law<sup>2</sup> that applies to school districts<sup>3</sup>.

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

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

END OF POLICY

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### Legal Reference(s):

[ORS 332.505](#)  
[ORS 332.515](#)

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

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<sup>1</sup> The term “superintendent” includes an interim superintendent.

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

~~<sup>3</sup> Also includes taking any action that conflicts with law that applies to education service districts.~~



Code: **CBC**  
Adopted: 10/30/07  
Revised/Readopted: 1/22/19; 11/15/22  
Orig. Code(s): CBC

## Superintendent’s Contract and Benefits

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as appointment, compensation, benefits, and other conditions of appointment, and will include requirements for renewal or termination of the contract. The Board may not issue a contract that includes terms which direct the superintendent<sup>1</sup> to take any action that conflicts with a local, state or federal law<sup>2</sup> that applies to the District<sup>3</sup>, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws. Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

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

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

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

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

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<sup>1</sup> The term “superintendent” includes an interim superintendent.

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

<sup>3</sup> ~~Also includes taking any action that conflicts with law that applies to education services districts.~~

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

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

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

END OF POLICY

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**Legal Reference(s):**

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

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

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



Code: **DJC**  
Adopted: 1/27/15  
Revised/Readopted: 2/26/19; 1/25/22  
Orig. Code: DJC

**E**

## **Bidding Requirements** (Version 1)

The Board is the Local Contract Review Board (LCRB) for the District. All public contracts shall be invited in accordance with applicable competitive procurement provisions of the Oregon Revised Statutes (ORS) and adopted public contracting rules.

The Board, acting as its own LCRB, adopts the *Oregon Attorney General's Model Public Contract Rules*, Oregon Administrative Rule (OAR) Chapter 137, Divisions 046 through 049, in effect at the time this policy is adopted.

The District shall procure the construction manager/general contractor services in accordance with model rules the Attorney General adopts under ORS 279A.065(3).

Additionally, the Board may include as part of its rules portions of the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246-249, in effect at the time this policy is adopted.

The Board may make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the District and made available on request.

The District shall review its rules each time the Attorney General adopts a modification of the model rules, as required by ORS 279A.065(6)(b) to determine whether any modifications need to be made to District rules to ensure compliance with statutory changes. New rules shall be adopted by the Board as necessary. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required.

The Board, acting as the LCRB, may enact a resolution that authorizes the district to designate a public improvement as a community benefit contract per the requirements included in ORS 279C.300 to 279C.470.

Procurements for services estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

END OF POLICY

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**Legal Reference(s):**

[ORS Chapter 279](#)  
[ORS Chapter 279A](#)  
[ORS Chapter 279B](#)

[ORS Chapter 279C](#)  
[ORS 670.600](#)  
[OAR Chapter 125](#), Divisions 246 - 249

[OAR Chapter 137](#), Divisions 045 - 049  
[OAR 459-005-0020](#)

[OREGON PROCUREMENT MANUAL](#), Oregon Department of Administrative Services.

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Code: DJC  
Adopted:  
Orig. Code(s): DJC

## Bidding Requirements (Version 2)

{Highly recommended policy. The Board serves as the Local Contract Review Board (LCRB) and has the ability to adopt its own procurement rules. Many districts choose to use the *Oregon Attorney General's Model Public Contracting Rules* in OAR Chapter 137, Divisions 045 - 049. If the LCRB does not adopt rules, the Attorney General's Model Public Contracting Rules apply. This policy is based on those rules. The LCRB may also include as part of its rules portions of the Oregon Department of Administrative Services administrative rules in OAR Chapter 125, Divisions 269 - 249. If the LCRB adopts its own rules, delete portions of this policy that are inconsistent with those rules.}

{The Board is the Local Contract Review Board (LCRB) for the district. {The LCRB has not adopted its own rules of procurement. Consequently, the *Oregon Attorney General's Model Public Contracting Rules*<sup>1</sup> shall apply to the district.}}

OR

~~{The Board is the Local Contract Review Board (LCRB) for the district. The LCRB has adopted its own rules of procedure that will govern district purchasing.<sup>3</sup> Consequently, the model rules<sup>4</sup> adopted by the Attorney General shall not apply to the district. The district shall review its rules each time the Attorney General adopts a modification of the model rules to determine whether any modifications need to be made to district rules, as required by ORS 279A.065(6)(b). New rules, as necessary, shall be adopted by the LCRB. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required.}~~

Additionally, the district may include as part of its procedures portions of the Oregon Department of Administrative Services administrative rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246 - 249.

The LCRB may make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district may not artificially divide or fragment a procurement to reduce the procurement requirements.

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<sup>1</sup> Oregon Administrative Rules (OAR) 137-045 - 049

<sup>2</sup> See ORS 279A.065(5). {The LCRB can formally adopt the AG rules. If the LCRB formally adopts the rules, the district is required to review the AG rules each time there is a modification.}

<sup>3</sup> ~~{The district should insert date of adoption of such rules and their location here and remove brackets.}~~

<sup>4</sup> ~~Oregon Administrative Rules (OAR) 137-045-049~~

The superintendent may develop administrative regulations or procedures to assist with the implementation of this policy and applicable procurement rules.

