

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

Board Meeting Agenda
Tuesday, September 23, 2025
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. A livestream link can be found at the top of the hsd website: <https://www.hsd.k12.or.us/> on the morning of the meeting.

1. **5:15 PM - Work Session**

- A. Call to Order
Presenter: Ivette Pantoja
Time: 5:15 PM
- B. Summer Programming Report 5
Presenters: Brooke Nova / Saideh Haghighi Khochkhrou
Time: 5:15 PM, 30 minutes
- C. Discuss OSBA Elections 6
Presenter: Ivette Pantoja
Time: 5:45 PM, 15 minutes
- D. Discuss Community Curriculum Advisory Committee Selection 7
Presenter: Brooke Nova
Time: 6:00 PM, 45 minutes
- E. Recess Work Session
Presenter: Ivette Pantoja
Time: 6:45 PM

2. **7:00 PM - Regular Session**

- A. Call to Order and Flag Salute
Presenter: Ivette Pantoja
Time: 7:00 PM, 5 minutes
- B. Land Acknowledgment 8
Presenter: Ivette Pantoja
Time: 7:05 PM, 5 minutes
- C. Recognitions / Proclamations
Presenter: Ivette Pantoja
Time: 7:10 PM, 10 minutes
 - 1. Latina/o/x/e Heritage Month 9
Presenter: Yessica Hardin Mercado
 - 2. America's Safe Schools Week 10
Presenter: Nancy Thomas
 - 3. National Principals Month 11
Presenter: Katie Rhyne
- D. Approval of Agenda
Presenter: Ivette Pantoja
Time: 7:20 PM, 5 minutes
SAMPLE MOTION: *I move that the Board of Directors approve the agenda as printed.*
- E. Consent Agenda
Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.

Presenter: Ivette Pantoja
Time: 7:25 PM, 5 minutes

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

1. Approve Minutes of July 8, 2025, Board Meeting 12
 2. Approve Minutes of August 12, 2025, Board meeting 14
 3. Approve Minutes of September 9, 2025, Board Meeting 19
 4. Approve Routine Personnel Matters 21
 5. Adopt Board / Superintendent Working Agreements 31
 6. Adopt Board Goals 34
- F. Audience Time
Presenter: Ivette Pantoja
Time: 7:30 PM, 5 minutes
- G. Reports
1. Financial Report 36
Presenter: Scott Harrison
Time: 7:35 PM, 5 minutes
 2. Division 22 Standards for Public Elementary and Secondary Schools 42
2024-25 Assurance Form: Part 1
Presenter: Brooke Nova
Time: 7:40 PM, 15 minutes
 3. First Reading - 2026-27 School Calendar 52
Presenter: Kona Lew-Williams
Time: 7:55 PM, 15 minutes
- H. Action Items
1. Appoint Community Curriculum Advisory Committee Members 58
Presenter: Brooke Nova
Time: 8:10 PM, 5 minutes
SAMPLE MOTION: I move that the Board of Directors appoint the following candidates to two-year positions:
Position 2: _____
Position 4: _____
Position 6: _____
Position 9: _____
Position 10: _____
Position 11: _____
Position 14: _____
Student Position 4: _____
 2. Nominate Member(s) to OSBA Board of Directors - Position 16 / 20 60
and Legislative Policy Committee - Position 15 / 16 / 20
Presenter: Ivette Pantoja
Time: 8:15 PM, 5 minutes
SAMPLE MOTION: I move that the Board of Directors nominate [insert candidate name] for the OSBA Board of Directors position number 16 / 20. I move that the Board of Directors nominate [insert candidate name] for the OSBA Legislative Policy Committee position number 15 / 16 / 20.
 3. Declare Surplus Equipment and Authorize Disposal 61
Presenter: Saideh Haghighi Khochkhou
Time: 8:20 PM, 5 minutes
SAMPLE MOTION: I move that the Board of Directors declare the listed items as District surplus and authorize the disposal in accordance with District Surplus Procedures.

4.	Declare Surplus Equipment and Authorize Disposal	62
	Presenter: Saideh Haghighi Khochkhon	
	Time: 8:25 PM, 5 minutes	
	SAMPLE MOTION: I move that the Board of Directors declare the listed items as District surplus and authorize the disposal in accordance with District Surplus Procedures.	
I.	Policies - First Reading	63
	<i>Policies that are scheduled for first reading are included in the Board meeting packet. Staff members will not formally present the first reading of policies, unless the Board requests information that is not already included in the Board meeting packet. If no public comments or questions are received regarding these policies during the review period, they may be placed on the consent agenda for approval during the next regular meeting.</i>	
	Presenter: Travis Reiman	
	Time: 8:30 PM, 5 minutes	
1.	A/B - Board Governance and Operations	
a.	AC: Nondiscrimination	64
	Presenter: Audrea Neville	
b.	AC-AR: Discrimination Complaint Procedure	68
	Presenter: Audrea Neville	
2.	D - Fiscal Management	
a.	DBEA: Budget Committee	72
	Presenter: Scott Harrison	
3.	I - Instruction	
a.	IGBHD: Program Exemptions	74
	Presenter: Audrea Neville	
b.	IKF: Graduation Requirements	75
	Presenter: Audrea Neville	
c.	IKFB: Graduation Exercises	88
	Presenter: Audrea Neville	
4.	J - Students	
a.	JFCEB: Personal Electronic Devices	90
	Presenter: Audrea Neville	
J.	Information - Administrative Regulation Update	94
1.	J - Students	
a.	JFCEB-AR(1): Personal Electronic Devices	95
	Presenter: Audrea Neville	
b.	JFCEB-AR(2): Annual Request for Personal Electronic Device Exception	97
	Presenter: Audrea Neville	
K.	HCU / HEA Reports	
	Presenter: Ivette Pantoja	
	Time: 8:35 PM, 10 minutes	
L.	Discussion Time	
	Presenter: Ivette Pantoja	
	Time: 8:45 PM, 10 minutes	
1.	Student Representatives' Time	
2.	Superintendent's Time	
3.	Board of Directors' Time	
M.	Adjourn Board Meeting	
	Presenter: Ivette Pantoja	

Time: 8:55 PM

N. Next Meetings of the Board of Directors:

- October 14, 2025, Board Work Session
- October 28, 2025, Board Work / Regular Session

The Board meeting packet may be found on the District website: <https://www.hsd.k12.or.us/board>.

This meeting will be held in English. If you need interpretation services in another language, please contact our Language Liaisons Department by email at language liaisons@hsd.k12.or.us or by calling 503-844-1429, at least 48 hours before the meeting.

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2025
SUMMER PROGRAMMING REPORT

SITUATION

In the summer of 2025, the Hillsboro School District offered a wide variety of programming. Tonight, staff will be sharing the highlights of each program and operations support services report on the work that occurred by the staff to make summer a success. The final report, included in the Board packet, is a compilation of program statistics and student selection summary statements by program.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2025
DISCUSS OSBA ELECTIONS

SITUATION

Oregon School Boards Association (OSBA) is seeking nominations for positions on the OSBA Board of Directors. Washington County school districts (Banks, Beaverton, Forest Grove, Gaston, Hillsboro, Sherwood, and Tigard-Tualatin) are represented by positions 15, 16, and 20, which are staggered, two-year terms. Nominations are open for positions 16 (currently held by Tristan Irvin, TTSD) and 20 (currently held by Nancy Thomas, HSD) on the OSBA Board of Directors. Nominations are open for position 15 (currently held by Melissa Potter, BSD), position 16 (currently held by Becky Tymchuk, BSD) and 20 (currently held by Jill Zurschmeide, TTSD) on the Legislative Policy Committee.

Tonight, Board members will discuss their possible interest in OSBA Board and LPC positions in anticipation of nominations during the regular session.

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss interest in OSBA board service.

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2025
APPOINT COMMUNITY CURRICULUM ADVISORY COMMITTEE MEMBERS

SITUATION

In accordance with policy IFF, the Board of Directors has established the Community Curriculum Advisory Committee (CCAC) to provide for community involvement in the development of curriculum and instructional programs and input into those curricular areas identified by the Board. The CCAC consists of parents and community members who reside in the District attendance area, and includes student representation, as appropriate. CCAC members may not be current HSD employees. A value of the Board and CCAC is to recruit community members with diverse perspectives that reflect the population of the District. 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. CCAC members who apply for reinstatement may be appointed by the Board to serve as many consecutive terms as are deemed 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. 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 five additional 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 membership and applications:

- Seven active CCAC community members are continuing terms, and five students are continuing.
- At this time, eleven applications have been received for community members interested in serving on the CCAC, along with three student applications.

During tonight's work session, applicants were invited to introduce themselves, and the Board discussed the selection process. During this evening's regular session, Board members will identify a slate of candidates who will be officially appointed to fill the open positions.

New members who are appointed by the Board this evening will be able to participate in the first CCAC meeting of the 2025-26 school year on Monday, October 13, 2025.

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss the Community Curriculum Advisory Committee selection process and ask any questions they may have.

**HILLSBORO SCHOOL DISTRICT 1J
BOARD OF DIRECTORS 2024-2025
LAND ACKNOWLEDGEMENT**

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

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

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

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

PROCLAMATION

The Hillsboro School District observes Latina/o/x/e Heritage Month, a time to celebrate the achievements, histories, traditions, and cultural diversity of Latina/o/x/e Americans who are the largest racial or ethnic minority in the country.

We acknowledge that members of our community may identify with a variety of terms, including Latina, Latino, Latinx, Latine, or other cultural and national identities. In keeping with Hillsboro School District's adopted practice, this proclamation uses "Latina/o/x/e" while honoring and respecting all self-identifications.

The Hillsboro School District recognizes that this national observance began in 1968 as Hispanic Heritage Week under President Lyndon Johnson and, in 1988, was expanded by President Ronald Reagan into a month-long celebration from September 15 to October 15.

We honor the vibrant history and diverse cultures of Oregon's Latina/o/x/e community as a central part of our state's story and recognize the deep roots of Latina/o/x/e families in Washington County and Hillsboro. Their contributions in education, agriculture, business, arts, and civic life continue to shape and enrich our community. We also acknowledge that throughout the history of the Hillsboro School District, people of Latina/o/x/e descent have added to its prosperity and culture.

The Board of Directors of the Hillsboro School District do hereby proclaim the month of September 15, 2025, to October 15, 2025, be:

LATINA/O/X/E HERITAGE MONTH



We urge all community members to join us in honoring the many contributions and achievements of Latina/o/x/e Americans to the development and prosperity of our schools and community. We encourage our schools, families, and community partners to uplift histories, cultures, and voices in classrooms, libraries, and activities throughout this month and beyond, recognizing that our collective future is stronger when all identities are celebrated and valued.

Hillsboro School District Board of Directors

PROCLAMATION

The Hillsboro School District acknowledges the importance of America's Safe Schools Week in October and remains committed to ensuring that every student feels safe, respected, and valued in our learning environments. We recognize that fostering belonging and inclusion is essential for students to thrive.

The Hillsboro School District understands that educational equity can only flourish in school settings where safety, respect, and emotional well-being are prioritized. We believe that all students have the right to learn in an environment free from fear, harm, or discrimination.

The Hillsboro School District encourages schools, families, communities, and organizations to collaborate in creating safe spaces by addressing and preventing bullying, harassment, cyberbullying, and all forms of bias, including racism and hate. The Hillsboro School District is committed to raising awareness and ensuring that all children are protected and supported.

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

The Board of Directors of the Hillsboro School District do hereby proclaim the week of October 19-25, 2025, be:

AMERICA'S SAFE SCHOOLS WEEK



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

Hillsboro School District Board of Directors

PROCLAMATION

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

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

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

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

The Board of Directors of the Hillsboro School District do hereby proclaim the month of October 2025 be:

NATIONAL PRINCIPALS MONTH



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

Hillsboro School District Board of Directors

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

July 8, 2025

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

1. WORK SESSION

<u>Board Present:</u>	<u>Staff Present:</u>
Ivette Pantoja, Chair, virtual	Travis Reiman, Superintendent
Mark Watson, Vice Chair, virtual	Brooke Nova, Assistant Superintendent, Academic Services
See Eun Kim, virtual	Beth Graser, District Communications Officer
Yessica Hardin Mercado, virtual	Francesca Sinapi, District Equity, Access and Engagement Officer
Patrick Maguire, virtual	Derek Brown, District Information Technology Officer
Katie Rhyne, virtual	Rose Roman, Executive Assistant to the Superintendent
Nancy Thomas, virtual, absent	
<u>Student Representatives Present:</u>	
Hazel Cleveland	

A. Call to Order Work Session

Board Chair Mark Watson reconvened the meeting at 12:02 PM.

B. Elect Board Chair and Vice Chair

Board Chair Ivette Pantoja called for nominations for the Vice Chair position.

Director Mark Watson NOMINATED Director See Eun Kim for the Board Vice Chair position.

Board Chair Ivette Pantoja DECLARED the nominations closed.

