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

Board Meeting Agenda
Tuesday, October 28, 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 - Executive Session**
   - A. Call to Order Executive Session
     Presenter: Ivette Pantoja
     Time: 5:15 PM
   - B. ORS 192.660(2)(e) - Real Property Transaction
     Presenters: Scott Harrison / Saideh Haghighi Khochkhou
     Time: 5:15 PM, 30 minutes
   - C. Recess Executive Session
     Presenter: Ivette Pantoja
     Time: 5:45 PM
2. **5:45 PM - Work Session**
   - A. Call to Order
     Presenter: Ivette Pantoja
     Time: 5:45 PM
   - B. AI (Artificial Intelligence) in HSD Update 5
     Presenters: Audrea Neville / Gina McLain / Becky Kingsmith / Jessie Nies / Angela Adzima
     Time: 5:45 PM, 30 minutes
   - C. Statewide Assessment Update 6
     Presenter: Audrea Neville
     Time: 6:15 PM, 30 minutes
   - D. Recess Work Session
     Presenter: Ivette Pantoja
     Time: 6:45 PM
3. **7:00 PM - Regular Session**
   - A. Call to Order and Flag Salute
     Presenter: Ivette Pantoja
     Time: 7:00 PM, 5 minutes
   - B. Land Acknowledgment 7
     Presenter: Ivette Pantoja
     Time: 7:05 PM, 5 minutes
   - C. Recognitions / Proclamations
     Presenter: Ivette Pantoja
     Time: 7:10 PM, 5 minutes
     1. Native American Heritage Month 8
        Presenter: Mark Watson
     2. American Education Week 9
        Presenter: See Eun Kim
     3. National Education Support Professionals Day 10
        Presenter: Patrick Maguire

D. Approval of Agenda
Presenter: Ivette Pantoja
Time: 7:15 PM, 5 minutes
SAMPLE MOTION: ***I move that the Board of Directors approve the agenda as printed.***

E. Consent Agenda
Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.
Presenter: Ivette Pantoja
Time: 7:20 PM, 5 minutes
SAMPLE MOTION: ***I move that the Board of Directors approve the Consent Agenda as printed***

1. Approve Minutes of September 23, 2025, Board Meeting 11
2. Approve Minutes of October 14, 2025, Board Meeting 17
3. Approve Routine Personnel Matters 19
4. Approve Policies 22
   a. A/B - Board Governance and Operations
      1) AC: Nondiscrimination 23
         Presenter: Audrea Neville
      2) AC-AR: Discrimination Complaint Procedure 27
         Presenter: Audrea Neville
   b. D - Fiscal Management
      1) DBEA: Budget Committee 31
         Presenter: Scott Harrison
   c. I - Instruction
      1) IGBHD: Program Exemptions 33
         Presenter: Audrea Neville
      2) IKF: Graduation Requirements 34
         Presenter: Audrea Neville
      3) IKFB: Graduation Exercises 47
         Presenter: Audrea Neville
   d. J - Students
      1) JFCEB: Personal Electronic Devices 49
         Presenter: Audrea Neville

F. Audience Time
Presenter: Ivette Pantoja
Time: 7:25 PM, 5 minutes

G. Reports

1. October 1, 2025, Enrollment Report 53
   Presenter: Kona Lew-Williams
   Time: 7:30 PM, 10 minutes
2. Strategic Plan and Integrated Guidance Update 55
   Presenters: Brooke Nova / Beth Graser / Scott Harrison
   Time: 7:40 PM, 30 minutes
3. Financial Report 62
   Presenter: Scott Harrison
   Time: 8:10 PM, 5 minutes
4. Meritorious Budget Award 68
   Presenters: Scott Harrison / Jeff Jones
   Time: 8:15 PM, 5 minutes

H. Action Items

1. Elect Members to Oregon School Boards Association (OSBA) Board of Directors 70
   Presenter: Ivette Pantoja
   Time: 8:20 PM, 5 minutes
   SAMPLE MOTION:

- ***I move that the Board of Directors cast its vote for Tristan Irvin (TTSD) for the OSBA Board of Directors, position 16.***
- ***I move that the Board of Directors cast its vote for Nancy Thomas (HSD) for the OSBA Board of Directors, position 20.***
- ***I move that the Board of Directors cast its vote for _____ for the Legislative Policy Committee Position 15.***
- ***I move that the Board of Directors cast its vote for Becky Tymchuk (NWRESD) for the Legislative Policy Committee Position 16.***
- ***I move that the Board of Directors cast its vote for Crystal Weston (TTSD) for the Legislative Policy Committee Position 20.***

2. Approve Division 22 Standards for Public Elementary and Secondary Schools 2024-25 Assurance Form 72
   Presenter: Brooke Nova
   Time: 8:25 PM, 5 minutes
   SAMPLE MOTION: I move that the Board of Directors approve the 2024-25 Division 22 assurances and acknowledge the postponement of math materials at the elementary level and K-12 science adoption due the financial reductions.
3. Surplus Acreage Sale Resolution 73
   Presenters: Scott Harrison / Saideh Haghighi Khochkhou
   Time: 8:30 PM, 5 minutes
   SAMPLE MOTION: *I move that the Board of Directors approve the purchase and sale agreement as negotiated.*
4. Adopt 2026-2027 School Calendar 75
   Presenter: Kona Lew-Williams
   Time: 8:35 PM, 5 minutes
   SAMPLE MOTION: *I move that the Board of Directors adopt the proposed 2026-2027 calendar.*

I. Policies - First Reading 80
Policies that are scheduled for first reading are included in the Board meeting packet. Staff members will not formally present the first reading of policies, unless the Board requests information that is not already included in the Board meeting packet. If no public comments or questions are received regarding these policies during the review period, they may be placed on the consent agenda for approval during the next regular meeting.
Presenter: Travis Reiman
Time: 8:40 PM, 5 minutes

1. G - Personnel
   a. GBDA: Expression of Milk or Breast-feed in the Workplace 81
      Presenter: Kona Lew-Williams
   b. GCBDE/GDBDE: Military Leave of Absence 84
      Presenter: Kona Lew-Williams
2. J - Students
   a. JECA: Admission of Resident Students 86
      Presenter: Audrea Neville
   b. JFE: Pregnant and/or Parenting Students 89

Presenter: Audrea Neville

J. Information - Administrative Regulation Update 91
   1. J - Students
      a. JFE-AR: Individualized Plan for Pregnant and/or Parenting Students 92
         Presenter: Audrea Neville

K. HCU / HEA Reports
   Presenter: Ivette Pantoja
   Time: 8:45 PM, 10 minutes

L. Discussion Time
   Presenter: Ivette Pantoja
   Time: 8:55 PM, 10 minutes
   1. Student Representatives' Time
   2. Superintendent's Time
   3. Board of Directors' Time

M. Adjourn Board Meeting
   Presenter: Ivette Pantoja
   Time: 9:05 PM

N. Next Meetings of the Board of Directors:
   • November 18, 2025, Board Work / Regular Session
   • December 9, 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 languageliaisons@hsd.k12.or.us or by calling 503-844-1429, at least 48 hours before the meeting.

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2025
AI (ARTIFICIAL INTELLIGENCE) IN HSD UPDATE

SITUATION

The Board will receive an update about AI guidance, tools and resources provided to staff and students and the integration of AI to support teacher instruction, refinement of practice and the fostering of an inclusive and accessible environment.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2025
STATEWIDE ASSESSMENT UPDATE

SITUATION

The Oregon Department of Education publicly released the 2024-2025 results from the Oregon Statewide Assessment System (OSAS) on Thursday, October 2, 2025. Tonight's information will provide a brief overview of that data. A more detailed districtwide overview of strengths and areas of growth will be provided once the At A Glance School and District profiles (formally known as report cards) are released later in the year.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
BOARD OF DIRECTORS 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 knows that during National Native American Heritage Month we celebrate the rich tapestry of Indigenous peoples and honor their sacrifices, which we recognize as intricately woven into the history of this community and country.

The Hillsboro School District recognizes that Native Americans are descendants of the original, indigenous inhabitants of what is now the United States.