## Goods and Services

The district will purchase goods and services through the following procedures, unless an exception applies:

1. **Small Procurement.** For purchases of goods and services with a contract price not exceeding \$25,000, the district can use any manner deemed practical or convenient, including direct selection or award. Amendments to a contract awarded through small procurement must be in accordance with OAR 137-047-0800.
2. **Intermediate Procurement.** For purchases of goods and services with a contract price exceeding \$25,000, but not exceeding \$250,000, the district shall seek at least three informally solicited competitive price quotes or competitive proposals from prospective contractors. The district will keep record of the request and quotes. If three quotes are not reasonably available, fewer will suffice, but the district will make a written record of the effort made. The district may negotiate with a prospective contractor to clarify the quote or offer, or to effect modifications. Amendments to a contract awarded through intermediate procurement must be in accordance with OAR 137-047-0800.
3. **Regular Procurement.** For purchases exceeding \$250,000, the district will use competitive sealed bids (OAR 137-047-0255) or competitive sealed proposals (OAR 137-047-0260). Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-047-0800.
4. **Emergency Procurements.** In situations of emergency<sup>5</sup>, the LCRB or designee may authorize an emergency procurement. In an emergency procurement, the district is not required to follow general procurement requirements. The district must ensure competition for the contract that is reasonable and appropriate under the circumstances. The district must document the nature of the emergency and the method used for the selection of the contractor.
5. **Sole-source Procurements.** If the LCRB or designee determines that the goods or services are available from only one source, the district may award a contract without competition. To the extent reasonably practicable, the district shall negotiate with the sole source to obtain contract terms that are advantageous to the district. The determination of sole source must be based on written findings and may include:
  - a. That the efficient utilization of existing goods requires acquiring compatible goods or services;
  - b. That the goods or services required to exchange software or data with other public or private agencies are available from only one source;
  - c. That the goods or services are for use in a pilot or experimental project; or

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<sup>5</sup> “Emergency” means circumstances that:

1. Could not have been foreseen;
2. Create a substantial risk of loss, damage or interruption of services or a substantial threat to property, public health, welfare or safety; and
3. Require prompt execution of a contract to remedy the condition.

d. Other findings that support the conclusion that the goods or services are available from only one source.<sup>6</sup>

6. Special Procurements. “Special procurement” means a contract or class of contracts that use a contracting procedure other than competitive sealed proposals, competitive sealed bidding, small procurement or intermediate procurement. Special procurements require LCRB approval and will be conducted in accordance with ORS 279B.085, OAR 137-047-0285, and this policy and administrative regulation DJC-AR - Exemptions from Competitive Bidding and Special Procurement.<sup>{7}</sup>

7. Personal Services Contracts. “Personal services contract,” as used in this policy, means a contract whose primary purpose is to acquire specialized skills, knowledge and resources in the application of technical or scientific expertise, or the exercise of professional, artistic or management discretion or judgment.<sup>8</sup> Unless otherwise designated by the LCRB, personal services contracts will be procured in accordance with applicable procurement laws. The LCRB may designate certain service contracts or classes of service contracts as personal services contracts and exempt them from competitive bidding.<sup>{9}</sup> All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price. Personal service contractors may be required to qualify as independent contractors in accordance with applicable laws.<sup>10</sup>

Procurements for services estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process in accordance with ORS 279B.030.

## Public Improvements

“Public improvement” means a project for construction, reconstruction or major renovation on real property by or for the district.<sup>11</sup> The district will contract for public improvements using the following procedures, unless an exception applies.

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<sup>6</sup> If the contract does not exceed \$250,000, using intermediate procurement is likely less burdensome than sole source.

<sup>7</sup> {If the LCRB has designated contracts or classes of contracts as special procurements, include this information along with reference to the LCRB action.}

<sup>8</sup> This includes, but is not limited to, contracts for the services of an accountant, physician or dentist, educator, consultant (including a provider under an Architectural and Engineering Service Contract), broadcaster, or artist (including a photographer, filmmaker, painter, weaver or sculptor (OAR 137-045-0010(19))). Also includes architectural, engineering, photogrammetric mapping, transportation planning or land surveying services procured under ORS 279C.105 (ORS 279C.100) and related services procured under ORS 279C.120 (ORS 279C.100(5)).

<sup>9</sup> {If the LCRB has designated contracts or classes of contracts as personal services contracts, include this information along with reference to the LCRB action.}

<sup>10</sup> See ORS 670.600 and OAR 459-005-0020.

<sup>11</sup> Public improvement does not include:

1. Projects for which no funds of the district are directly or indirectly used, except for participation that is incidental or related primarily to project design or inspection; or
2. Emergency work, minor alternation, ordinary repair or maintenance necessary to preserve a public improvement.



1. Public improvements contracts with a value of less than \$25,000 are exempt from competitive bidding.
2. Intermediate Procurements. For public improvement contracts not exceeding \$100,000, the district may utilize three quotes<sup>12</sup>:
  - a. The request for the quotes shall be in writing (unless not reasonably practicable)<sup>13</sup>;
  - b. The request for quotes shall include the selection criteria and if the criteria are not of equal value, their relative value or ranking.