Director Katie Rhyne MOVED, SECONDED by Director Mark Watson, that the Board of Directors elect Director See Eun Kim for Vice Chair of the Board of Directors.

The MOTION CARRIED (6-0). Director See Eun Kim, Director Yessica Hardin Mercado, Director Patrick Maguire, Director Katie Rhyne, Director Mark Watson, and Chair Ivette Pantoja voted to approve. Director Nancy Thomas was absent for the vote.

Board members made comment.

Director See Eun Kim NOMINATED Chair Ivette Pantoja for the Board Chair position.

Board Chair Ivette Pantoja DECLARED the nominations closed.

Director Katie Rhyne MOVED, SECONDED by Director Mark Watson, that the Board of Directors elect Chair Ivette Pantoja for Chair of the Board of Directors.

The MOTION CARRIED (6-0). Director See Eun Kim, Director Yessica Hardin

Mercado, Director Patrick Maguire, Director Katie Rhyne, Director Mark Watson, and Chair Ivette Pantoja voted to approve. Director Nancy Thomas was absent for the vote.

Board members made comment.

C. Consent Agenda

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

Director Mark Watson MOVED, SECONDED by Director Patrick Maguire, to approve the Consent Agenda as printed.

The MOTION CARRIED (6-0). Director See Eun Kim, Director Yessica Hardin Mercado, Director Patrick Maguire, Director Katie Rhyne, Director Mark Watson, and Chair Ivette Pantoja voted to approve. Director Nancy Thomas was absent for the vote.

No further discussion took place.

Consent Agenda items were as follows:

1. Approve Minutes of June 17, 2025, Board Meeting

D. Discussion Time

1) Student Representatives' Time

Board Chair Ivette Pantoja introduced student representative Hazel Cleveland.

2) Superintendent's Time

Superintendent Travis Reiman welcomed student representative Hazel Cleveland, Director Yessica Hardin Mercado and Director Katie Rhyne, congratulated Chair Ivette Pantoja and Vice Chair See Eun Kim on their election to Board leadership today, highlighted HSD participation in the Hillsboro 4th of July Parade and thanked District Communications Officer Beth Graser and her team for their work on it, he highlighted his visit to HSD summer programs, discussed working with ODE to track Federal funding, cell phone ban, and introduced District Information Technology Officer Derek Brown.

3) Board of Directors' Time

Director Yessica Hardin Mercado thanked Superintendent Travis Reiman and Chair Ivette Pantoja for a great orientation yesterday and welcomed student representative Hazel Cleveland.

Director Mark Watson welcomed student representative Hazel Cleveland and expressed interest in touring summer programs.

Director Katie Rhyne thanked Superintendent Travis Reiman and Chair Ivette Pantoja for a great orientation yesterday and welcome student representative Hazel Cleveland and looked forward to her Board service.

Board Chair Ivette Pantoja welcomed Katie, Yessica, and Hazel, and thanked everyone for attending.

E. Adjourn Meeting

Chair Ivette Pantoja adjourned the meeting at 12:16 PM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

August 12, 2025

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

1. BOARD RETREAT

Board Present:	Staff Present:
Ivette Pantoja, Chair	Travis Reiman, Superintendent
See Eun Kim, Vice Chair, absent	Audrea Neville, Assistant Superintendent, School Performance
Yessica Hardin Mercado	Brooke Nova, Assistant Superintendent, Academic Services
Patrick Maguire	Beth Graser, District Communications Officer
Katie Rhyne	Kona Lew-Williams, District Human Resources Officer
Nancy Thomas	Scott Harrison, Chief Financial Officer
Mark Watson	Francesca Sinapi, District Equity, Access, Engagement Officer
	Derek Brown, District Information & Technology Officer
<u>Student Representatives Present:</u>	Saideh Haghighi Khochkhrou, District Operations Officer
Nicole Ayala Congachi	Rusty Bingham, Executive Director of Transportation
Hazel Cleveland	Willow Grossen, Elementary School Principal
Jocelyn Trejo-Reyes	Stacey Hutchinson, High School Assistant Principal
	Rose Roman, Executive Assistant to the Superintendent
<u>HSD Calendar Committee:</u>	Ciara Hartzell, Technology Support
Olga Acuna	Mary Kay Babcock, HEA President
Mary Kay Babcock	David Eggleston, HCU President
Stacey Hutchinson	
Roger Will	

- A. Call to Order
Board Chair Ivette Pantoja called the meeting to order at 8:08 AM.
- B. Team-Building Activity
District Equity, Access, Engagement Officer Francesca Sinapi and District Information & Technology Officer Derek Brown led the team building activity. Board and Cabinet members discussed the DISC assessment and participated in a group activity.
- C. Setting the Stage: School Year 2025-26 / Legislative Updates
Superintendent Travis Reiman introduced the topic, discussed US, World, and State of Oregon context, Oregon legislature and the 2025 session, advocacy, highlighted summer school, and highlighted results from the strategic plan. Board members asked questions and made comments.
- D. Budget Preview
Chief Financial Officer Scott Harrison gave an update on 2025-26 financial outlook and trends. Board members asked questions and made comments.
- E. Long Range Planning - Bond Development Preview and Timeline
District Communications Officer Beth Graser reminded the Board about the consultants, discussed the long-range planning upcoming meeting schedule, recruitment for the bond

development committee, and upcoming dates. Board members asked questions and made comments.

F. Break

Board Chair Ivette Pantoja excused the Board for a break at 9:35 AM, returning at 9:46 AM.

G. Strategic Plan Update

District Communications Officer Beth Graser introduced the topic and discussed performance target #1 for 2024-25, performance target #3 action plan reflection and extracurricular participation, performance target #4 action plan reflection and 9th grade on-track, and implementation status report. Assistant Superintendent Brooke Nova discussed performance target #1 action plan reflection, performance target #2 action plan reflection and attendance plans, performance target #5 action plan reflection and 4-year graduation, and celebrations and opportunities for growth. Board members asked questions and made comments.

H. Focus Areas and School Improvement Planning (SIP) for 2025-26 School Year

Assistant Superintendent Audrea Neville discussed focus areas, school improvement plan template, and focus areas for 2025-26. Board members asked questions and made comments.

I. Cognia Update

Assistant Superintendent Brooke Nova reminded the Board about what the Cognia accreditation is, why we do it, how it ties to the HSD Strategic Plan, performance standards, look fors, and invited the Board to participate in the Cognia process. Board members asked questions and made comments.

J. Cell Phone Guidance

Assistant Superintendent Audrea Neville shared information on the Governor's executive order, shared a copy of the OSBA sample policy and administrative regulation, shared potential dates for first read, adoption, and implementation, key highlights on the upcoming policy, and next steps. Board members and student representatives asked questions and made comments.

K. Calendar Committee Update

District Human Resources Officer Kona Lew-Williams introduced the topic. Calendar committee members Olga Acuna, Mary Kay Babcock, Stacey Hutchinson, and Roger Will discussed the committee findings. Board members asked questions and made comments.

L. Introduction of New Administrators

District Human Resources Officer Kona Lew-Williams introduced new administrators Executive Director of Transportation Rusty Bingham, Atfalati Ridge Elementary School Principal Willow Grossen, Liberty High School Assistant Principal Stacey Hutchinson and District Information & Technology Officer Derek Brown.

M. Recess Meeting

Board Chair Ivette Pantoja recess the meeting at 11:51 AM.

N. Lunch Break with New Administrators

Lunch break from 11:51 AM until 12:21 PM.

O. Reconvene Meeting

Board Chair Ivette Pantoja reconvened the meeting at 12:21 PM.

- P. Partnership Updates
District Communications Officer Beth Graser introduced the topic and discussed the Hillsboro Schools Foundation Memorandum of Understanding. Superintendent Travis Reiman provided background knowledge on the MOU. District Operations Officer Saideh Haghighi Khochkhon discussed the SRO program, introduced the officers and what schools they cover, community engagement and relationship building, calls for service, survey results, opportunities for growth, and intergovernmental agreement (IGA) review & renewal. Board members asked questions and made comments.
- Q. Technology Update
District Information & Technology Officer Derek Brown introduced technology department leadership team, new applications (Blocksi and ParentSquare) being used this year. Board members asked questions and made comments.
- R. Equity Update
District Equity, Access, Equity, Access, & Engagement Officer Francesca Sinapi gave an update on the three year Equity, Access, & Engagement timeline, District level support, family engagement and PAC support, school based support, school based family engagement support, SD Strategic Plan Accountability, continued efforts to elevate students, families and historically marginalized staff, process to drive equity mind mapping in schools, department educational equity plan overview, and discussed the Educational Equity Advisory Committee. Board members asked questions and made comments.
- S. Superintendent Committees
Executive Assistant to the Superintendent Rose Roman presented the Superintendent Committees spreadsheet and asked Board members to sign up for positions. Board members asked questions and made comments.
- T. CCAC Work Plan
Assistant Superintendent Brooke Nova introduced the CCAC team, the responsibilities, the year's draft work plan, and the Board assignment to CCAC.
- U. Budget Committee Update
Chief Financial Officer Scott Harrison discussed openings on the Budget Committee.
- V. Break
Board Chair Ivette Pantoja excused the Board for break at 1:48 PM, returning at 2:00 PM.
- W. Superintendent Evaluation 2025-26
Board Chair Ivette Pantoja proposed using OSBA for the Superintendent Evaluation this year. Board members provided feedback and agreed to use OSBA again this year.
- X. Superintendent Goals 2025-26
Superintendent Travis Reiman discussed his proposed goals for the 2025-26 year. Board members asked questions and made comments.
- Y. Board goals 2025-26
Board Chair Ivette Pantoja led the discussion on Board goals for 2025-26. Board members provided suggestions and discussed options for changing goals.
- Z. Board Working Agreements

Board members discuss the Board working agreements. No suggestions were made.

AA. Board / Superintendent Communication

Superintendent Travis Reiman discussed communication between the Board and Superintendent. Board members asked questions and made comments.

BB. Board Budget

Chief Financial Officer Scott Harrison gave a brief overview of the Board budget for the 2025-26 school year. Board members asked questions and made comments.

CC. Board Conferences

Board Chair Ivette Pantoja discussed Board conferences for the 2025-26 school year, including the OSBA annual convention in Portland and not attending the annual NSBA convention. Board members asked questions and made comments.

DD. Board Meeting Planning

Board members offered suggestions for potential meeting topics for the year.

EE. Discussion Time

1. Student Representatives' Time

Nicole Ayala Congachi looked forward to a great year and thanked the Board for the opportunity, and gave a shoutout to the arts programs.

Hazel Cleveland thanked the Board for the opportunity.

Jocelyn Trejo-Reyes thanked the Board for the opportunity and asked a question about the SRO program.

2. Superintendent's Time

Superintendent Travis Reiman welcomed everyone back, thanked the Cabinet for their work, and thanked the Directors for attending OSBA Summer Board last weekend.

3. Board of Directors' Time

Director Yessica Hardin Mercado thanked staff for the presentations, welcomed student representatives, and highlighted the OSBA conference.

Director Nancy Thomas highlighted the OSBA conference, looked forward to the upcoming year, and welcomed the student representatives.

Director Mark Watson welcomed the new board members, highlighted the OSBA conference, welcomed student representatives and discussed mentoring, and reminded the Board that legislative work doesn't end even when the legislature isn't in session.

Director Katie Rhyne thanked staff for their work putting together today's information, welcomed the student representatives, and highlighted OSBA and thanked HSD for sending the Board.

Director Patrick Maguire looked forward to the new year.

Director Ivette Pantoja thanked the Cabinet for their work, highlighted OSBA and shared a story from the conference, and looked forward to the new year.

FF. Adjourn Board Retreat

Board Chair Ivette Pantoja adjourned the Board Retreat at 3:25 PM.

2. **Executive Session**

<u>Board Present:</u>	<u>Staff Present:</u>
Ivette Pantoja, Chair	Travis Reiman, Superintendent
See Eun Kim, Vice Chair, absent	Audrea Neville, Assistant Superintendent, School Performance
Yessica Hardin Mercado	Brooke Nova, Assistant Superintendent, Academic Services
Patrick Maguire	Beth Graser, District Communications Officer
Katie Rhyne	Kona Lew-Williams, District Human Resources Officer
Nancy Thomas	Scott Harrison, Chief Financial Officer
Mark Watson	Francesca Sinapi, District Equity, Access, Engagement Officer
	Derek Brown, District Information & Technology Officer
	Saideh Haghighi Khochkhou, District Operations Officer
	Rose Roman, Executive Assistant to the Superintendent

A. Call to Order Executive Session

Board Chair Ivette Pantoja called the meeting to order at 3:34 PM, and moved the Board into executive session under 192.660(2)(e) - Real Property

B. ORS 192.660(2)(e) - Real Property

Chief Financial Officer Scott Harrison introduced the topic, gave an update on status on real property. District Operations Officer Saideh Haghighi Khochkhou provided an update on real property. Board members asked questions and made comments.