The Hillsboro School District honors Native Americans who have enriched our heritage and continue to add to all aspects of our society through their generosity of culture and the continued practice of teaching economic, environmental, and cultural sustainability.

The Hillsboro School District is committed to engaging in dialogues, led by tribal communities, around the opportunities and work in which they are currently engaged in the areas of self-determination, sovereignty, and cultural preservation.

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

NATIVE AMERICAN HERITAGE MONTH

HILLSBORO SCHOOL DISTRICT

We urge all community members to join us in recognizing Native American Heritage Month.

Hillsboro School District Board of Directors

PROCLAMATION

The Hillsboro School District recognizes that public schools are the backbone of our society, providing young people with the tools they need to maintain our nation's values of freedom, civility, and equality.

The Hillsboro School District knows that by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future.

The Hillsboro School District recognizes that education employees, licensed, classified and technical support staff, and administrators, work tirelessly to serve our children and communities with care and professionalism.

The Hillsboro School District encourages all community members to extend their commitment to public education and to the future of our children by supporting our community's schools through the contribution of time and energy.

The Board of Directors of the Hillsboro School District do hereby proclaim the week of November 17-21, 2025, be:

AMERICAN EDUCATION WEEK

We urge all community members to join us in recognizing American Education Week.

Hillsboro School District Board of Directors

PROCLAMATION

The Hillsboro School District recognizes that Education Support Professionals are essential partners to the education process and work diligently to provide a safe and healthy learning environment for students.

The Hillsboro School District appreciates that Education Support Professionals labor tirelessly to serve our students with care and professionalism.

The Hillsboro School District honors the invaluable and often-unsung behind the scenes work in the support of teachers in delivering instruction, developing their talents and dedication in service to our students.

The Board of Directors of the Hillsboro School District do hereby proclaim that Wednesday, November 19, 2025, be:

NATIONAL EDUCATION SUPPORT PROFESSIONALS DAY

HILLSBORO SCHOOL DISTRICT

We urge all community members to join us in recognizing all Education Support Professionals for their valued contributions to the Hillsboro School District.

Hillsboro School District Board of Directors

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
September 23, 2025
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

1. *WORK SESSION*

Board Present:	Staff Present:
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	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
Student Representatives Present:	Derek Brown, District Information Technology Officer
Nicole Ayala Congachi, virtual	Jeff Jones, Director of Business Services
Hazel Cleveland	Rose Roman, Executive Assistant to the Superintendent
	Ciara Hartzell, Technology Support
	Manuel Cota Gomez, Technology Support
	Mary Kay Babcock, HEA President
	David Eggleston, HCU President

A. Call to Order
Board Chair Ivette Pantoja called the meeting to order at 5:15 PM

B. Summer Programming Report
Assistant Superintendent Brooke Nova introduced the topic and discussed the Summer Programming including the Bilingual Enrichment Program, High School Credit Attainment, Extended School Year, and Kinder Jumpstart. District Operations Officer Saideh Haghighi Khochkhou discussed the contributions of the Nutrition Services and Transportation Services Departments to the Summer Programs. District Equity, Access, & Engagement Officer Francesca Sinapi discuss the STEAM program. Board members asked questions and provided comments.

C. Discuss OSBA Elections
Board Chair Ivette Pantoja opened the discussion with background information on the open positions on the OSBA Board of Directors. Director Nancy Thomas discussed the current state of the OSBA Board of Directors and Legislative Policy Committee. Board members asked questions and provided comments.

D. Discuss Community Curriculum Advisory Committee Selection
Assistant Superintendent Brooke Nova introduced the topic and Board members discussed the open positions. Brooke Nova read statements from Kirsten Moreno, Bhaskar Roy Bardhan, Loren Jones, and students Nicole Ayala Congachi, and Lindsay Everton. Cindy Davidson, Jennifer Gonnuscio, Robyn Bruun, April Davis, Sean Walkenhorst, Joe Everton, Khalid Abughazaleh, and Jason Brooks introduced themselves to the Board. Board members placed their votes for the CCAC and the results were announced.