The district shall award the contract to the prospective contractor whose quote will best serve the interest of the district, based on the selection criteria. If the award is not made to the offeror and quote with the lowest price, the district will make a written record of the basis for the award. Amendments to a contract awarded via intermediate procurement may be increased in accordance with OAR 137-049-0160(6)-(7).

3. Regular Procurements. For purchases exceeding \$100,000, the district will use invitation to bid or request for proposals except as otherwise allowed by law. See OAR 137-049-0130 and OAR 137-049-0640. Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-049-0910.
4. Emergency Procurements. Emergency contracts for construction services are not considered public improvement contracts and will be procured in accordance with OAR 137-049-0140 and OAR 137-049-0150.
5. Community Benefit Contracts. “Community benefit contract” means a public improvement contract that includes, but is not limited to, terms and conditions that require the contractor to:
  - a. Qualify as a training agent, as defined in ORS 660.010, or provide apprenticeship training that meets applicable federal and state standards for apprenticeship training;
  - b. Employ apprentices to perform a specified percentage of work hours that workers in apprenticeable occupations perform on the community benefit project;
  - c. Provide employer -paid family health insurance; and
  - d. Meet any other requirements that the LCRB sets forth.

Community benefits contracts may be procured in accordance with ORS 279C.308.

6. Construction Manager/General Contractor (CM/GC) Procurement. The district shall procure CM/GC services in accordance with model rules the Attorney General adopts under Oregon Revised Statute (ORS) 279A.065(3) and OAR 137-049-0690, which requires “the assistance of legal counsel with substantial experience and necessary expertise in using the CM/GC Method, as well as knowledgeable staff, consultants or both staff and consultants who have demonstrated capability of managing the CM/GC process in the necessary disciplines of engineering, construction scheduling and cost control, accounting, legal, Public Contracting and project management.”

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<sup>12</sup> If three quotes are not reasonably available, the district shall make a written record of the effort made to obtain these quotes.

<sup>13</sup> For Public Works Contracts, oral quotations may only be utilized in the event that written copies of prevailing wage rates are not required by the Bureau of Labor and Industries.

## END OF POLICY

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### Legal Reference(s):

[ORS Chapter 279](#)  
[ORS Chapter 279A](#)  
[ORS Chapter 279B](#)  
[ORS Chapter 279C](#)

[ORS 670.600](#)  
[OAR Chapter 125](#), Divisions 246 -  
249

[OAR Chapter 137](#), Divisions 045 -  
049  
[OAR 459-005-0020](#)

[OREGON PROCUREMENT MANUAL](#), Oregon Department of Administrative Services.



Code: **DJCA**  
 Adopted: 4/22/08  
 Revised/Readopted: 2/26/19  
 Orig. Code: DJCA

## Personal Services Contracts

The District may enter into personal services contracts with qualified professionals as provided by Oregon Revised Statute (ORS) 279A.055. “Personal services contracts,” as used in this policy, means contracts for specialized skills, knowledge, and resources in the application of highly technical or scientific expertise or the exercise of professional, artistic, or management discretion or judgment. The District may enter into a personal services contract with a current District employee only when the individual meets independent contractor status in accordance with state, Public Employees Retirement System (PERS), and Internal Revenue Service (IRS) requirements.

Selection of a personal services contractor will be based primarily on qualifications and performance history, expertise, knowledge and creativity and the ability to exercise sound professional judgment.

All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism, and obtain services at a fair and reasonable price.

Contracts for personal services in excess of \$150,000 shall require prior Board approval as required by state law.

The Superintendent will develop administrative regulations as necessary to implement this policy.

END OF POLICY

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**Legal Reference(s):**

[ORS Chapters 279](#)

[ORS Chapters 279A, 279B and 279C](#)

[ORS 332.107](#)

[ORS 670.600](#)

[OAR 459-010-0030](#)

INTERNAL REVENUE SERVICE, PUBLICATION 1779: INDEPENDENT CONTRACTOR OR EMPLOYEE (Rev. 3-2012).



Code: **EBC/EBCA**  
 Adopted: 4/25/17  
 Revised/Readopted: 11/13/18  
 Orig. Code: EBC/EBCA

## **Emergency Procedures and Disaster Plans**

*(See new EBC - Emergency Plan and First Aid)*

The Superintendent will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly behavior, unlawful assembly, disturbances at school activities, natural disasters, fire, illness, injury of a student or staff member, and safety threats on District property. The Superintendent will consult with community and county agencies while developing this plan.

The District’s Emergency Procedures Plan will meet the standards of the State Board of Education.

Copies of the Emergency Procedures Plan will be available in all District buildings. Parents will be informed of the District’s plan for the care of students during an emergency.