Assistant Superintendent Brooke Nova gave an update on the status of another real property. District Operations Officer Saideh Haghighi Khochkhou provided an update on real property. Chief Financial Officer Scott Harrison gave a financial update on the real property. Superintendent Travis Reiman provided additional information. Board members asked questions and made comments.

C. Recess Executive Session

Board Chair Ivette Pantoja moved the Board out of executive session and recessed the meeting at 4:20 PM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

September 9, 2025

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

1. WORK SESSION

<u>Board Present:</u>	<u>Staff Present:</u>
Ivette Pantoja, Chair	Travis Reiman, Superintendent
See Eun Kim, Vice Chair	Audrea Neville, Assistant Superintendent, School Performance
Yessica Hardin Mercado	Brooke Nova, Assistant Superintendent, Academic Services
Patrick Maguire, virtual	Beth Graser, District Communications Officer
Katie Rhyne	Kona Lew-Williams, District Human Resources Officer
Nancy Thomas, virtual	Francesca Sinapi, District Equity, Access, Engagement Officer
Mark Watson	Saideh Haghighi Khochkhou, District Operations Officer
	Scott Harrison, Chief Financial Officer
<u>Student Representatives Present:</u>	Derek Brown, District Information Technology Officer
Nicole Ayala Congachi	Rose Roman, Executive Assistant to the Superintendent
Hazel Cleveland	Ciara Hartzell, Technology Support
Jocelyn Trejo-Reyes	Mary Kay Babcock, HEA President
	David Eggleston, HCU President
	<u>Others Present:</u>
	Tammy Wallin, Hillsboro Public Library
	Jim Wheaton, Commander-Washington County Sheriff's Office

- A. Call to Order
Board Chair Ivette Pantoja called the meeting to order at 5:15 PM
- B. Washington County Local Option Levies Presentation
Tammy Wallin from the Hillsboro Public Library presented on Measure 34-345: Replacement Levy to Support Countywide Library Services and Washington County Sheriff's Commander Jim Wheaton presented on Measure 34-346: Replacement Local Option Levy for Countywide Public Safety Services. Board members asked questions and made comments regarding the presentations.
- C. Discuss Superintendent Goals
Superintendent Travis Reiman explained the change in his yearly goals from the previously discussed version of his goals. Board members asked questions and made comments.
- D. Discuss Board Goals
Board members discussed the proposed Board goals. Board members agreed to move forward with the goals as written. Board members asked questions and made comments.
- E. Discuss Board Working Agreements
Board Chair Ivette Pantoja presented the Board / Superintendent Working Agreements. No other suggestions were made.

F. Cell Phone Guidance Update

Assistant Superintendent Audrea Neville gave an update on where HSD is in the process of the Governor's executive order, defined personal electronic device, hours of restriction and flexibility, draft policy, and next steps. Board members and student asked questions and made comments.

G. Cabinet Member Updates

Cabinet Members gave updates on various committee positions open to Board members, student representatives and committee members.

H. Discussion Time

1) Student Representatives' Time

Jocelyn Trejo-Reyes thanked everyone for the opportunity to be here.

Nicole Ayala Congachi thanked everyone for their work, highlighted her artwork at Brookwood Library – opening night October 2nd, 5-8pm.

Hazel Cleveland thanked everyone for a great meeting.

2) Superintendent's Time

Superintendent Travis Reiman highlighted the start of the school year, partnering with community partners like Washington County, and highlighted cuts to Medicaid.

3) Board of Directors' Time

Director Yessica Hardin Mercado thanked Jim Wheaton and Tammy Wallin from Washington County for their presentations tonight, highlighted the expansion of domestic violence services, and thank staff for a great start to the school year.

Director Katie Rhyne welcomed everyone back to the school year.

Director Mark Watson discussed standardized testing and thanked Superintendent Travis Reiman for the shoutout on tv.

Director Nancy Thomas shared that OSBA will be meeting and nominating her for Vice President of OSBA.

Director Patrick Maguire highlighted the start of school.

Vice Chair See Eun Kim highlighted the OSBA conference, thanked staff for today's presentations, and looked forward to a great school year.

Chair Ivette Pantoja highlighted the start of school and discussed her legislative advocacy efforts.

I. Adjourn Meeting

Chair Ivette Pantoja adjourned the meeting at 7:30 PM.

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2025
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Anne Bafaro

Assignment: 1.0 FTE Counselor
Location: Hillsboro Online Academy
Effective Date: June 13, 2025
Years of Service: 25 years

- B. Ratify the acceptance of the resignation of the following supervisor-specialist-technical personnel:

Lenaya Martin

Assignment: 1.0 FTE Systems/Network Engineer 1
Location: Technology Services
Effective Date: August 27, 2025

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

Nicole Abadir-Pruitt

Assignment: 1.0 FTE 5th Grade Teacher
Location: Quatama Elementary School
Effective Date: June 13, 2025

Sadie Baer

Assignment: 1.0 FTE Science Teacher
Location: R.A. Brown Middle School
Effective Date: August 20, 2025

Stephanie Boyd

Assignment: 1.0 FTE Support Specialist/Autism Consultant
Location: Student Services
Effective Date: August 18, 2025

Michelle Brady

Assignment: 1.0 FTE Nurse
Location: Student Services
Effective Date: June 13, 2025

Justin Broce

Assignment: 0.5 FTE Diesel Service Technology Teacher CTE
Location: Hillsboro High School
Effective Date: August 24, 2025

Tammie Buck

Assignment: 1.0 FTE 4th Grade Teacher
Location: Jackson Elementary School
Effective Date: June 13, 2025

Gloria Campos

Assignment: 1.0 FTE English Learner Specialist
Location: Hillsboro Online Academy
Effective Date: August 22, 2025

Maritza Carranza

Assignment: 1.0 FTE Student Success Coach
Location: Lincoln Street Elementary School
Effective Date: June 13, 2025

Amy Clay

Assignment: 1.0 FTE 6th Grade Teacher
Location: Minter Bridge Elementary School
Effective Date: August 5, 2025

Danielle Cowell

Assignment: 1.0 FTE TOSA
Location: Student Services/South Meadows Middle School
Effective Date: June 13, 2025

Amanda Davila

Assignment: 1.0 FTE TOSA/Special Education Teacher
Location: Quatama Elementary School/Student Services
Effective Date: June 13, 2025

Caitlyn FitzPatrick

Assignment: 1.0 FTE Art Teacher
Location: R.A. Brown Middle School
Effective Date: June 13, 2025

Kasia Gutierrez

Assignment: 1.0 FTE Classroom Teacher
Location: Imlay Elementary School
Effective Date: June 13, 2025

Kisa Henrich

Assignment: 1.0 FTE Physical Education Teacher
Location: Glencoe High School
Effective Date: June 13, 2025

Rebecca Hoppen

Assignment: 1.0 FTE 5th Grade Dual Language Teacher
Location: Free Orchards Elementary School
Effective Date: August 19, 2025

Jon Jedrykowski

Assignment: 1.0 FTE PE/Special Education Teacher
Location: Hillsboro Online Academy/Glencoe High School
Effective Date: August 11, 2025

Marci Lister

Assignment: 1.0 FTE Special Education Teacher
Location: Atfalati Ridge Elementary/Lenox Elementary School
Effective Date: August 12, 2025

Helena Martyn

Assignment: 1.0 FTE Social Studies Teacher
Location: South Meadows Middle School
Effective Date: August 20, 2025

Omar Montes Alvarez

Assignment: 1.0 FTE Dual Language Math Teacher
Location: Century High School
Effective Date: June 13, 2025

Benjamin North

Assignment: 1.0 FTE Special Education Teacher
Location: Indian Hills Elementary School
Effective Date: August 18, 2025

Rachel Phanichayakarn

Assignment: 1.0 FTE Art and Special Education Teacher
Location: Oaks Street Campus
Effective Date: June 13, 2025

Evelyn Salvatierra

Assignment: 1.0 FTE Preschool Teacher
Location: Reedville Elementary School
Effective Date: August 20, 2025

Jerson Sarceno

Assignment: 1.0 FTE Special Education Teacher
Location: Ladd Acres Elementary School
Effective Date: August 19, 2025

Sho Shigeoka

Assignment: 1.0 FTE TOSA-OSP
Location: Oak Street Campus
Effective Date: June 13, 2025

Noah Simonson

Assignment: 1.0 FTE Student Success Coach/Math Support Teacher
Location: Farmington View Elementary School
Effective Date: June 13, 2025

Jennifer Wallace

Assignment: 1.0 FTE Language Arts Teacher
Location: R.A. Brown Middle School
Effective Date: August 7, 2025

D. Approve the employment of the following administrative personnel:

Rusty Bingham

Assignment: 1.0 FTE Executive Director of Transportation
Location: Transportation
Effective Date: July 1, 2025

Dr. Derek Brown

Assignment: 1.0 FTE District Information and Technology Officer
Location: Technology Services
Effective Date: July 1, 2025

Willow Grossen

Assignment: 1.0 FTE Elementary School Principal
Location: Atfalati Ridge Elementary School
Effective Date: July 1, 2025

Danielle Johnson

Assignment: 1.0 FTE Director of Student Services
Location: Student Services
Effective Date: July 1, 2025

Stacey Hutchinson

Assignment: 1.0 FTE High School Assistant Principal
Location: Liberty High School
Effective Date: August 1, 2025

E. Approve the employment of the following licensed personnel in the 2025-26 school year:

Jorge Bravo

Education: BA – San Jose State University, San Jose, CA
Experience: None
Assignment: 1.0 FTE Aerospace CTE Teacher – Liberty High School

Lucy Brush

Education: BA – Indiana University, Bloomington, IN
Experience: 2 years
Assignment: 1.0 FTE Language Arts Teacher – J.W. Poynter Middle School

Sanne Cai

Education: BA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE Music and Band Teacher – Groner Elementary and R.A. Brown Middle School

Mia Cha

Education: BA – George Fox University, Newberg, OR
Experience: None
Assignment: 1.0 FTE 6th Grade Teacher – Quatama Elementary School

David DeHart

Education: MA – University of Oregon, Eugene, OR
Experience: 2 years
Assignment: 1.0 FTE Social Studies Teacher – South Meadows Middle School

Maria Garcia

Education: MA – Pacific University, Forest Grove, OR
Experience: 1 year
Assignment: 1.0 FTE Speech-Language Pathologist – Minter Bridge Elementary School-Student Services

Kathryn Gardner

Education: BA – University of Wisconsin, Oshkosh, WI
Experience: None
Assignment: 1.0 FTE District Nurse – Student Services

Joseph Harrison

Education: MA – Warwick University, Coventry, England
Experience: 7 years
Assignment: 1.0 FTE 1st/2nd Grade Teacher – Tamarack Elementary School

Clive Hawken

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Digital Art Elective/PE Teacher – R.A. Brown Middle School

Katherine Hurley

Education: BA – University of Phoenix, Phoenix, AZ
Experience: 2 years
Assignment: 1.0 FTE Special Education Teacher – Quatama Elementary School

Benjamin Knobel

Education: MA – Marylhurst University, Lake Oswego, OR
Experience: 12 years
Assignment: 1.0 FTE Language Arts Teacher – R.A. Brown Middle School

Antonio Marquez

Education: BA – DePaul University, Chicago, IL
Experience: 16 years
Assignment: 1.0 FTE Physical Education Teacher – Witch Hazel Elementary School

Jacquelyn Ortuno

Education: MA – Point Loma Nazarene University, San Diego, CA
Experience: 6 years
Assignment: 1.0 FTE Special Education Teacher – Quatama Elementary School

Jessica Parlanti

Education: MA – Universidad Andina Simon Bolivar, Quito, Ecuador
Experience: 20 years
Assignment: 1.0 FTE Social Studies/Spanish Teacher – R.A. Brown Middle School

Tori Rask

Education: MA – Oregon State University, Corvallis, OR
Experience: 10 years
Assignment: 1.0 FTE 6th Grade Teacher – Minter Bridge Elementary School

Claire Rickis

Education: BA – Western Oregon University, Monmouth, OR
Experience: 1 year

Assignment: 1.0 FTE Dual Language Math Teacher – R. A. Brown Middle School

Rosa Rodriguez

Education: BA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE Spanish Language Arts Teacher – South Meadows Middle School

Anel Samarron

Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Dual Language Math Teacher – South Meadows Middle School

Bryanna Smith

Education: BA – Western Oregon University, Monmouth, OR
Experience: 4 years
Assignment: 1.0 FTE PE Teacher – South Meadows Middle School

Grayson Teals

Education: MA – Western Governors University, Salt Lake City, UT
Experience: None
Assignment: 1.0 FTE Science Teacher/EL Specialist – Liberty High School

Isaac Tenorio

Education: MA – Concordia University Nebraska, Seward, NE
Experience: 3 years
Assignment: 1.0 FTE Science Teacher – R.A. Brown Middle School

Sarah Tuck

Education: MA – Portland State University, Portland, OR
Experience: 11 years
Assignment: 0.667 FTE Drama and Leadership Teacher – Liberty High School

Cameron Vranizan

Education: MA – University of Portland, Portland, OR
Experience: 7 years
Assignment: 0.8 FTE Special Education Teacher – Ladd Acres Elementary School

- F. Approve the employment of the following licensed personnel in the 2025-26 school year, who have held temporary status:

Nicole Abadir-Pruitt

Education: MA – Walden University, Minneapolis, MN
Experience: 2 years
Assignment: 0.5 FTE Student Success Coach – Quatama Elementary School

Silvina Andrus

Education: BA – Pacific University, Forest Grove, OR
Experience: 2 years
Assignment: 1.0 FTE 5th Grade Teacher – Free Orchards Elementary School

Alexis Bermudez

Education: MA – Pacific University, Forest Grove, OR
Experience: 1 year
Assignment: 0.5 FTE Kindergarten Teacher – Lincoln Street Elementary School

Victoria Berry

Education: MA – Western Oregon University, Monmouth, OR
Experience: 20 years
Assignment: 0.5 FTE English Learner Specialist – Hillsboro Online Academy

Jessica Cohoe

Education: MA – Evergreen State College, Olympia, WA
Experience: 11 years
Assignment: 1.0 FTE Social Studies Teacher – Glencoe High School

Ronald Hall Jr.