E. Recess Work Session
Board Chair Ivette Pantoja recessed at 6:47 PM

2. REGULAR SESSION

Board Present:	Staff Present:
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	Beth Graser, District Communications Officer
Katie Rhyne	Kona Lew-Williams, District Human Resources Officer
Nancy Thomas	Francesca Sinapi, District Equity, Access, Engagement Officer
Mark Watson	Saideh Haghighi Khochkhou, District Operations Officer
	Scott Harrison, Chief Financial Officer
Student Representatives Present:	Derek Brown, District Information Technology Officer
Nicole Ayala Congachi	Rose Roman, Executive Assistant to the Superintendent
	Ciara Hartzell, Technology Support
	Mary Kay Babcock, HEA President
	David Eggleston, HCU President

A. Call to Order and Flag Salute
Board Chair Ivette Pantoja reconvened the meeting at 7:02 PM and led the Pledge of Allegiance.

B. Land Acknowledgement
Board Chair Ivette Pantoja read the Land Acknowledgement.

C. Recognitions / Proclamations

1. Latina/o/x/e Heritage Month
Director Yessica Hardin Mercado read the Latina/o/x/e Heritage Month Proclamation.

2. America's Safe Schools Week
Director Nancy Thomas read the Safe Schools Week Proclamation.

3. National Principals Month
Director Katie Rhyne read the National Principals Month Proclamation.

D. Approval of Agenda
Director Mark Watson MOVED, SECONDED by Director Nancy Thomas, to approve the agenda as printed.

The MOTION CARRIED (7-0). No objection was heard, approved by unanimous consent – Director Yessica Hardin Mercado, Director Patrick Maguire, Director Katie Rhyne, Director Nancy Thomas, Director Mark Watson, Vice Chair See Eun Kim, and Chair Ivette Pantoja voted to approve.

No further discussion took place.

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

Director Nancy Thomas MOVED, SECONDED by Director Mark Watson, to approve the Consent Agenda as printed.

The MOTION CARRIED (7-0). No objection was heard, approved by unanimous consent – Director Yessica Hardin Mercado, Director Patrick Maguire, Director Katie Rhyne, Director Nancy Thomas, Director Mark Watson, Vice Chair See Eun Kim, and Chair Ivette Pantoja voted to approve.

No discussion took place.

Consent Agenda items were as follows:

1. Approve Minutes of July 8, 2025, Board Meeting
2. Approve Minutes of August 12, 2025, Board meeting
3. Approve Minutes of September 9, 2025, Board Meeting
4. Approve Routine Personnel Matters
5. Adopt Board / Superintendent Working Agreements
6. Adopt Board Goals

F. Audience Time

No audience members requested to address the Board.

G. Reports and Discussions

1. Financial Report

   Chief Financial Officer Scott Harrison discussed the Financial Report.

2. Division 22 Standards for Public Elementary and Secondary Schools 2024-25 Assurance Form: Part 1

   Assistant Superintendent Brooke Nova presented the Division 22 Standards including reminding the Board of the Division 22 rule categories and the requirements of each rules, reported that HSD is in compliance in all categories, discussed the report for 2024-25 school year, rule revisions for 2024-25 school year, corrective actions implemented, and gave a look ahead. Board members asked questions and provided comments.

3. First Reading - 2026-27 School Calendar

   District Human Resources Officer Kona Lew-Williams discussed the 2026-27 school calendar and the findings of the calendar committee. Board members asked questions and provided comments.

H. Action Items

1. Appoint CCAC Members

   Director See Eun Kim MOVED, SECONDED by Director Mark Watson, that the Board of Directors appoint the following candidates to two-year positions:

   Position 2: Cynthia Davidson
   Position 4: Robyn Bruun
   Position 6: Joe Everton
   Position 9: Bhaskar Roy Bardhan
   Position 10: Kirstin Moreno
   Position 11: Loren Jones

Position 14: Khalid Abughazaleh
Student Position 4: Jason Brooks

The MOTION CARRIED (7-0). Director Yessica Hardin Mercado, Director Patrick Maguire, Director Katie Rhyne, Director Nancy Thomas, Director Mark Watson, Vice Chair See Eun Kim, and Chair Ivette Pantoja voted to approve.