The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the District.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.660\(2\)\(k\)](#)  
[ORS 332.107](#)  
[ORS 433.260](#)

[ORS 433.441](#)  
[OAR 437-002-0161](#)

[OAR 581-022-2030\(3\)\(c\)](#)  
[OAR 581-022-2220](#)  
[OAR 581-022-2225](#)



Code: EBC  
Adopted:  
Orig. Code(s): EBC/EBCA; EBBA

### Emergency Plan and First Aid\*\*

{Highly recommended policy. This policy informs districts about requirement for an emergency procedures plan (OAR 581-022-2225), and other minimum standards for providing emergency care to students.}

The district will maintain a comprehensive safety program for all employees and students. This program will include a plan for responding to emergency situations. The superintendent will consult with community and county agencies while developing this plan. The district's emergency plan will meet any requirements of the State Board of Education.

Copies of the emergency plan will be available in every school office and other strategic locations throughout the district. Parents or guardians will be informed of the district's plan.

In each district facility, procedures for handling health emergencies will be established and made known to staff. Each district facility and district vehicle will be equipped with appropriate first-aid supplies and equipment. All employees are expected to know where first-aid supplies and equipment are kept in their work areas.

Each school in the district shall have, at a minimum, at least one staff member with a current first-aid/CPR/AED card for every 60 students enrolled and who are trained annually on the district and building emergency plans. Emergency planning will include the presence of at least one staff member with a current first-aid/CPR/AED card for every 60 students for school-sponsored activities where students are present.

The district shall provide instruction to staff and students in the emergency plan and safety program.

END OF POLICY

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#### Legal Reference(s):

[ORS 30.800](#)  
[ORS 192.660\(2\)\(k\)](#)  
[ORS 332.107](#)  
[ORS 433.260](#)  
[ORS 433.441](#)

[OAR 437-002-0042](#)  
[OAR 437-002-0120 - 0139](#)  
[OAR 437-002-0161](#)  
[OAR 437-002-0360](#)  
[OAR 437-002-0377](#)  
[OAR 581-022-2030\(3\)\(c\)](#)

[OAR 581-022-2220](#)  
[OAR 581-022-2225](#)  
[OAR 581-053-0003\(40\)](#)  
[OAR 581-053-0220\(3\)\(e\)\(B\)\(iii\)](#)  
[OAR 581-053-0320\(5\)\(b\)](#)  
[OAR 581-053-0420\(2\)\(f\)\(B\)](#)

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).  
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).



Code: EBCA  
Adopted:

## Safety Threats\*\*

{Required policy. Requirement for policy comes from ORS 339.324 which outlines actions of a school district when a safety threat action has occurred.}

“Safety threat action” means a lockdown, lockout, shelter in place or evacuation that: (a) is initiated by a school in response to a safety threat; and (b) is not a planned drill.

When a school or the district initiates a safety threat action, the school or district shall issue an electronic communication as expeditiously as possible and not later than 24 hours after initiation of the safety threat action. The communication will be issued in culturally appropriate languages to effectively communicate with parents and guardians of students attending the school at which the safety threat action occurred.

The communication must include:

1. A general description of the issue that caused the safety threat action to be taken;
2. The duration of time the safety threat action was taken, from when the action was initiated until when it concluded;
3. Actions taken by the school or district to resolve the situation that caused the safety threat action and actions taken to protect student safety; and
4. An explanation of how the situation was resolved.

The communication shall be provided in a manner which communicates relevant facts and details as may be necessary or useful for parents and guardians to understand any potential threats to student safety, and to assist parents and guardians in helping students understand and mentally process the incident and any resulting trauma.

A communication will also be issued to employees of the school at which the safety threat action occurred, and must include the same information as above and any additional information as may be permitted by relevant confidentiality and privacy requirements.

The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

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### Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 332.107](#)

[ORS 339.324](#)



Code: **EBCB**  
Adopted: 4/25/17  
Revised/Readopted: 11/13/18  
Orig. Code(s): EBCB

## Emergency Procedure Drills and Instruction

Each ~~building~~ administrator will conduct emergency procedure drills in accordance with the provisions of Oregon Revised Statutes (ORS) and the applicable Oregon Fire Code.

All schools are required to instruct and drill students on emergency procedures, so ~~they~~ that students can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, <sup>{<sup>1</sup>}</sup> and safety threats. Instruction on emergency procedures shall be conducted for at least 30 minutes each school month.

~~Instruction on fires, earthquakes, and safety threats, and drills for students, shall be conducted for at least 30 minutes each school month.~~

### Fire Emergencies

~~Each school in the District will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year.~~ Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

### Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year at each school in the District.

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover, and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the District may include additional response procedures for earthquake emergencies.

### Safety Threats

At least two drills on safety threats shall be conducted each year at each school in the District. Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place, evacuation, and other appropriate actions to take when there is a threat to safety, and will include explanation of the district’s communication strategy following a safety threat action (See Board policy EBCA - Safety Threats\*\*).

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<sup>1</sup> {Required if schools are in a designated tsunami hazard zone.}

The district may provide additional instruction relating to other disasters such as flooding, drought, excessive snowfall or wildfires.<sup>{2}</sup>

~~The Board may use ORS 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the District.~~

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the District with the instruction and the conducting of drills for students in these emergency procedures.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.660\(2\)\(k\)](#)

[ORS 339.324](#)

[ORS 336.071](#)

[ORS 476.030](#)

[OAR 581-022-2225](#)

[OREGON STATE FIRE MARSHAL](#), OREGON FIRE CODE.