Education: MA – University of Illinois, Chicago, IL
Experience: 20 years
Assignment: 0.833 FTE Science and Math Teacher – South Meadows Middle School

Molly Holmes

Education: BA – Multnomah University, Portland, OR
Experience: 4 years
Assignment: 1.0 FTE Kindergarten Teacher – Ladd Acres Elementary School

Alyssa Johnson

Education: MA – California State University, Los Angeles, CA
Experience: 4 years

Assignment: 0.5 FTE Physical Education Teacher – Groner Elementary School

Josyane Lindsey

Education: BA – University of Central Florida, Orange County, FL
Experience: 30 years
Assignment: 1.0 FTE 1st Grade Teacher

Matthew Loun

Education: MA – Southern Oregon University, Ashland, OR
Experience: 18 years
Assignment: 1.0 FTE Technology/Engineering Teacher – CTE – Century High School

Jennifer McLin

Education: BA – Washington State University, Pullman, WA
Experience: 1 year
Assignment: 1.0 FTE Math Teacher – Evergreen Middle School

Ariel Perez

Education: BA – University of Nevada, Reno, NV
Experience: 2 years
Assignment: 1.0 Dual Language Science Teacher – South Meadows Middle School

Krista Reiman

Education: MA – Portland State University, Portland, OR
Experience: 18 years
Assignment: 1.0 FTE Language Arts Teacher – Liberty High School

Hannah Roy

Education: BA – University of Findlay, Findlay, OH
Experience: 1 year
Assignment: 1.0 FTE Physical Education Teacher – Glencoe High School

Monica Sierra Brodniak

Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 0.5 FTE Dual Language 1st Grade Teacher – W.L. Henry Elementary School

Emily Smith

Education: MA – Western Oregon University, Monmouth, OR
Experience: 2 years

Assignment: 1.0 FTE Special Education Teacher – Quatama Elementary School

Kylie Tidwell

Education: BA – Pacific University, Forest Grove, OR
Experience: 1 year
Assignment: 1.0 FTE 4th Grade Teacher – Jackson Elementary School

Geovanny Tolentino

Education: MA – Western Oregon University, Monmouth, OR
Experience: 3 years
Assignment: 0.833 FTE English Learner Specialist/Spanish Language Arts Teacher – R.A. Brown Middle School

Amanda Vanderhoof

Education: BA – Western Oregon University, Monmouth, OR
Experience: 1 year
Assignment: 1.0 FTE Kinder/1st Grade Teacher – Groner Elementary School

Jenna Wartenberg

Education: MA – George Fox University, Newberg, OR
Experience: 5 years
Assignment: 1.0 FTE 3rd/4th Grade Teacher

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2025
ADOPT BOARD / SUPERINTENDENT WORKING AGREEMENTS

SITUATION

The Board of Directors is the educational policy-making body for the Hillsboro School District. In order to effectively meet the District's challenges, it is essential that the Board and Superintendent function together as a leadership team. The Board / Superintendent working agreements, a tool that facilitates unity among the team members, is annually reviewed and readopted by the Board. The Board reviewed updates to the working agreements during the August 12 Retreat and September 9 work session.

RECOMMENDATION

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

DRAFT
Hillsboro School District
2025-26 Board / Superintendent Working Agreements

Purpose

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

Information Requests

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

Personnel Issues

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

Speaking with One Voice

- Board members agree that they will strive to render all decisions based on the available facts and their independent judgment.
- Board members agree to accept the decision of the majority, while honoring the right of individual members to express opposing viewpoints and vote their convictions.
- The Board Chair, Vice Chair, and Superintendent will confer with each other, when

possible, before responding to the media and community as the official voice of the Board. The Superintendent and District Communications Officer will communicate facts and notify the Board when responding, as appropriate.

- Board members will be certain to clarify when they are speaking on their own behalf and when they are speaking as representatives of the Board. (For example, "... I am speaking to you today as an individual, and not on behalf of the Hillsboro School District Board of Directors.")

Superintendent / Board Relationship

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

Meetings

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

Communication – Board / Superintendent / Staff / Community

- Board members and the Superintendent agree to show respect and consideration for each other at Board meetings and in all of their communications, work collaboratively together, strive to be a highly functioning team, and offer the same level of consideration and respect to administrators, staff members, audience members, and community members.
- Board members will endeavor to make policy decisions only after full discussion at publicly held Board meetings.
- Board members agree to encourage the free expression of opinion by all Board members, and to follow the protocols established by the Board and Superintendent when communicating with other Board members, students, staff, and community members.
- Board members are encouraged to visit schools.
 - When Board members visit schools in their official capacity, they agree to plan their visits in advance with the principal, and wear their District “Board Member” badges.
 - When Board members visit schools as a parent or volunteer, they will sign in at the office and ask for a visitor badge. Advance notice is encouraged, but may not be required in all cases.
- Board members agree that emails sent to the entire Board from community members will be answered by the Board Chair (or designee) on behalf of the Board, and copied to all Board members, and that concerns about the District will be referred to the Superintendent and Cabinet member, if appropriate. The Board Chair (or designee)

will include the following points in their response:

1. Thank you for sharing your concern regarding _____.
2. I have referred your concern to the Superintendent and Cabinet member (if appropriate).

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

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

Board Meeting Agendas

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

Board Professional Development Requests

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

Adopted 09/24/2024

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2023
ADOPT BOARD GOALS

SITUATION

The ongoing duties of the Board include resource allocation, formulating policy, and interacting with the community in support of the District mission. The Board discussed goals for the 2025-26 school year at the August 12 Retreat and September 9 work session. Based on this discussion, the following goals have been drafted.

Board goals for 2025-26

- **Active Engagement**

Board members will each be visible as community leaders by participating in district and community events. Engagement opportunities may include attendance at the Proud to be HSD Festival, Faith Luncheon, Coffee Chats, other listening sessions, PAC meetings, and other district-organized events. In addition, Board members will seek opportunities to attend graduations, school activities, attend athletic events, and make site visits at a variety of school levels.

- **Strategic Plan Promotion**

Board members will champion the 2023-2027 Strategic Plan and the thoroughness, transparency, and commitment to equitable outcomes for student focal groups with which we approach our planning, implementation, and reporting.

- **Legislative Advocacy**

In advance of and during the 2026 Short Legislative Session, Directors will learn about the topics of highest importance to K-12 education and, specifically, how those things might affect the Hillsboro School District. Directors will then use this information as they talk with community members and elected officials to advocate for state-level actions that are favorable to K-12 education.

- **Bond Development**

Representative Board members will participate on the November 2026 Bond Development Committee, and the entire Board will stay abreast of the process and help ensure district constituents stay informed. Board members will encourage constituents to attend community open houses to see draft bond packages as they are presented and share their feedback. By June of 2026, the Board will approve the final bond package to be sent to voters in November and will begin to advocate on its behalf.

- **Self-Evaluation**

The Board will explore opportunities to establish a cycle of self-evaluation for the 2026-27 school year.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2025
FINANCIAL REPORT

Business Office – General Update

In alignment with the [Center for Educational Leadership Principal Support Framework](#), specifically, *Action Area 3: A Strategic Partnership Between the Central Office and Principals*, the goal of the Business Office is to deliver effective, integrated support and services that increase the ability of principals to successfully lead their schools.

Business Services

Accounts Payable and Accounting team members continue to pay and finalize entries for year end. The Grants team is working on closing out all grants that end June 30th. We have a new Finance Manager, Jay Gutierrez, that started on June 9th.

Payroll

The Payroll Department successfully executed the first payroll of the 2025–26 school year. The opening payroll cycle is one of the more complex of the year, incorporating new hires, salary schedule adjustments, contract renewals, stipends, and benefit changes. Despite these challenges, the team delivered payroll on schedule, ensuring that all employees received correct compensation without disruption.

Benefits

The Benefits Department successfully completed the 2025–26 Open Enrollment for all HSD employees. Our team worked hard to ensure staff had the guidance they needed to make informed decisions about their benefit options. We also held a Benefits Fair so that employees have face-to-face opportunities to connect with providers and learn more about their plan options. We have received positive feedback on the open enrollment process.

Procurement and Contracts

We have introduced a new Google Form to assist with Contracts and Procurement workflow. As we test this new tool, advanced features will be added to assist end users (HSD Staff) to see, in real time, where their contract is with regard to approvals from different departments. They will also be notified automatically when the contract is fully executed.

Print Shop

- Portland Public Schools signed our IGA and has sent over 4 million impressions of printing to us since July 1. We shipped to their warehouse 25 pallets of curriculum.
- We are currently working on HSD orders that came in during the first week of school.

Tech Integration

Paperless Process Initiatives:

- **Digital P-Card Log Approvals**

A digital approval workflow for P-Card logs is being developed. Testing is still in progress, and a demo is upcoming. Target completion is TBD based on testing outcomes.

- **Electronic Timesheets**

Testing has been completed for Summer programs and is currently underway for Paid Extended Contracts across multiple schools and departments. Full transition is targeted by the end of the 2025–2026 school year.

- **Records Retention Project**

Initial assessment of paper files stored in the Facilities and Maintenance building has been completed. Planning is underway for in-person detailed document review to determine which documents need to be shredded or scanned. Target completion is Fall 2025.

- **Frontline/ESS Sync**

A long-standing issue with overnight data transfers to the Frontline leave system has been resolved. The updated automated sync process, launched in July 2025, is functioning well and has significantly reduced manual corrections and outdated data.

- **Data Accuracy and Relevancy**

The DAC field in iVisions has been designated as the official Physical Location for staff. Work will be completed to ensure this transition is implemented across all departments, supporting improved data accuracy and consistency district-wide.

Donations Over \$5,000

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

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

Workers' Compensation Report

The table below includes workers' compensation claims reported month to date through August 31, 2025.

Workers' Compensation Reports			
	2023-2024	2024-2025	2025-2026
July	2	2	3
August	3	4	7
September	14	10	
October	6	16	
November	5	6	
December	11	9	
January	14	14	
February	11	7	
March	4	5	
April	11	8	
May	15	8	
June	8	6	
Yearly Total:	104	95	10

Student Incident Report

Student incident data below is month to date through August 31, 2025.

Student Incident Reports						
	2024-25 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport	2024-25 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport
July	0	0	0	0	0	0
August	0	0	0	1	0	0
September	104	5.7	7			
October	115	5.2	9			
November	73	5.2	1			
December	84	5.6	4			
January	80	4.4	8			
February	69	3.8	2			
March	63	3.9	5			
April	81	3.8	4			
May	72	3.4	9			
June	17	1.8	3			
Yearly Total:	758	4.3	52	1		

Auto Liability/Auto Damage Claims

In June, we had five district vehicle/bus incidents. July and August each had one accident, for a total of eight claims since June

General Functions

If you would like more information or to discuss these or other Business Office items, please contact Scott Harrison at 503-844-1527 or harriojs@hsd.k12.or.us.