Board members provided comment.

2. Nominate Member to OSBA Board of Directors - Position 20
Board Chair Ivette Pantoja thanked Director Nancy Thomas for her service on the OSBA Board of Directors.

Director Mark Watson MOVED, SECONDED by Director See Eun Kim, that the Board of Directors nominate Nancy Thomas for the OSBA Board of Directors position number 20.

The MOTION CARRIED (7-0). Director Yessica Hardin Mercado, Director Patrick Maguire, Director Katie Rhyne, Director Nancy Thomas, Director Mark Watson, Vice Chair See Eun Kim, and Chair Ivette Pantoja voted to approve.

Board members provided comment.

3. Declare Surplus Equipment and Authorize Disposal
Director Katie Rhyne MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors declare the listed items as District surplus and authorize the disposal in accordance with District Surplus Procedures.

The MOTION CARRIED (7-0). Director Yessica Hardin Mercado, Director Patrick Maguire, Director Katie Rhyne, Director Nancy Thomas, Director Mark Watson, Vice Chair See Eun Kim, and Chair Ivette Pantoja voted to approve.

Board members provided comment.

4. Declare Surplus Equipment and Authorize Disposal
Director Nancy Thomas MOVED, SECONDED by Director Katie Rhyne, that the Board of Directors declare the listed items as District surplus and authorize the disposal in accordance with District Surplus Procedures.

The MOTION CARRIED (7-0). Director Yessica Hardin Mercado, Director Patrick Maguire, Director Katie Rhyne, Director Nancy Thomas, Director Mark Watson, Vice Chair See Eun Kim, and Chair Ivette Pantoja voted to approve.

Board members provided comment.

I. Policies - First Reading
Superintendent Travis Reiman presented the policies for first read. Assistant Superintendent Audrea Neville highlighted the cell phone policy.

J. Information - Administrative Regulation Update

Board Chair Ivette Pantoja discussed the administrative regulation updates.

K. HCU / HEA Reports
HEA President Mary Kay Babcock gave the HEA report.
HCU President David Eggleston gave the HCU report.

L. Discussion Time
1) Student Representatives' Time
Nicole Ayala Congachi thanked the staff and Board for their work for students.

2) Superintendent's Time
Superintendent Travis Reiman thanked everyone for contributing to the great start to the school year, commented on declining enrollment, discussed community organizations that support our students, and gave general announcements.

3) Board of Directors' Time
Director Mark Watson thanked the tech services department for their work, welcomed new Board members, and reminded Board members about OSBA Regional meetings.
Director Patrick Maguire commented on enrollment numbers and discussed state tax law.
Director Yessica Hardin Mercado thanked the Board for the opportunity to read the Latina/o/x/e Heritage Month Proclamation and urged fellow Board members to participate in activities.
Director Nancy Thomas thanked staff for their work, highlighted the Mariachi festival at the Hillsboro Stadium, thanked the Board for the nomination to the OSBA Board.
Director Katie Rhyne highlighted the first day of school, thanked her fellow Board members for the collaboration, look forward to mentoring student reps, and thanked the Cabinet.
Board Vice Chair See Eun Kim thanked Cabinet for their work, commented on enrollment numbers, discussed ideas for retaining students, thanked union partners.
Board Chair Ivette Pantoja thanked the Cabinet team for their work, thanked fellow Board members and student representatives for their work, and highlighted the HSF 5k walk.

M. Adjourn Meeting
Chair Ivette Pantoja adjourned the meeting at 8:36 PM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
October 14, 2025
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

1. WORK SESSION

Board Present:	Staff Present:
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, absent	Beth Graser, District Communications Officer
Katie Rhyne	Francesca Sinapi, District Equity, Access, Engagement Officer
Nancy Thomas	Saideh Haghighi Khochkhou, District Operations Officer
Mark Watson	Scott Harrison, Chief Financial Officer
	Derek Brown, District Information Technology Officer
Student Representatives Present:	Arcema Tovar, Director of Multilingual Programs
Jocelyn Trejo-Reyes	Rose Roman, Executive Assistant to the Superintendent
Hazel Cleveland	Ciara Hartzell, Technology Support
Nicole Ayala Congachi, absent	Mary Kay Babcock, HEA President
	David Eggleston, HCU President
	Others Present:
	Brooke Schumacher, Turner & Townsend Heery
	Evan Mirolla, Teater Crocker