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<sup>2</sup> {The Oregon Department of Education has resources available at <https://www.oregon.gov/ode/schools-and-districts/grants/pages/threat-and-hazard-resources.aspx>. }





Code: GC  
Adopted: 1/25/11  
Revised/Readopted: 4/28/20  
Orig. Code: GC

## Licensed Staff Positions

The Superintendent or Designee shall establish licensed staff positions necessary to carry out the District's instructional goals.

Positions so established may include those which carry other than classroom teaching responsibility.

END OF POLICY

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### Legal Reference(s):

[ORS 332.505](#)

[OAR 581-021-0045](#)

Job York v. Portland Sch. Dist., No. FDA 83-7 (August 1983).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2012).

Title II of the Genetic Information Nondiscrimination Act of 2008.

Section 503 of the Rehabilitation Act of 1973.

### Cross Reference(s):

GAA - Personnel: Definitions

GAB - Job Descriptions



Code: **IGBAF**  
Adopted: 1/22/13  
Revised/Readopted: 2/25/20  
Orig. Code: IGBAF

## **Special Education – Individualized Education Program (IEP)\*\***

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the District, kindergarten through age 21, including those who attend a public charter school located in the District, are placed in or referred to a private school or facility by the District, or receive related services from the District. The District is responsible for initiating and conducting the meetings to develop, review, and revise the IEP for a student with disabilities. The District will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate, and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter, and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility, or attends a private or parochial school, the District will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the District shall use other methods to ensure participation including, but not limited to, individual or conference telephone calls, or individual meetings.

END OF POLICY

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### **Legal Reference(s):**

[ORS 343.068](#)  
[ORS 343.151](#)  
[ORS 343.155](#)  
[ORS 343.321 - 343.333](#)

[OAR 581-015-2000](#)  
[OAR 581-015-2190](#)

[OAR 581-015-2195](#)  
[OAR 581-015-2200](#)  
[OAR 581-015-2205](#)  
[OAR 581-015-2210](#)  
[OAR 581-015-2215](#)  
[OAR 581-015-2220](#)  
[OAR 581-015-2225](#)

[OAR 581-015-2229](#)  
[OAR 581-015-2230](#)  
[OAR 581-015-2235](#)  
[OAR 581-015-2055](#)  
[OAR 581-015-2600](#)  
[OAR 581-015-2065](#)  
[OAR 581-015-2265](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 - 300.6, 300.22 - 300.24, 300.34, 300.43, 300.105 - 106, 300.112, 320.325, 300.328, 300.501 (2012).



Code: **IGBAF-AR**  
Adopted: 10/01/16  
Revised/Readopted: 2/25/20; 10/25/22  
Orig. Code: IGBAF-AR

## **Special Education - Individualized Education Program (IEP)\*\***

### 1. General IEP Information

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

### 2. IEP Meetings

- a. The District conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The District convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s)/guardian(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the District and the parent(s)/guardian(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the agreement to amend or modify IEP subsection.
- e. When the parent(s)/guardian(s) request a meeting, the District will either schedule a meeting within a reasonable time or provide timely written prior notice of the District's refusal to hold a meeting.
- f. If an agency other than the District fails to provide agreed upon transition services contained in the IEP, the District convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

### 3. IEP Team Members

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

- (1) With parent/guardian or adult student written consent, and where appropriate, the District invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the District refers or places a student in an education service district (ESD), state operated program, private school, or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call, or participating through other means.

d. Participation by other employees:

All District employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student will be consulted with when the IEP for the student is being developed, reviewed or revised, if the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance. Such consultation may include soliciting written or verbal input prior to the meeting, attendance at all or part of the meeting, or other forms of obtaining information from the employee. The student's case manager or special education administrator will determine on a case-by-case basis how to ensure the necessary consultation prior to each student's IEP meeting. If a staff member is required to attend a meeting outside of work hours, compensation will be provided accordingly.

4. Agreement for Nonattendance and Excusal

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

5. IEP Content

- a. In developing the IEP, the District considers the student's strengths, the parent's/guardian's concerns, the results of the initial or most recent evaluation, and the academic, developmental, and functional needs of the student.
- b. The District ensures that IEPs for each eligible student includes:
  - (1) A statement of the student's present levels of academic achievement and functional performance that:
    - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
    - (b) Describes the results of any evaluations conducted, including functional and developmental information;
    - (c) Is written in language that is understood by all IEP team members, including parents/guardians;
    - (d) Is clearly linked to each annual goal statement;

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

~~6.—Individualized COVID-19 Recovery Services<sup>†</sup>~~

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

- ~~a.—Special education and related services;~~

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~~<sup>†</sup>The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.~~

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

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

- a. ~~IEP teams shall consider the impact COVID-19 on the eligible student's ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.~~
- b. ~~For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student's initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.~~
- c. ~~For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student's IEP considering the need for Individualized COVID-19 Recovery Services.~~