	July	August	1st Quarter	December	2nd Quarter	3rd Quarter	4th Quarter	Fiscal YTD	Budget		Fiscal YTD	
Revenues	Actual	Actual	Actual	Actual	Actual	Actual	Actual	2025-26	2025-26	% of Budget	2024-25	% of Budget
Taxes	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$106,500,000.00	0.00%	\$0.00	0.00%
Interest	\$39,157.30	\$52,496.64	\$91,653.94		\$0.00	\$0.00	\$0.00	\$91,653.94	\$1,983,115.00	4.62%	\$169,656.71	8.87%
Local Sources	\$27,176.92	\$94,111.34	\$121,288.26		\$0.00	\$0.00	\$0.00	\$121,288.26	\$8,810,315.00	1.38%	\$78,250.51	1.76%
Total Local	\$66,334.22	\$146,607.98	\$212,942.20	\$0.00	\$0.00	\$0.00	\$0.00	\$212,942.20	\$117,293,430.00	0.18%	\$247,907.22	0.22%
County/ESD	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$4,355,386.00	0.00%	\$0.00	0.00%
State Sources	\$25,513,113.00	\$12,514,404.00	\$38,027,517.00		\$0.00	\$0.00	\$0.00	\$38,027,517.00	\$166,637,183.00	22.82%	\$37,296,921.00	23.31%
Federal Sources	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Beginning Balance*	\$11,372,762.00	\$0.00	\$11,372,762.00		\$0.00	\$0.00	\$0.00	\$11,372,762.00	\$11,372,762.00	100.00%	\$10,346,207.89	80.67%
Total Revenue	\$36,952,209.22	\$12,661,011.98	\$49,613,221.20	\$0.00	\$0.00	\$0.00	\$0.00	\$49,613,221.20	\$299,658,761.00	16.56%	\$47,891,036.11	16.07%
Expenditures												
Instruction												
Salaries	\$46,531.03	\$104,136.53	\$150,667.56		\$0.00	\$0.00	\$0.00	\$150,667.56	\$96,181,634.00	0.16%	\$168,129.01	0.17%
Benefits	\$18,383.26	\$41,716.99	\$60,100.25		\$0.00	\$0.00	\$0.00	\$60,100.25	\$49,793,834.00	0.12%	\$88,631.80	0.18%
Purchased Service	\$785,065.02	\$451,505.32	\$1,236,570.34		\$0.00	\$0.00	\$0.00	\$1,236,570.34	\$20,834,087.00	5.94%	\$970,952.10	5.72%
Supplies/Materials	\$246,147.32	\$176,374.29	\$422,521.61		\$0.00	\$0.00	\$0.00	\$422,521.61	\$5,178,639.00	8.16%	\$975,203.78	20.69%
Capital Purchases	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$110,866.00	0.00%	\$0.00	0.00%
Other	\$100,100.00	\$5,605.00	\$105,705.00		\$0.00	\$0.00	\$0.00	\$105,705.00	\$1,547,764.00	6.83%	\$72,160.00	4.57%
Total Instruction	\$1,196,226.63	\$779,338.13	\$1,975,564.76	\$0.00	\$0.00	\$0.00	\$0.00	\$1,975,564.76	\$173,646,824.00	1.14%	\$2,275,076.69	1.34%
Support Services												
Salaries	\$2,569,053.54	\$2,786,750.23	\$5,355,803.77		\$0.00	\$0.00	\$0.00	\$5,355,803.77	\$63,003,759.00	8.50%	\$5,004,190.23	7.65%
Benefits	\$2,663,242.09	\$1,543,483.64	\$4,206,725.73		\$0.00	\$0.00	\$0.00	\$4,206,725.73	\$32,617,440.00	12.90%	\$2,553,113.67	7.55%
Purchased Service	\$1,829,334.36	\$1,479,908.34	\$3,309,242.70		\$0.00	\$0.00	\$0.00	\$3,309,242.70	\$13,647,364.00	24.25%	\$3,543,117.49	30.81%
Supplies/Materials	\$476,152.40	\$599,313.50	\$1,075,465.90		\$0.00	\$0.00	\$0.00	\$1,075,465.90	\$3,392,267.00	31.70%	\$1,623,002.00	50.84%
Capital Purchases	\$164,745.41	\$0.00	\$164,745.41		\$0.00	\$0.00	\$0.00	\$164,745.41	\$72,623.00	0.00%	\$1,324,671.80	0.00%
Other	\$240,917.02	\$31,971.57	\$272,888.59		\$0.00	\$0.00	\$0.00	\$272,888.59	\$1,013,862.00	26.92%	\$2,116,381.64	197.86%
Total Support	\$7,943,444.82	\$6,441,427.28	\$14,384,872.10	\$0.00	\$0.00	\$0.00	\$0.00	\$14,384,872.10	\$113,747,315.00	12.65%	\$16,164,476.83	14.05%
Community Services												
Salaries	\$21,955.44	\$41,815.07	\$63,770.51		\$0.00	\$0.00	\$0.00	\$63,770.51	\$402,401.00	15.85%	\$48,330.44	9.97%
Benefits	\$12,921.74	\$18,895.01	\$31,816.75		\$0.00	\$0.00	\$0.00	\$31,816.75	\$208,325.00	15.27%	\$24,220.08	9.68%
Purchased Service	\$3,550.62	\$0.00	\$3,550.62		\$0.00	\$0.00	\$0.00	\$3,550.62	\$87,165.00	4.07%	\$10,516.59	12.35%
Supplies/Materials	\$0.00	\$141.13	\$141.13		\$0.00	\$0.00	\$0.00	\$141.13	\$21,666.00	0.65%	\$701.98	2.97%
Capital Purchases	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$464.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$6,475.00	0.00%	\$0.00	0.00%
Total Community Services	\$38,427.80	\$60,851.21	\$99,279.01	\$0.00	\$0.00	\$0.00	\$0.00	\$99,279.01	\$726,496.00	13.67%	\$83,769.09	9.84%
Capital Projects												
Purchased Service	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Capital Purchases	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0.00%	\$0.00	0.00%
Total Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0.00%	\$0.00	0.00%
Debt Service Payment	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Transfers	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Contingency/Ending Balance*	\$11,537,126.00		\$11,537,126.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,537,126.00	0.00%	\$11,786,979.00	97.93%
Total Expenditures	\$20,715,225.25	\$7,281,616.62	\$27,996,841.87	\$0.00	\$0.00	\$0.00	\$0.00	\$16,459,715.87	\$299,658,761.00	5.49%	\$30,310,301.61	10.17%
Interest Earnings	1st Quarter	2nd Quarter										
General Fund												
Debt Service Fund												
Capital Projects Fund												
Total Earnings	\$0.00	\$0.00										

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2025
ACCEPT GIFTS AND DONATIONS
(as of August 31, 2025)

SITUATION

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

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

RECOMMENDATION

The Superintendent recommends that the Board of Directors accept the donation.

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2025
DIVISION 22 STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY
SCHOOLS 2024-25 ASSURANCE FORM

SITUATION

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

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

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

After a review of Division 22 standards by the appropriate personnel, the Hillsboro School District assures the Hillsboro School District is in compliance in all categories in Division 22 in the 2024-25 school year.

The Assistant Superintendent for Academic Services will share the 2024-25 update on Division 22 compliance, as well as changes to Division 22 for the 2024-2025 and 2025-2026 school years.

RECOMMENDATION

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

Hillsboro School District

Report on Compliance with Public School Standards

2024-25 School Year

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

The table below contains a summary of **Hillsboro School District's** compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2024-25 school year. For each rule reported as out of compliance, **Hillsboro School District** has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

Category: High-Quality Learning Experiences for All Students

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

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	In compliance	The district has met all of the requirements for this rule. February 2025 the Hillsboro School Board approved the adoption of i-Ready math curriculum by Curriculum Associates for elementary and middle school instructional materials and enVision math curriculum by Savvas Learning for high school instructional	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		materials. Implementation of middle and high school instructional materials (noted above) in the classroom by Fall 2025. Implementation of elementary instructional materials in the classroom is tentatively scheduled to take place Fall 2026.	
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2120 Essential Skill Assessments for English Language Learners	Waived through the end of 2027-28 school year	Not applicable	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2307 Educational Equity Advisory Committees	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045 Substance Use Prevention and Intervention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2515 Menstrual Dignity for Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2025
FIRST READING - 2026-27 SCHOOL CALENDAR

SITUATION

Board Policy IC/ICA: *School Year/School Calendar* requires that the calendar for the upcoming school year be approved no later than the April Board meeting. The Board of Directors have expressed a goal of adopting two school year calendars in advance of that deadline to provide families and staff additional planning time. The proposal for 2026–27 is the first of two calendars that will come forward; the 2027–28 proposal will be presented in late winter of 2026.

The Calendar Committee completed its proposal for the 2026–27 school year and presented the following recommendations to the Board of Directors during the August 12, 2025, retreat:

1. Start Date Focus: Early September, Not Labor Day-Based

- Begin school as close to September 1 as possible, rather than framing it as “before” or “after” Labor Day.
- This provides annual flexibility and ensures decisions are guided by student-centered data.
- Attendance, pacing, and semester balance will be reviewed annually.

2. Maximizing Student Engagement and Attendance

- Attendance is highest in September and declines in October/November.
- An early September start strengthens engagement, routines, and relationships while students are most present.
- This front-loaded instruction reduces learning gaps and sets a strong foundation.

3. Instructional Equity and Meaningful Feedback

- Extending Quarter 1 gives all students—especially those needing extra support—more learning time before progress checks and conferences.
- November conferences will provide deeper insight and more accurate data.
- Teachers can give earlier, more targeted feedback and interventions.

4. Semester Balance and Academic Integrity

- Semester totals remain consistent: 88 days in Semester 1 and 85 in Semester 2.

- Quarter adjustments (longer Q1, shorter Q2) preserve grading balance and support assessment readiness.
- This approach strengthens grading equity, credit integrity, and pacing predictability.

2026-27 Calendar *The committee determined through several planning sessions and discussion to have school start as close to the beginning of September with additional instruction time in the first quarter.

Student Instructional Days	Proposed 2026-27	Former Calendars	Change	Impact
Quarter 1	55	41	+14	Students benefit from stronger academic routines and deeper progress before fall conferences.
Quarter 2	33	47	-14	Quarter 2 still aligns with holidays; less disruption to learning and improved pacing to end of semester.
Semester 1	88	88	0	Maintains grade/report card consistency.
Quarter 3	42	42	0	No change.
Quarter 4	43	43	0	No change.
Semester 2	85	85	Same	Maintains balance and alignment with testing schedules
Total	173	173		

To meet the Board's goal of adopting two calendars before the April Board meeting, the Calendar Committee is bringing forward its 2026–27 proposal in September 2025, followed by the 2027–28 proposal in late winter 2026. Both calendars are intended to provide families and staff with greater predictability in planning.

2026–27 Proposed Calendar Highlights

Date(s)	Event
Aug. 26, 2026 (Wednesday)	Family Connections Day
Sept. 1, 2026 (Tuesday)	First Day: Grades 1–6, 7, 9
Sept. 2, 2026 (Wednesday)	First Day: Kindergarten, Grade 8, Grades 10-12

Oct. 8, 2026 (Thursday)	Staff Development Day (all staff)
Nov. 11, 2026 (Wednesday)	Veterans Day (holiday)
Nov. 19, 2026 (Thursday)	End of Quarter 1; Grade Prep/Work Day
Nov. 23–25, 2026 (Monday–Wednesday)	Family Conferences / Staff Development
Dec. 22, 2026 – Jan. 1, 2027	Winter Break
Mar. 22–26, 2027 (Monday–Friday)	Spring Break
June 10, 2027 (Thursday)	Last Day for Students
June 11, 2027 (Friday)	Last Day for Licensed Staff

Additional Features

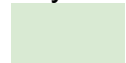
- Potential inclement weather make-up days are reserved.
- The calendar complies with the instructional time requirements outlined by the Oregon Department of Education (Division 22).
- Instructional days are balanced for each semester.
- A link to the Oregon Department of Education Standards for Public Elementary and Secondary Schools, including minimum required instructional time used in the 2026-27 calendar.

Labor Day Comparison Table 2025 to 2036

*Designated Leap Year

During the August 12, 2025, Board retreat, members requested a look at Labor Day dates for the ten years following 2025. Based on the practices used in the last two adopted school calendars, this table illustrates potential school start dates for 2026–2036 while considering typical calendar constraints, requirements, and considerations.

Key:

 Post-Labor Day Start

Potential Dates for planning purposes - calendars for all years except 2025-26 are conceptual **ONLY**

Year	Labor Day Date	Closest Wed. to Sept. 1	First Wednesday after Labor Day	Proposed Date School Starts	Proposed Date School Ends
2025	September 1	Wed, Sep 3, 2025	Wed, Sep 3, 2025	September 3, 2025	June 12, 2026
2026	September 7	Wed, Sep 2, 2026	Wed, Sep 9, 2026	September 2, 2026	June 10, 2027
2027	September 6	Wed, Sep 1, 2027	Wed, Sep 8, 2027	August 31, 2027	June 9, 2028
*2028	September 4	Wed, Aug 30, 2028	Wed, Sep 6, 2028	September 6, 2028	June 15, 2029
2029	September 3	Wed, Aug 29, 2029	Wed, Sep 5, 2029	September 5, 2029	June 14, 2030
2030	September 2	Wed, Aug 28, 2030	Wed, Sep 4, 2030	September 4, 2030	June 13, 2031
2031	September 1	Wed, Sep 3, 2031	Wed, Sep 3, 2031	September 3, 2031	June 11, 2032
*2032	September 6	Wed, Sep 1, 2032	Wed, Sep 8, 2032	August 31, 2032	June 10, 2033
2033	September 5	Wed, Aug 31, 2033	Wed, Sep 7, 2033	August 30, 2033	June 9, 2034
2034	September 4	Wed, Aug 30, 2034	Wed, Sep 6, 2034	September 6, 2034	June 15, 2035
2035	September 3	Wed, Aug 29, 2035	Wed, Sep 5, 2035	September 5, 2035	June 13, 2036
*2036	September 1	Wed, Sep 3, 2036	Wed, Sep 3, 2036	September 3, 2036	June 12, 2037

Notes:

- Later school start dates push the end of the school year later, which may affect post-Juneteenth return schedules (similar to the rotation of Veterans Day in November).
- Proposed start dates aim to balance attendance, instructional pacing, and semester structure while remaining as close as feasible to early September.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed 2026-27 calendar, provide feedback, and ask any questions they may have.