A. Call to Order
Board Chair Ivette Pantoja called the meeting to order at 5:27 PM

B. Dual Language Strategic Report
Assistant Superintendent Audrea Neville introduced the topic and introduced Director of Multilingual Programs Arcema Tovar. Arcema discussed the equity focus of the dual language program, the mission statement, outlined the dual language program in HSD, the external evaluations, highlighted the grow your own program, celebrating and visioning successes in elementary and secondary, and the analysis from the Canizales group. Board members and student representatives asked questions and made comments.

C. Bond Development Update
District Communications Officer Beth Graser introduced the topic and introduced consultants Brooke Schumacher and Evan Mirolla. The consultants discussed the Bond Development Committee purpose, outcomes, planning process, gave a recap of meetings #1 and #2 with key outcomes, previewed meeting #3 and subsequent meetings, and next steps. Board members and student representatives asked questions and made comments.

D. Discussion Time
1) Student Representatives' Time
Hazel Cleveland thanked staff for the presentations.

Jocelyn Trejo-Reyes expressed thanks for the learning environment in Board meetings.

2) Superintendent's Time
Superintendent Travis Reiman highlighted the “Not at My School” campaign in HSD, congratulated Brooke Nova and Beth Graser for the Strategic Plan behind the scenes work and high school accreditation process and thanked the Board members for spending time in the mini-budget sessions.

3) Board of Directors' Time
Director Nancy Thomas provided no comment.
Director Mark Watson highlighted attending National School Lunch Week, discussed the upcoming OSBA conference, and the OSBA Regional Roundup.
Director Katie Rhyne thanked Cabinet for their work, highlighted student representative Nicole Ayala Congachi’s artwork at Brookwood library, and a recent mentoring meeting with student representative Hazel Cleveland and her family.
Director Yessica Hardin Mercado highlighted the Latino heritage month celebration, thanked CFO Scott Harrison for the recent budget meetings, highlighted Bond Development meeting she attended, and advocated for the dual language program in HSD.
Vice Chair See Eun Kim provided no comment.
Chair Ivette Pantoja thanked Cabinet for the presentations, highlighted the HSF run/walk, highlighted student representative Jocelyn.

I. Adjourn Meeting
Chair Ivette Pantoja adjourned the meeting at 7:02 PM.

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2025
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Catherine East
Assignment: 1.0 FTE 1st Grade Teacher
Location: Butternut Creek Elementary School
Effective Date: June 12, 2026
Years of Service: 17 years

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

Bryttnie Matsuo
Assignment: 1.0 FTE Special Education Teacher
Location: Hillsboro High School
Effective Date: October 24, 2025

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

Lisa Halderman
Education: BA – University of Portland, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE Preschool Teacher – Reedville Elementary School

Gregory Hedges
Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Special Education Teacher – Hillsboro Online Academy

Miriam (Whitney) Lenet
Education: MA – University of California, Santa Barbara, CA
Experience: 5 years
Assignment: 1.0 FTE Language Arts Teacher – Evergreen Middle School

Robin Scheradella

Education: BA – Central Washington University, Ellensburg, WA
Experience: None
Assignment: 0.4 FTE Special Education Teacher – Atfalati Ridge Elementary School

Tessa Simpson

Education: BA – Washington State University, Pullman, WA
Experience: 6 years
Assignment: 1.0 FTE 1st/2nd Grade Teacher – Orenco Elementary School

Katherine Thornberry

Education: BA – California State University, Monterey Bay, CA
Experience: 24 years
Assignment: 1.0 FTE 2nd/3rd Grade Teacher – North Plains Elementary School

Kaitlyn Washburn

Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Special Education Teacher – Indian Hills Elementary School

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

Joyce Carnes

Education: MA – Lewis and Clark College, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE 3rd Grade Teacher – Orenco Elementary School