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

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

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

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

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

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

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

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

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

#### 7.6. Agreement to Amend or Modify IEP

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

#### 8.7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
  - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
  - (2) The results of the initial or most recent evaluation of the student;
  - (3) As appropriate, the results of the student's performance on any general state or Districtwide assessments;
  - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
  - (1) The communication needs of the student; and
  - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
  - (1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
  - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
  - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;



- (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
  - (5) If a student is deaf, deafblind, or hard of hearing, the District will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
  - (6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
    - (a) Appropriate measurable postsecondary goals based upon age -appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
    - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 411-345-0020. Information about these services shall also be provided to the parent by the District at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).
  - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the District has informed the student that all procedural rights will transfer at the age of majority; and
  - (3) If identified transition service providers, other than the District, fail to provide any of the services identified on the IEP, the District will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. To promote self-determination and independence, the District shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The District shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

#### 9.8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
  - (1) Participation of students with disabilities in state and Districtwide assessment; and

- (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

#### 10.9. Extended School Year Services

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

#### 11.10. Assistive Technology

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

#### 12.11. Transfer Students

- a. In state:
  - (1) If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the District and enrolls in a District school within the same school year, the District (in consultation with the student's parent(s)) provides a free appropriate public education to the student (including services comparable to those described in the student's IEP from the previous district), until the District either:

- (2) Adopts the student's IEP from the previous district; or
- (3) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of state:

- (1) If a student transfers into the District with a current IEP from a district in another state, the District, in consultation with the student's parent(s)/guardian(s), will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the District:
- (2) Conducts an initial evaluation (if determined necessary by the District to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in the OARs.
- (3) If the student is eligible under Oregon criteria, the District develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (4) If the student does not meet Oregon eligibility criteria, the District provides prior written notice to the parent(s)/guardian(s), explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

#### 13.12. Abbreviated School Day

"Abbreviated school day" means any school day during which a student with a disability receives instruction or educational services for fewer hours than the majority of other students who are in the same grade within the student's resident school district.

"Abbreviated school day program" means an education program:

- a. In which a school district restricts access for a student with a disability to hours of instruction or educational services to less than the number of hours of instruction or educational services that are provided to the majority of other students who are in the same grade within the student's resident school district; and
- b. That results in a student with a disability having an abbreviated school day for more than 10 school days per school year.

Abbreviated school day programs are only allowed when all requirements in state law are met.

Informed and written consent from the parent or foster parent is necessary prior to implementing an abbreviated school day program. A parent or a foster parent may, at any time, revoke consent for the placement of a student on an abbreviated school day program. Revoking consent or objecting to an abbreviated school day program shall be in writing.

Abbreviated school day programs limitations do not apply to students who are exempt per ORS 343.331.



Code: IGBAG  
Adopted: 11/29/11  
Revised/Readopted: 5/28/19  
Orig. Code: IGBAG

## Special Education – Procedural Safeguards\*\*

### Procedural Safeguards – General

The District ensures that students with disabilities and their families are afforded their procedural safeguards related to:

1. Access to students' educational records;
2. Parent and adult student participation in special education decisions;
3. Transfer of rights to students who have reached the age of majority;
4. Prior written notice of proposed District actions;
5. Consent for evaluation and for initial placement in special education<sup>1</sup>;
6. Independent educational evaluation;
7. Dispute resolution through mediation, state complaint investigation, resolution sessions, and due process hearings;
8. Discipline procedures and protections for students with disabilities, including placements related to discipline;
9. Placement of students during the pendency of due process hearings;
10. Placement of students by their parents in private schools;
11. Civil actions; and

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<sup>1</sup> If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district: 1) may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services; 2) may not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child; 3) the district will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services; and 4) the district is not required to convene an individualized education program (IEP) team meeting or develop an IEP for the child for further provision of special education or related services.

12. Attorney's fees.

### Procedural Safeguards Notice

1. The District provides to parents a copy of the *Notice of Procedural Safeguards Notice*, published by the Oregon Department of Education, at least once per year and upon initial referral, or parent request for special education evaluation, and upon any other parent request. The District also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.
2. The District provides the *Notice of Procedural Safeguards Notice* in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the District takes steps to ensure that the notice is translated orally or by other means understandable to the parent and that the parent understands the content of the notice. The District maintains written evidence that it meets these requirements.

### Parent or Adult Student Meeting Participation

1. The District provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, IEP, and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
2. The District provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
  - a. States the purpose, time, place of the meeting, and who is invited to attend;
  - b. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
  - c. Advises that the team may proceed with the meeting even if the parents are not in attendance;
  - d. Advises the parents or adult students who to contact before the meeting to provide information if they are unable to attend; and
  - e. Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
    - (1) Indicates that the student will be invited; and
    - (2) If considering transition services, identifies any agencies invited to send a representative (with parent or adult student consent).
3. The District takes steps to ensure that one or both parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
  - a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
  - b. Scheduling the meeting at a mutually agreed upon time and place.
4. If neither parent can attend, the District will use other methods to ensure an opportunity to participate *participation*, including, but not limited to, individual or conference phone calls or home visits.

5. The District may conduct an evaluation planning or eligibility meeting without the parent or adult student if the District provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.