FIRST READING: DRAFT

2026-27 District Calendar
To Board: 09-23-2025

 First Day/End of Quarter/Semester Early Release
 No School Family Connections & Transitions

TOTAL STUDENT DAYS:

Semester 1 = 88 All students
Semester 2 = 85 All students

HSD exceeds ODE seat requirements.
Click [HERE](#) for more information.

	JULY 2026							1: NO SCHOOL Licensed Non-Contract 18: NO SCHOOL Holiday - Martin Luther King Jr. Day 28: End of 1st Semester (33) 29: NO SCHOOL Teacher Grade Prep	JANUARY 2027 18/19						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
				1	2	3	4							1	2
	5	6	7	8	9	10	11		3	4	5	6	7	8	9
	12	13	14	15	16	17	18		10	11	12	13	14	15	16
	19	20	21	22	23	24	25		17	18	19	20	21	22	23
	26	27	28	29	30	31			24	25	26	27	28	29	30
17-19: New Licensed Staff In-Service 24-25, 27: Licensed In-Service 26: Family Connections and Transitions 28: Licensed Non-Contract 31: Licensed In-Service	AUGUST 2026 1/5							1: NO SCHOOL Licensed Work Day 15: NO SCHOOL Licensed Non-Contract (Presidents' Day)	FEBRUARY 2027 18/19						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
							1			1	2	3	4	5	6
	2	3	4	5	6	7	8		7	8	9	10	11	12	13
	9	10	11	12	13	14	15		14	15	16	17	18	19	20
	16	17	18	19	20	21	22		21	22	23	24	25	26	27
	23	24	25	26	27	28	29		28						
30	31														
1: First Day of School For grades 1-6, 7 and 9 2: All Students (First day for K, 8, 10-12) 7: NO SCHOOL Holiday - Labor Day	SEPTEMBER 2026 21/21							22-26: NO SCHOOL Licensed Non-Contract (Spring Break)	MARCH 2027 18/18						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
			1	2	3	4	5			1	2	3	4	5	6
	6	7	8	9	10	11	12		7	8	9	10	11	12	13
	13	14	15	16	17	18	19		14	15	16	17	18	19	20
	20	21	22	23	24	25	26		21	22	23	24	25	26	27
	27	28	29	30					28	29	30	31			
8: NO SCHOOL Staff Professional Development 9: NO SCHOOL Licensed Non-Contract	OCTOBER 2026 20/21							8: End of 3rd Quarter (42) 9: NO SCHOOL Elementary – Work Day Secondary – Grade Prep Day	APRIL 2027 21/22						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
					1	2	3						1	2	3
	4	5	6	7	8	9	10		4	5	6	7	8	9	10
	11	12	13	14	15	16	17		11	12	13	14	15	16	17
	18	19	20	21	22	23	24		18	19	20	21	22	23	24
	25	26	27	28	29	30	31		25	26	27	28	29	30	
11: NO SCHOOL Holiday – Veterans Day 19: End of 1st Quarter (55) 20: NO SCHOOL Elementary – Work Day Secondary – Grade Prep Day 23: NO SCHOOL Elementary - Staff Development and Family Conference Prep Secondary - Staff Development 24-25: NO SCHOOL Family Conf. Connections K-12 26: NO SCHOOL Holiday – Thanksgiving Day 27: NO SCHOOL Licensed Non-Contract Day	NOVEMBER 2026 14/18							31: NO SCHOOL Holiday – Memorial Day	MAY 2027 20/20						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
	1	2	3	4	5	6	7								1
	8	9	10	11	12	13	14		2	3	4	5	6	7	8
	15	16	17	18	19	20	21		9	10	11	12	13	14	15
	22	23	24	25	26	27	28		16	17	18	19	20	21	22
	29	30							23	24	25	26	27	28	29
30							30	31							
22-31: NO SCHOOL Licensed Non-Contract Days (Winter Break)	DECEMBER 2026 14/14							10: EARLY RELEASE Last Day of School for K-11 (End of Semester - 43) 11: Last Day for Licensed Staff 14-15: Possible make-up days. If the District closes school due to inclement weather during the 2026-2027 school year these days could be added to the school calendar as make up days. Graduation dates would not be affected.	JUNE 2027 8/9						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
			1	2	3	4	5				1	2	3	4	5
	6	7	8	9	10	11	12		6	7	8	9	10	11	12
	13	14	15	16	17	18	19		13	14	15	16	17	18	19
	20	22	22	23	24	25	26		20	21	22	23	24	25	26
	27	28	29	30	31				27	28	29	30			

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2025
APPOINT COMMUNITY CURRICULUM ADVISORY COMMITTEE MEMBERS

SITUATION

In accordance with policy IFF, the Board of Directors has established the Community Curriculum Advisory Committee (CCAC) to provide for community involvement in the development of curriculum and instructional programs and input into those curricular areas identified by the Board. The CCAC consists of parents and community members who reside in the District attendance area, and includes student representation, as appropriate. CCAC members may not be current HSD employees. A value of the Board and CCAC is to recruit community members with diverse perspectives that reflect the population of the District.

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. CCAC members who apply for reinstatement may be appointed by the Board to serve as many consecutive terms as are deemed 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. 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 five additional 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 membership and applications:

- Seven active CCAC community members and five students are continuing terms.
- At this time, eleven applications have been received for community members interested in serving on the CCAC, along with three student applications.

During tonight's work session, applicants were invited to introduce themselves, and the Board discussed the selection process. During this evening's regular session, Board members will identify a slate of candidates who will be officially appointed to fill the open positions. New members who are appointed by the Board this evening will be able to participate in the first CCAC meeting of the 2025-26 school year on Monday, October 13, 2025.

RECOMMENDATION

The Superintendent recommends that the Board of Directors act on the following motion:
I move that the Board of Directors appoint the following candidates to two-year positions:

Position 2: _____

Position 4: _____

Position 6: _____

Position 9: _____

Position 10: _____

Position 11: _____

Position 14: _____

Student Position 4: _____

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2025
NOMINATE MEMBER(S) TO OSBA BOARD OF DIRECTORS - POSITION 16 / 20
AND LEGISLATIVE POLICY COMMITTEE – POSITION 15 / 16 / 20

SITUATION

Oregon School Boards Association (OSBA) is seeking nominations for positions on the OSBA Board of Directors and Legislative Policy Committee. Washington County school districts (Banks, Beaverton, Forest Grove, Gaston, Hillsboro, Sherwood, and Tigard-Tualatin) are represented by positions 15, 16, and 20, which are staggered, two-year terms for the Board of Directors, and one-year terms for the Legislative Policy Committee. Nominations are open for positions 16 (currently held by Tristan Irvin, TTSD) and 20 (currently held by Nancy Thomas, HSD) on the OSBA Board of Directors. Nominations are open for position 15 (currently held by Melissa Potter, BSD), position 16 (currently held by Becky Tymchuk, BSD) and 20 (currently held by Jill Zurschmeide, TTSD) on the Legislative Policy Committee.

Candidates for the OSBA Board of Directors and Legislative Policy Committee must be nominated by official action of a member board within their region, using an official nomination form, within the timelines specified by OSBA, and based on the following provisions:

- Candidates must be active members of a local board that is a dues-paying member of OSBA within the represented area.
- The nomination must be an official action of the local board in the represented area.
- Candidates must complete an OSBA Board of Directors Candidate Questionnaire form and Candidate Resume form.

Nominations will close on September 30, 2025. In mid-October, OSBA will distribute official ballots to member boards. Each member board shall have one vote for each open OSBA board position in their geographic area. Voting will open on October 15 and close on December 15. Newly elected members of the OSBA board will officially take office on January 1, 2026.

RECOMMENDATION

The Superintendent recommends that the Board of Directors nominate interested candidates for OSBA Board of Directors and Legislative Policy Committee.

I move that the Board of Directors nominate [insert candidate name] for the OSBA Board of Director position number 16 / 20.

I move that the Board of Directors nominate [insert candidate name] for the OSBA Legislative Policy Committee position number 15 / 16 / 20.

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2025
DECLARE SURPLUS EQUIPMENT AND AUTHORIZE DISPOSAL

SITUATION

School Board [Policy DN](#): Disposal of District Property requires the Board to declare District property as surplus and authorize its disposal when such property is no longer useful to the District, unsuitable for use, too costly to repair, or obsolete.

HSD Facilities & Maintenance Dept. has identified the following vehicles and equipment and as no longer useful to the District or in significant disrepair. These Items will either be sent to the State of Oregon Surplus Warehouse, sold through J. Stout Auction Yard, or disposed of per District Policy [DN-AR D1.pdf](#). Intended means of disposal indicated per line item.

Vehicles:

- | | |
|---|-------------------------------|
| ● Maintenance Vehicle #501
1994 Ford Ranger
VIN 1FTCR10A5RUC07331 | Intended for auction |
| ● Maintenance Vehicle #524
2000 GMC Savanna
VIN 1GTHG35RY1171589 | Intended for auction |
| ● Maintenance Vehicle #527
VIN 1GTHG35R011118679
2001 GMC Savana Van
(totaled condition) | Intended for auction or scrap |

RECOMMENDATION

The Superintendent recommends the Board of Directors declare the listed items as surplus and authorize the disposal in accordance with District Surplus Policy and Procedures.

I move that the Board of Directors declare the listed items as surplus and authorize the disposal in accordance with District Surplus Policy and Procedures.

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2025
DECLARE SURPLUS EQUIPMENT AND AUTHORIZE DISPOSAL

SITUATION

School Board [Policy DN](#): Disposal of District Property requires the Board to declare District property as surplus and authorize its disposal when such property is no longer useful to the District, unsuitable for use, too costly to repair, or obsolete.

HSD Transportation will be decommissioning 10 buses that no longer meet the district's standards for safe and reliable operation. These items will either be sold through GovDeals.com auction website, sent to Pacific Coast Shredding or disposed of per District Policy [DN-AR D1.pdf](#). Intended means of disposal indicated per line item.

School Buses

- (6) SPED School Buses (249, 250, 253, 254, 255, 256)
- (4) Type C School Buses (175, 181, 186, 187)

All buses will be sent to a scrap yard for shredding and metal recycling, as their engines are considered high polluters.

RECOMMENDATION

The Superintendent recommends the Board of Directors declare the listed items as surplus and authorize the disposal in accordance with District Surplus Procedures.

I move that the Board of Directors declare the listed items as District surplus and authorize the disposal in accordance with District Surplus Procedures.

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2025
FIRST READING – POLICIES

SITUATION

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

Policy language must meet the following criteria:

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

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

- Policy in Section A/B – Board Governance and Operations
 - AC: Nondiscrimination
 - AC-AR: Discrimination Complaint Procedure
- Policy in Section D – Fiscal Management
 - DBEA: Budget Committee
- Policy in Section I – Instruction
 - IGBHD: Program Exemptions
 - IKF: Graduation Requirements
 - IKFB: Graduation Exercises
- Policy in Section J – Students
 - JFCEB: Personal Electronic Devices

RECOMMENDATION

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



Code: AC
Adopted: 6/26/18
Revised/Readopted: 1/22/19; 11/17/20; 1/25/22;
6/18/24
Orig. Code(s): AC

Nondiscrimination and Civil Rights

The district **does not discriminate on any basis listed below and** prohibits discrimination and harassment on any basis protected by law, including but not limited to:

1. An individual's perceived or actual race¹, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status; or
2. Because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical 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.~~

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.

¹ 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)).~~

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.

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR - Discrimination Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply.

The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

Civil Rights Coordinator

The {Assistant Superintendent for Academic Services} is the district's civil rights coordinator.

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination² required by OAR 581-021-0045; and
 - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and

² The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

8. ^{3} Satisfy the training requirements in OAR 581-021-0660 (2)-(3)]

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)
[ORS 332.505](#)
[ORS 408.230](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 - 659.860](#)
[ORS 659.865](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.230 - 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0047](#)
[OAR 581-021-0650 - 0665](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 581-075-0001 - 075-0005](#)
[OAR 581-075-0901](#)
[OAR 839-003](#)

³ {OAR 581-021-0655(3)(a) requires the district adopt a policy including the requirements in OAR 581-021-0660, including the training requirements referenced and listed here. The district can meet this requirement by choosing either of the two bracketed options.}

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/Americans with Disabilities Act Amendments Act, 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).
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: AC-AR
Adopted: 4/24/18
Revised/Readopted: 1/22/19; 11/17/20; 1/25/22
Orig. Code(s): AC-AR

Discrimination Complaint Procedure

Any person, including students, staff, visitors and third parties, may file a complaint.