Holly Draper

Education: MA – University of Nebraska, Omaha, NE
Experience: 3 years
Assignment: 1.0 FTE Special Education Teacher – R.A. Brown Middle School

Brooke Garcelon

Education: MA – Portland State University, Portland, OR
Experience: 3 years
Assignment: 1.0 FTE 6th Grade Teacher – Brookwood Elementary School

Brittney Hannon

Education:	BA – Oregon State University, Corvallis, OR
Experience:	1 year
Assignment:	0.5 FTE 4th Grade Teacher – Atfalati Ridge Elementary School

Taylor Waara

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

E. Approve the employment of the following supervisor-specialist-technical personnel:

Chris Adzima

Assignment:	1.0 FTE Systems Analyst 2
Location:	Technology Services
Effective Date:	October 6, 2025

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2025
APPROVE POLICIES

SITUATION

The Hillsboro School District has contracted with Oregon School Boards Association (OSBA) to perform a quarterly review of the District's policy manual, and works with OSBA's policy specialist throughout the year to review all of the District's policies and administrative regulations.

Policy language must meet the following criteria:
* Legally mandated or legally wise
* Harmonize with District's existing collective bargaining agreements
* Reflect current District practice

The Superintendent and Cabinet members have reviewed the policy listed below, and presented it to the Board for First Reading on September 23, 2025:

- 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 approve the policies.

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 race[1], 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 nondiscrimination[2] 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 appeal[2] 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 Origin	☐ Marital Status
☐ Age		☐ Familial Status
☐ Religion	☐ Mental or Physical Disability	☐ Discriminatory use of a Native American mascot
☐ Sex		
☐ 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 ~~An~~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 exempt~~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 a~~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 houselessness[2];

~~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. [3]Enrolled 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 program[4] 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, civics[5], geography, and economics (including personal finance));~~

~~5.~~4. Three credits in social sciences*/** (shall include 0.5 unit of US civics[6] 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 [7]financial 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. [8]One-half credit of higher education and career path skills;

~~7.~~6. [9]One-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.

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[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 must[11]:

1. [12]Demonstrate 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;

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[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).~~

[12] The 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 civics[13] 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 [14]financial literacy);

~~6.~~5. [15]One-half credit of higher education and career path skills;

~~7.~~6. [16]One-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.]

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[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 must[18]:

1. [19]Demonstrate 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. [20]One-half credit in personal financial education;

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[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. [21]One-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. [22]Demonstrate 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 a~~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 nine~~9~~ through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:

    a. Two credits in~~of~~ mathematics;
    b. Two credits in~~of~~ language arts;
    c. Two credits in~~of~~ science;
    d. Three credits in~~of~~ history, geography, economics~~,~~ or civics;
    e. One credit in~~of~~ health ~~education~~;
    f. One credit in~~of~~ physical education; and
    g. One credit in~~of~~ 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 attendance[25] will be awarded to students who:

1. [Have maintained regular full-time attendance[26] 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 history[27].]

For students with a documented history[28], 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

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[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 a~~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 a~~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 a~~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 a~~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 a~~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, a~~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 Form[29] 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
ORS 329.045
ORS 329.451
ORS 329.479
ORS 332.107
ORS 332.114
ORS 336.585
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
OAR 581-022-2015
OAR 581-022-2020
OAR 581-022-2025
OAR 581-022-2030
OAR 581-022-2115
OAR 581-022-2120
OAR 581-022-2505

[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

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[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.[1]~~

~~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~~

~~[1] "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.

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[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 devices[10] that support academic activities and independent communications[11], 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.

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[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
October 28, 2025
OCTOBER 1, 2025, ENROLLMENT REPORT

SITUATION

On October 1, 2025, the Hillsboro School District had 18,318 registered students. This is a decrease of 409 students from October 1, 2024, and represents a 2.18 percent decrease in student growth.