### **Access to Records**

A parent is entitled at any reasonable time to examine all of the records of the district pertaining to the identification, evaluation and educational placement of their child and the provision of FAPE to their child. Records must be provided without undue delay, which may not exceed 10 business days, as defined in ORS 192.311, from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

END OF POLICY

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### **Legal Reference(s):**

[ORS 343.155](#)

[ORS 343.165](#)

[ORS 343.173](#)

[ORS 343.177](#)

[ORS 343.181](#)

[OAR 581-001-0005](#)

[OAR 581-015-2000](#)

[OAR 581-015-2030](#)

[OAR 581-015-2090](#)

[OAR 581-015-2095](#)

[OAR 581-015-2190](#)

[OAR 581-015-2195](#)

[OAR 581-015-2305](#)

[OAR 581-015-2310](#)

[OAR 581-015-2325](#)

[OAR 581-015-2330](#)

[OAR 581-015-2345](#)

[OAR 581-015-2360](#)

[OAR 581-015-2385](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500 - 300.505, 300.515, 300.517.



Code: **JGAB**  
Adopted: 3/13/18  
Revised/Readopted: 5/28/19; 12/06/22  
Orig. Code: JGAB

## **Use of Restraint and Seclusion\*\***

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

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

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object<sup>1</sup>, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.

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

11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

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

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

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.
3. Seclusion may be used on a student in the district only under the following circumstances:
  1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
  2. Less restrictive interventions would not be effective.

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

## Definitions

1. "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure **or other means** upon the student.

"Restraint" does not include:

- a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
  - b. Assisting a student to complete a task if the student does not resist the physical contact; or
  - c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
    - (1) Break up a physical fight;
    - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
    - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.
2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.



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

3. "Seclusion cell" means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
4. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
5. "Substantial physical or bodily injury" means any impairment of the physical condition of a person that requires some form of medical treatment.
6. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

"Mechanical restraint" does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
  - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
7. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice for standard treatment of the student's medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice.
  8. "Prone restraint" means a restraint in which a student is held face down on the floor.
  9. "Supine restraint" means a restraint in which a student is held face up on the floor.

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

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

The district shall only utilize a training program for restraint or seclusion to train staff and use in the district which has been approved by the Oregon Department of Education (ODE).

The district shall preserve, and may not destroy, any records related to an incident of restraint or seclusion, including an audio or video recording. The records must be preserved in the original format and without alteration in accordance with law.

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

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

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

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

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

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

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 - 581-002-0023. This appeal process is represented in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.

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

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of restraint or seclusion by district staff. A staff member who violates this policy or its administrative regulation may be subject to discipline, up to and including dismissal.

END OF POLICY

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**Legal Reference(s):**

[ORS 161.205](#)  
[ORS 339.250](#)  
[ORS 339.285](#)  
[ORS 339.288](#)  
[ORS 339.291](#)  
[ORS 339.294](#)  
[ORS 339.297](#)

[ORS 339.300](#)  
[ORS 339.303](#)  
  
[OAR 581-021-0061](#)  
[OAR 581-021-0550](#)  
[OAR 581-021-0553](#)  
[OAR 581-021-0556](#)

[OAR 581-021-0563](#)  
[OAR 581-021-0566](#)  
[OAR 581-021-0568](#)  
[OAR 581-021-0569](#)  
[OAR 581-021-0570](#)  
[OAR 581-022-2267](#)  
[OAR 581-022-2370](#)



Code: **JHFE/GBNAB**  
Adopted: 10/12  
Revised/Readopted: 11/13/18; 2/23/21; 3/16/21;  
1/25/22  
Orig. Code: JHFE

## Suspected Abuse of a Child Reporting Requirements\*\*

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse<sup>1</sup> shall ~~orally report or cause an oral report~~ immediately make a report ~~by telephone or otherwise~~ to the ~~local office of the~~ Oregon Department of Human Services (DHS) through the centralized child abuse reporting system<sup>2</sup> ~~or its designee~~ or to ~~the~~ law enforcement agency within the county where the person making the report is located at the time of the contact, ~~pursuant to Oregon Revised Statute (ORS) 419B.010~~. Any district employee who has reasonable cause to believe that **any person**<sup>3</sup> with whom the employee is in contact has abused a child shall immediately report ~~or cause a report to be made~~ in the same manner ~~to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010~~.

The report must contain, ~~If~~ if known, ~~the report shall contain~~ the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors<sup>4</sup>, agents<sup>5</sup>, volunteers<sup>6</sup>, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

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<sup>1</sup> Includes the neglect of a child; abuse is defined in ORS 419B.005.

<sup>2</sup> How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

<sup>3</sup> "Person" could include adult, student or other child.

<sup>4</sup> "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

<sup>5</sup> "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>6</sup> "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to ~~the Oregon Department of Human Services (DHS)~~ or through its centralized child abuse reporting system or to ~~a designee or the local~~ law enforcement agency pursuant to ORS 419B.015, and to ~~the~~ designated licensed administrator.

The district will designate a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the [Human Resources Officer] who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for making a report to ~~local~~ law enforcement ~~or~~ and the centralized child abuse reporting system of ~~local~~ DHS ~~office or its designee~~, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, ~~or its designee~~, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic

communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

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

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

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**Legal Reference(s):**

[ORS 339.370 - 339.400](#)  
[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).