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with ~~according to~~ the following procedures:

Step 1: An oral or written complaint ~~must~~ may be filed with the principal or designee or civil rights coordinator. Any staff member who receives a written or oral complaint shall refer the complainant to the principal or site administrator. If a complaint is filed with the civil rights coordinator, the civil rights coordinator will forward it to the principal or site administrator. The civil rights coordinator will oversee the investigation^{1} conducted by the principal or site administrator and ensure the investigation is resolved.

The principal or site administrator, or other designated official, shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within 10 district business days of receipt of the complaint.

~~Any staff member who receives a written or oral complaint shall refer the complainant to the principal or site administrator.~~

Step 2: If the complainant wishes to appeal the principal's or designee's decision, they may submit a written appeal to the district-level administrator who is designated to receive these appeals. The written appeal must be submitted within five district business days after receipt of the principal's or designee's response to the complaint.

The administrator receiving the appeal shall review the merits of the principal's or designee's decision within five business days and may meet with all parties involved. The administrator receiving the appeal will respond in writing to the complainant within 10 district business days.

The following district-level administrators are designated to receive these appeals:

- The Office of School Performance administrator who oversees the school will receive appeals for complaints related to elementary and secondary schools;

¹ {The investigator can be someone other than the civil rights coordinator or principal.}

- The Human Resources director who manages licensed staff will receive appeals for complaints related to district department-level licensed staff;
- The Human Resources director who manages classified staff will receive appeals for complaints related to district department-level classified staff.

Step 3: If the complainant wishes to appeal the Step 2 decision, they may submit a written appeal to the superintendent or designee within five district business days after receipt of the Step 2 response to the complaint. The superintendent or designee shall review the merits of the complaint and the initial decision, and may meet with all parties involved. The superintendent or designee shall respond in writing to the complainant within 15 district business days.

Step 4: If the complainant is not satisfied with the decision reached by the superintendent or designee, a written appeal may be filed with the Board within five district business days after receipt of the response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within ~~[10 district business days of this meeting]~~ [30 days of receipt of the appeal].

If the principal or designee is the subject of the complaint, the complainant may start at Step 3 and should file a complaint with the superintendent or designee. The superintendent will notify the civil rights coordinator.

If the superintendent is the subject of the complaint, the complaint may start at Step 4 and should be referred to the Board chair. The Board may refer the investigation to a third party. The Board chair will direct notification to the civil rights coordinator.

Complaints against the Board as a whole or against an individual Board member, may start at Step 4 and should be submitted to the Board chair and may be referred to district counsel. The Board chair will direct notification to the civil rights coordinator.

Complaints against the Board chair may start at Step 4 and be referred directly to the Board vice chair. The Board vice chair will direct notification to the civil rights coordinator.

All complaints, including those starting at Step 2 or later, will meet all legal requirements. The civil rights coordinator will oversee these requirements.

The timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant in writing. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

The complainant, if a person who resides in the district, a parent or guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step (unless the district and complainant have agreed in writing to a different time period for that step) or fails to resolve

the complaint within 90 days of the initial filing of the complaint, may appeal² the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-075-0001 - 581-075-0045 (the rules are amended by OAR 581-075-0901 until April 30, 2025), ~~002-0001—581-002-0023.~~

Charter Schools of which the District Board is a Sponsor

The district Board, through this administrative regulation, will not review an appeal of a decision reached by the Board of the City View Charter School on a complaint alleging a violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination), or OAR 581-021-0655 (Duty to Designate a Civil Rights Coordinator) or 581-021-0660 (Duties of and Training Requirements for Civil Rights Coordinator), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of City View Charter School as the district Board's final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-~~002~~075-0001 - 581-~~002-0023~~075-0045 (the rules are amended by OAR 581-075-0901 until April 30, 2025).

² An appeal must meet the criteria found in OAR 581-075-0010 (the rules are amended by OAR 581-075-0901 until April 30, 2025), ~~002-0005(1)(a).~~

Hillsboro School District

DISCRIMINATION COMPLAINT FORM

Any person, including students, staff, visitors and third parties, may file a complaint.

Name of Complainant: _____

Date: _____

School or Activity: _____

☐ Student ☐ Parent ☐ Employee ☐ Person that resides in the District

Type of discrimination:

☐ Race	☐ Gender Identity	☐ Pregnancy
☐ Color	☐ National or Ethnic	☐ Marital Status
☐ Age	Origin	☐ Familial Status
☐ Religion	☐ Mental or Physical	☐ Discriminatory use of a Native
☐ Sex	Disability	American mascot
☐ Sexual Orientation	☐ Veteran's Status	☐ Other _____

Specific complaint – provide detailed information including names, dates, places, and activities:

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

This complaint form should be mailed or submitted to the campus principal.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.



Code: DBEA
Adopted: 4/22/08
Revised/Readopted: 2/26/19; 10/25/22
Orig. Code(s): DBEA

Budget Committee

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

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

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

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

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

¹ ~~Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025.~~ The district is ~~not~~ required to add an educational equity advisory committee member to the budget committee ~~until~~ when there is a non-school board member vacancy on the budget committee.

adhere to the policies of the District. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate;

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

Budget Committee Responsibilities

The following items explain the budget committee responsibilities:

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

END OF POLICY

Legal Reference(s):

[ORS 174.130](#)
[ORS 192.610 - 192.695](#)
[ORS 294.305 - 294.565](#)

[ORS 328.542](#)
[ORS 329.711](#)

[ORS 433.835 - 433.875](#)
[OAR 581-022-2307](#)



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

Program Exemptions**

The Board, through its designee, may excuse students from a state-required program or learning activity.

In accordance with the law, parents or adult students may submit a written request to the principal to “opt out” of specific learning activities to accommodate students’ religious beliefs or disabilities, or other reasons deemed appropriate by the District.

Upon written request by the parent or guardian of a student or a student who is 18 years of age or older or who is an emancipated minor, and after consultation between such parent/guardian or student and the [Superintendent or designee], the [Superintendent or designee] may partially or totally excuse the student from participation in a state-required program or learning activity for reasons of religion, disability or other good and sufficient cause. The request must include ~~And~~ a proposed alternative program for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempted. ~~credit must be proposed and approved.~~

The District will determine if credit will be granted for any alternative activity.

END OF POLICY

Legal Reference(s):

[ORS 336.035\(2\)](#)
[ORS 336.465](#)
[ORS 336.615](#)
[ORS 336.625](#)

[ORS 336.635](#)
[OAR 581-002-0035](#)
[OAR 581-021-0009](#)

[OAR 581-021-0071](#)
[OAR 581-022-2050](#)
[OAR 581-022-2110](#)
[OAR 581-022-2505](#)

Mahmoud v. Taylor, No. 24-297, U.S., (June 27, 2025).



Code: IKF
Adopted: 1/23/18
Revised/Readopted: 2/25/20; 2/22/22; 11/15/22
Orig. Code: IKF

Graduation Requirements**

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

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

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

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

1. ~~A~~ In foster care~~child~~¹;
2. Experiencing houselessness²;
- ~~3. Homeless;~~
- ~~4.3.~~ A runaway;
- ~~5.4.~~ A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
- ~~6.5.~~ A child of a migrant worker;~~or~~
- ~~7.6.~~ Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or

¹ "Foster child" is ~~As~~ defined in ORS 30.297.

² {ORS 329.451(2) and OAR 581-022-use the term "homeless."} See OAR 581-022-2000 for additional information.

~~8.7.~~ ³Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

Chancellor's Diploma

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

HSD Chancellor's Diploma Requirements

1. Four credits of mathematics* (including one unit at the Algebra 1 level and two units at a higher level than Algebra 1);
2. Four credits of language arts* (shall include the equivalent of one unit in written composition);
3. Three credits of science** (including physics, chemistry, and biology);
- ~~4. Three credits of social sciences** (including history, civics⁵, geography, and economics (including personal finance));~~
- ~~5.4.~~ ^{5.4.} Three credits in social sciences** (shall include 0.5 unit of US civics⁶ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ⁷financial literacy);

³ Applies to high school diplomas awarded on or after January 1, 2026.

⁴ "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961~~962~~ or a hospital identified in ORS 343.261.

~~⁵ Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021).~~

⁶ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁷ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

~~6.5.~~ ⁸One-half credit of higher education and career path skills;

~~7.6.~~ ⁹One-half credit of personal financial education;

~~8.7.~~ One additional credit of science^{*/**} or one additional credit of social sciences^{*/**};

~~9.8.~~ One credit of health education;

~~10.9.~~ One credit of physical education;

~~11.10.~~ Three credits of career technical education (CTE), the Arts, or world languages^{10*} (with at least two credits of world language);

~~12.11.~~ ~~Five~~ Four credits of electives;

~~13.12.~~ One-half credit of Senior Seminar (or Focused Program Internship credit); and

~~14.13.~~ One-half credit of Career and College Development.

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

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

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

1. The total number of required academic credits is 18. Four credits of these required academic credits must be completed in advanced-level coursework (as defined by AP, IB, or dual-credit designation).
2. The required cumulative GPA in academic courses is 3.0.
3. The required minimum grade in every academic credit course is C.
4. The overall required GPA in all coursework is 3.0.

⁸ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁹ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹⁰ "World languages" includes sign language, heritage languages and languages other than a student's primary language.

In addition to credit requirements as outlined ~~in Oregon Administrative Rule (OAR) 581-022-2000~~ above, a student must¹¹:

1. ¹²Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

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

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

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

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

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

Standard Diploma

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

1. Three credits of math (one unit at the Algebra 1 level and two units at a higher level than Algebra 1);
2. Four credits of language arts (shall include the equivalent of one unit in written composition);
3. Three credits of science;

¹¹~~The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).~~

¹²The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

4. ~~Three credits of social sciences (including history, civics, geography and economics (including personal finance));~~

5.4. Three credits in social sciences (shall include 0.5 unit of US civics¹³ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ¹⁴financial literacy);

6.5. ¹⁵One-half credit of higher education and career path skills;

7.6. ¹⁶One-half credit of personal financial education;

8.7. One credit of health education;

9.8. One credit of physical education;

10.9. One-half credit of Career and College Development;

11.10. One-half credit of Senior Seminar (or Focused Program Internship credit);

12.11. Three credits of Career and Technical Education (CTE), the Arts or World Languages (units shall be earned in any one or a combination);

13.12. ~~Five~~ Four credits of electives.

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

[¹⁷] A student completing the International Baccalaureate Organization's (IB) Diploma Programme curriculum or the IB Career-related Programme curriculum will be considered to have completed the credit requirements listed above. The district shall ensure students in the IB programs complete .5 credit of Personal Finance Education and .5 credit of Higher Education and Career-path Skills as stand-alone courses. The district shall develop a curriculum plan that ensures students in an IB program receive inclusive instruction aligned to the adopted standards in Civics and Health.]

¹³ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

¹⁴ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

¹⁵ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹⁶ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹⁷ {Adopt this language only if the district offers an International Baccalaureate program for high school students. Waivers for the Personal Finance and Higher Education and Career-path Skills can be requested by the district.}

In To receive a diploma, in addition to credit requirements outlined above in ~~OAR 581-022-2000~~, a student must¹⁸:

1. ¹⁹Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

Modified Diploma

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

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

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade ~~nine~~⁹ through completion of high school, complete 24 credits with at least 13 of those credits to, ~~which shall~~ include:

1. Two credits of mathematics;
2. Three credits in ~~of~~ language arts;
3. Two credits in ~~of~~ science;
4. Two credits in ~~of~~ social sciences (which may include history, civics, geography and economics (including personal finance));
5. ²⁰One-half credit in personal financial education;

¹⁸ ~~The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).~~

¹⁹ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

²⁰ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

6. ²¹One-half credit in higher education and career path skills;
7. One credit of health education;
8. One credit of physical education; and
9. One credit of Career and Technical Education (CTE), the Arts or World Languages.

Additional required credits include:

1. Two and one-half credits of Career and College Development; and
10. Nine and one-half credits of electives (including 0.5 Senior Seminar or Focused Program Internship credit);

~~11. One credit of Career and Technical Education (CTE), the Arts or World Languages.~~

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

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

1. ²²Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

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

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

²¹ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

²² The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

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

A student's school team (which must include an adult student, parent/guardian of the student) shall decide ~~if that~~ a student ~~will~~ ~~should~~ work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

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

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

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

^{23} **Essential Skills**

The district will allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

²³ {[OAR 581-022-2120(2) requires districts to have "policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students' language of origin." OAR 581-022-2120(4) waives this requirement through the 2027-28 school year.] Therefore, these two sections, i.e., Essential Skills and Essential Skills Appeal, are not required to be in policy at this time. The district could elect to keep the language and the bracketed portion of this footnote.}

The district will establish an appeal process in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

Extended Diploma

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

To be eligible for an extended diploma, a student must:

1. While in grade nine⁹ through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits in~~ef~~ mathematics;
 - b. Two credits in~~ef~~ language arts;
 - c. Two credits in~~ef~~ science;
 - d. Three credits in~~ef~~ history, geography, economics, or civics;
 - e. One credit in~~ef~~ health~~-education~~;
 - f. One credit in~~ef~~ physical education; and
 - g. One credit in~~ef~~ the arts~~Arts~~ or a world language; and~~World Language~~.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

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

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Alternative Certificate

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

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

Certificate of Attendance

A {²⁴} certificate of attendance²⁵ will be awarded to students who:

1. [Have maintained regular full-time attendance²⁶ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history²⁷.]

For students with a documented history²⁸, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for

²⁴ {The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education's [Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992](#).}

²⁵ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

²⁶ {There is no established definition of "regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided.}

["Regular full-time attendance" means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences [are considered absences for this purpose] [will not be counted against a student.]]

["Regular full-time attendance" means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.]

²⁷ "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

²⁸ "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

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

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

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

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma, or ~~an alternative~~ certificate of attendance in the later of 4 years after starting ~~the ninth~~ grade 9, or until the student reaches the age of 21 years, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may ~~complete~~ ~~satisfy~~ the requirements for a modified diploma, an extended diploma or ~~an alternative~~ certificate of attendance in less than four years, but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma, or ~~an alternative~~ certificate of attendance in less than ~~4~~ ~~four~~ years, the student's parent or guardian, or a student who is emancipated or has reached the age of 18, must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the District Superintendent or designee, who will annually report to the Superintendent of Public Instruction the number of such consents.

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

A student who receives a modified diploma, an extended diploma, or ~~an alternative~~ certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. ~~When and when~~ added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that ~~is~~ ~~are~~ required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student

who has an IEP completes high school, the district will give the student an individualized summary of performance.

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

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the ~~Oregon statewide assessments in language arts and/or mathematics~~ ~~Smarter Balanced or alternate Oregon Extended Assessment~~ by completing the Oregon Department of Education's Opt-out Form²⁹ and submitting the form to the district.

The ~~district~~ ~~District~~ will issue a high school diploma ~~pursuant to Oregon law (ORS 332.114)~~ to a veteran if the veteran resides within the boundaries of the ~~district~~ ~~District~~ or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the ~~district~~ ~~District~~ at the time of death or was an Oregon resident at the time of death and attended a high school of the ~~district~~ ~~District~~.

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

END OF POLICY

Legal Reference(s):

ORS 329.007	OAR 581-022-2015
ORS 329.045	OAR 581-022-2020
ORS 329.451	OAR 581-022-2025
ORS 329.479	OAR 581-022-2030
ORS 332.107	OAR 581-022-2115
ORS 332.114	OAR 581-022-2120
ORS 336.585	OAR 581-022-2505
ORS 336.590	
ORS 339.115	
ORS 339.505	
ORS 343.295	

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)
[OAR 581-022-2010](#)

²⁹ Oregon Department of Education page for:

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.



Code: **IKFB**
Adopted: 2/28/12
Revised/Readopted: 2/25/20; 2/23/21; 1/25/22
Orig. Code: IKFB

Graduation Exercises

~~Students~~ A student shall be eligible to participate in commencement exercises provided they satisfy the following requirements for participation.

The student must have been in attendance at a District high school for at least one term (semester or trimester) of the senior year, except for ~~students~~ a student who attends a school in a foreign ~~school~~ country during their senior year as part of an ~~foreign~~ exchange program.

The student must have successfully completed the requirements for a Chancellor's diploma, a ~~S~~ standard diploma, a ~~M~~ modified diploma, an ~~E~~ extended diploma, or ~~an Alternative Certificate~~ a certificate of attendance[, or have participated in a district-sponsored alternative education program] or be a student with disabilities receiving a document certifying successful completion of program requirements.

Exceptions are subject to approval by the Superintendent.

The District's valedictorian(s), salutatorian(s), or others at the discretion of the principal or designee, may be permitted to speak as part of the District's planned graduation program. All such speeches will be reviewed and approved in advance by the principal or designee.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or a ~~an~~ ~~alternative~~ certificate of attendance; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear ¹“Native American items of cultural significance” or other items of cultural significance, ~~in accordance with consistently enforced rules established by the principal or designee~~².

END OF POLICY

¹ “Native American items of cultural significance” means items or objects that are traditionally associated with a Native American or that have religious or cultural significance to a Native American.

² The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

Legal Reference(s):

[ORS 329.451](#)
[ORS 332.107](#)
[ORS 332.112](#)
[ORS 339.505](#)
[ORS 343.295](#)

[ORS 659.850](#)
[OAR 581-021-0050](#)
[OAR 581-021-0055](#)
[OAR 581-021-0060](#)
[OAR 581-022-2000](#)

[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

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

Kay v. David Douglas Sch. Dist. No. 40, 1987); cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).



Code: JFCEB
Adopted: 7/14
Revised/Readopted: 5/28/19
Orig. Code: JFCEB

Personal Electronic Devices ~~and Social Media~~—Students**

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}

~~Students may be allowed to use and possess personal electronic devices on District property and at District-sponsored activities, provided such devices are not used in any manner that may disrupt the learning environment or District-sponsored activities, or violate Board policies, administrative regulations, acceptable use guidelines, school or classroom rules, or state and federal law.[†]~~

~~As used in this policy, a “personal electronic device (PED)” is a device not issued by the District, that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.~~

~~If the District implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.~~

~~The District will not be liable for personal electronic devices brought on District property or to District-sponsored activities. The District will not be liable for information or comments posted by students on social media websites when the student is not engaged in District activities and not using District equipment.~~

~~Social media tools (as defined in administrative regulation JFCEB-AR) may be used by students in a manner that supports the instructional and learning environment. The District will not be responsible for information/comments posted by students on social media websites when the student is not using social media tools directly related to District activities.~~

~~The Superintendent is directed to develop administrative regulations and/or approve school rules as necessary to ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade- or age-level possession and/or use restrictions by students on District~~

[†] ~~“Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1). The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.~~

property and at District-sponsored activities; consequences for violations; a process for responding to a student's request to use a personal electronic device, including an appeal process if the request is denied; and such other provisions as the Superintendent may deem necessary. The Superintendent is responsible for ensuring that pertinent provisions of Board policies, administrative regulations, and school rules governing personal electronic devices are included in staff handbooks and student/parent handbooks, reviewed annually, and updated as necessary.

Student ~~[possession or]~~ use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. ~~[Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)]².~~ *Students may be permitted to use personal electronic devices during travel that occurs within the school day, such as transportation to and from athletic, extracurricular events or field trips.*

Except as otherwise provided in this policy, "personal electronic device" means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school's network infrastructure.³ This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student's medical provider's order for the care and treatment of a medical condition;⁴
2. The student's individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);⁵
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [10] school days.⁶

Personal electronic devices ~~[must be placed in district-provided pouches or storage]~~ ~~[may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student's person or in the student's clothing]~~ ~~[may be stored on the student's person, but may not be used]~~ during regular instructional hours.

² If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE's guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

³ [ODE's guidance, *Fostering Student Learning, Well-Being, and Belonging* provides "This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities."]

⁴ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

⁵ If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

⁶ JFCEB-AR must be submitted to the building administrator.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include {detention, Saturday school, a change to storage requirements, etc. {⁷}}. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.⁸ {Steps may include:

1. First Instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;
2. Second Instance of Noncompliance: the device will be temporarily confiscated and held and the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;
3. Third Instance of Noncompliance: the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;
4. Beyond Third Instance of Noncompliance: In noncompliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning. {⁹}}

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices¹⁰ that support academic activities and independent communications¹¹, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

⁷ {Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.}

⁸ For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

⁹ {From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.}

¹⁰ The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

¹¹ “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

[Requests for exemptions to this policy can be processed in accordance with JFCEB-AR (2)– Request for Personal Electronic Devices Exception.] Appeals can be filed [with the superintendent *or designee*] ~~[in accordance with KL-AR(1) — Public Complaint Procedure].~~ *The superintendent or designee’s decision will be final.*

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

[This policy takes effect on January 1, 2026.]

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2025
INFORMATION – ADMINISTRATIVE REGULATION UPDATE

SITUATION

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

Policy language must meet the following criteria:

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

The following administrative regulations (AR) have proposed changes:

- Policies in Section J – Students
 - JFCEB-AR(1): Personal Electronic Devices
 - JFCEB-AR(2): Annual Request for Personal Electronic Devices Exception

RECOMMENDATION

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



Code: **JFCEB-AR (I)**
Revised/Reviewed: 7/14; 5/28/19
Orig. Code: JFCEB-AR

Personal Electronic Devices

Students may use and possess personal electronic devices on District grounds subject to the following:

1. Personal electronic devices shall not be used in a manner that disrupts the educational process or school programs or activities, or in a manner that violates law, Board policy, administrative regulations, or school rules¹;
2. ~~At no time will any personal electronic device which allows for a wireless, unfiltered connection to the Internet be allowed to be used in a manner which violates the District's acceptable use policy;~~
3. Personal electronic devices ~~that have the capability to take photographs or record video or audio~~ shall not be used for purposes ~~of recording video and audio, texting, or photographing~~ that violate the District's ~~acceptable use policy~~ *Standards of Student Conduct* while on District property or at District-sponsored events;
4. The District shall not be responsible for loss, theft, or damage to personal electronic devices brought onto District property or to school-sponsored events;
5. Personal electronic devices must not be used during prohibited times of use; ~~such prohibited times of use will be determined by school personnel responsible for students at that time;~~
6. ~~Personal electronic devices may be used as electronic study aids and class resources during the school day, if provided as a part of a student's individualized education plan (IEP), or if permission is received from the student's teacher or other responsible school personnel (e.g., counselor, coach, assistant, etc.);~~
7. The use of personal electronic devices in any way to send or receive messages, data, or information that would pose a threat to academic integrity, or contribute to or constitute academic dishonesty, is strictly prohibited;
8. The use of personal electronic devices in any manner that would violate the confidentiality or privacy rights of another individual is strictly prohibited;

¹ The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

9. ~~Students shall comply with any additional school rules, as established by the principal, and classroom rules, as approved by the principal, concerning the appropriate use of personal electronic devices;~~
10. ~~Personal electronic devices used in violation of law, Board policy, administrative regulations, or approved school rules may be confiscated, turned in to the school office, and returned to the student or parent following parent notification, conference, detention, suspension, expulsion, and/or referral to law enforcement officials, as appropriate.~~
11. Searches of student-owned personal electronic devices, as that term is defined in Board policy JFCEB, shall be governed by the same requirements as other searches of students and/or their possessions. Specifically, confiscation and search of a student's personal electronic device shall be conducted when school officials have a reasonable suspicion that such a search will reveal a violation of the law or school rules. The scope of such a search shall be limited to the violation supported by reasonable suspicion, unless an initial search produces reasonable suspicion of a secondary violation. Upon consultation with the parents/guardians of the student, the student may be asked to delete material constituting a violation of school rules from their personal electronic devices. Staff will refrain from deleting items on personal electronic devices without guidance from multiple parties, including parents, District administrators, and law enforcement (when applicable).
12. Staff will annually review expectations on search and seizure procedure identified in administrative regulation JFG-AR – Student Searches.



Annual Request for Personal Electronic Devices Exception - *Initial Draft*

A parent or guardian may request an exception to the personal electronic device (PED) prohibition by submitting the following form to the principal or grade level administrator:

Name of Student _____

Today's Date _____ School _____

*** If the reason for the request is included in the student's individualized education program (IEP), as defined in ORS 343.025 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, this form is not required.**

This request is:

- ☐ in compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order). If this accommodation is already documented in a 504/IEP for a medical condition, this form is not needed.
- ☐ to accommodate the individual circumstances of the student.
- ☐ to further specific educational outcomes for the student.

Please indicate what PED is requested:

- ☐ Cell Phone
- ☐ Headphones/Airpods
- ☐ Smart Watch
- ☐ Other: _____

Describe the requested possession and/or use of a personal electronic device to be allowed and the reason for the requested exemption that is unable to be accommodated by a district device:

Duration for Requested Exemption: From _____ to _____

Parent or Guardian Name _____

Parent or Guardian Phone _____ **Email** _____

Signed _____ **Date** _____

FOR COMPLETION BY SCHOOL ADMINISTRATION:

- ☐ **Granted** Expiration of Exemption _____
- ☐ **Denied** Reason for Denial* _____
- *Indicate if needed how the request can be met by a district device (Chromebook, iPad, etc.)
- ☐ **More information needed** - Please submit by the following date _____ for reconsideration.

School Administrator's Signature _____ Date _____

School administration decisions will be issued and communicated to the parent or guardian within 10 school days of receipt and can be appealed to the Superintendent or designee within 10 school days of issuance. The superintendent or designee's decision will be final. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. Exemptions should only be approved for clearly documented needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with any limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy;
6. Exemptions should minimize disruption to other students, staff, and the educational environment.