Code: **JHFE/GBNAB-AR(1)**  
Adopted: 6/18/18  
Revised/Readopted: 11/13/18; 1/25/22  
Orig. Code: JHFE-AR

## Reporting of Suspected Abuse of a Child

### Reporting

Any District employee having reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse<sup>1</sup> shall ~~orally report or cause an oral~~ make a report immediately ~~by telephone or otherwise~~ to the ~~local office of the~~ Oregon Department of Human Services (DHS) ~~through the centralized child abuse reporting system<sup>2</sup> or its designee~~ or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any District employee who has reasonable cause to believe that **any person**<sup>3</sup> with whom the employee is in contact has abused a child shall immediately report ~~in the same manner or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010.~~

Any district employee who has reasonable cause to believe that another District employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another District employee, contractor, agent, volunteer or student shall immediately report such to ~~the~~ DHS ~~through~~ ~~or its centralized child abuse reporting system or to a designee or the local~~ law enforcement agency ~~pursuant to ORS 419B.015~~, and to the designated licensed administrator or alternate licensed administrator for their school building.

The report must contain, ~~if~~ if known, ~~the report shall contain~~ the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

If the Superintendent is the alleged abuser the report shall be submitted to the District Human Resource Officer who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee suspecting the abuse of a child using the District's Child Abuse/Neglect Report Form.

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<sup>1</sup> Includes the neglect of a child; abuse is defined in ORS 419B.005.

<sup>2</sup> ~~How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)~~

<sup>3</sup> "Person" could include adult, student or other child.



The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report and the Executive Director of the Office for School Performance, if appropriate.

When the District receives a report of suspected abuse of a child by one of its employees, and the Executive Director of the Office for School Performance and Human Resources administrator determine that there is reasonable cause to support the report, the District shall place the school employee on paid administrative leave<sup>4</sup> and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the District takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the District determines that either 1) an employment policy was violated and the District will take appropriate employment action against the employee, or 2) an employment policy has not been~~be~~ violated and no action is required by the District against the employee.

When the designee receives a report of suspected abuse by a contractor<sup>{5}</sup>, agent or volunteer, the district may prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated<sup>6</sup> and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The written record of each reported incident of abuse of a child, action taken by the District, and any findings as a result of the report shall be maintained by the District.

If, following the investigation, the District decides to take an employment action, the District will inform the District employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement.

If the District is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the District will be placed in the records on the school employee maintained by the District. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the District may use the record as a basis for providing information required to be disclosed about a District employee under ORS 339.378(1). The District will notify the employee that information about substantiated reports may be disclosed to a potential employer.

## Definitions

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<sup>4</sup> The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

<sup>5</sup> {The district is encouraged to duplicate this language in the contract. If the contract is with a company and the person assigned to do the work is the alleged perpetrator, the district shall notify the company and request another company employee be assigned to complete the work.}

<sup>6</sup> The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or law enforcement pursuant to law.



1. Oregon law ~~recognizes these and other types of~~ defines “abuse” in ORS 419B.005(1):
  - a. ~~Physical;~~
  - b. ~~Neglect;~~
  - c. ~~Mental injury;~~
  - d. ~~Threat of harm;~~
  - e. ~~Sexual abuse and sexual exploitation.~~
2. “Child” means an unmarried person who is under 18 years of age or is ~~under 21 years of age and residing in or receiving care or services at a child-caring agency~~ a child in care, as defined in ORS 418.257.
3. A “substantiated report” means a report of abuse that a law enforcement agency or DHS determines is founded.

### **Confidentiality of Records**

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the District shall immediately provide requested documents or materials to the extent allowed by state and federal law.

### **Failure to Comply**

Any District employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A District employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by ~~this policy~~ or this administrative regulation, the employee will be disciplined up to and including dismissal.

### **Cooperation with Investigator**

District staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

4. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator, unless the school administrator is the subject of the investigation. When the school administrator or designee is notified that the DHS or law enforcement officer would like to interview a student at school, the school administrator or designee must request that the investigating official fill out the appropriate form (see JHFE/GBNAB-AR(2) – Abuse of a Child Investigations Conducted on District Premises). The school administrator or designee should not deny the interview based on the investigator’s refusal to sign the form. If the student is to be interviewed at the school, the school administrator or designee shall make a private space available. The school administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does

not have adequate identification the school administrator or designee shall refuse access to the student.

Law enforcement officials wishing to remove a student from the premises shall present themselves at the office and contact the school administrator or designee. The law enforcement official shall sign the student out in accordance with District procedures and after having provided adequate identification.

5. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, District employees shall not notify parents or anyone else other than DHS or law enforcement agency, and any school employee necessary to enable the investigation.
6. The school administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child.
7. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the District from conducting its own investigation, unless another agency requests to lead the investigation or requests the District to suspend ~~their~~the investigation, or taking an employment action based on information available to the District before an investigation conducted by another agency is completed. The District will cooperate with agencies assigned to conduct such investigations.























































