Level	10/1/2020	10/1/2021	10/3/2022	10/2/2023	10/1/2024	10/1/2025	Student Growth 2025-26	Percentage Growth 2025-26
Kinder	**1,285**	**1,243**	**1,298**	**1,271**	**1,290**	**1,297**	**7**	**0.54%**
Grades 1-6	**8,755**	**8,492**	**8,356**	**8,365**	**8,396**	**8,277**	**-119**	**-1.42%**
Grades 7-8	**3,097**	**3,092**	**2,949**	**2,786**	**2,915**	**2,933**	**18**	**0.62%**
Grades 9-12	**6,029**	**6,153**	**6,165**	**6,120**	**6,126**	**5,811**	**-315**	**-5.14%**
***TOTALS**	**19,166**	**18,980**	**18,768**	**18,542**	**18,727**	**18,318**	**-409**	**-2.18%**

*The totals above include 468 students at City View Charter School. See below for historical data.

City View Charter School	10/1/2020	10/1/2021	10/2/2022	10/2/2023	10/1/2024	10/1/2025	Student Growth 2025-26	Percentage Growth 2025-26
K-8	249	259	313	314	411	468	57	13.87%

ADDITIONAL INFORMATION

- Hillsboro Online Academy has 380 students enrolled
  - Grades K-6 = 165
    - Kinder = 26
  - Grades 7-8 = 60
  - Grades 9-12 = 155
  - Grades K-8 Homeschool Partnership = 91 (included in totals above)
- 56 students transferred into the Hillsboro School District
- 69 students transferred to other school districts
- Alternative Options
  - 48 students left to be homeschooled (represents the lowest number of new homeschool registrations in several years - from a peak of 660 in 2020-21 to 167 in 2023-24)
  - 18 students left to go to private schools
  - 576 students left to attend virtual charter schools (note that these may be students who were transferring from one virtual charter to another, or could be students who just moved here)

HISTORICAL DATA

Over the past ten years our District has experienced a decline of 2,184 students or 10.65 percent from October 3, 2016, to October 1, 2025.

Date	Total Enrollment
October 3, 2016	20,502
October 2, 2017	20,373
October 1, 2018	20,355
October 1, 2019	20,044
October 1, 2020	19,166
October 1, 2021	18,980
October 3, 2022	18,768
October 2, 2023	18,542
October 1, 2024	18,727
October 1, 2025	18,318

Allocated staffing ratios for October 1, 2020, through October 1, 2025, are shown below.

	*Allocated 10/1/20	Allocated 10/1/21	Allocated 10/3/2022	Allocated 10/2/2023	Allocated 10/1/2024	Allocated 10/1/2025
K-6	K-2: 20:1 3-6: 33:1	K: 26:1 1-3: 24:1 3-6: 28:1	K: 26:1 1-3: 24:1 4-6: 28:1	K: 26:1 1-3: 24:1 4-6: 28:1	K: 26:1 1-3: 24:1 4-6: 28:1	K: 26:1 1-6: 28:1
7-12	33:1	30:1	30:1	30:1	30:1	30:1

*Comprehensive Distance Learning and Hybrid Instructional Models

The table below shows race percentages of student enrollment for school years 2020-21 through October 1, 2025.

Race	Percentage 2020-21	Percentage 2021-22	Percentage 2022-23	Percentage 2023-24	Percentage 2024-25	Percentage 2025-26
American Indian/Alaskan Native	0.62%	0.6%	0.62%	0.54%	0.53%	0.51%
Asian	6.74%	6.78%	6.92%	7.21%	7.38%	7.29%
African American	2.47%	2.67%	2.91%	3.19%	3.23%	3.52%
Hispanic	40.26%	40.45%	41.16%	41.56%	42.17%	42.5%
Multiple	7.37%	7.63%	7.76%	7.82%	7.97%	7.92%
Native Hawaiian/Other Pacific Islander	0.75%	0.69%	0.68%	0.70%	0.72%	0.87%
White	41.78%	41.18%	39.96%	38.98%	38.0%	37.39%

RECOMMENDATION

The Superintendent recommends the Board of Directors reviews and discusses this enrollment report.

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2025
STRATEGIC PLAN and INTEGRATED PROGRAMS UPDATE

SITUATION

Staff have committed to provide semi-annual (October and February) reports to the Board on the implementation status of our 2023-2027 Strategic Plan. The Integrated Programs accounts are administered as grants and require both application to the Oregon Department of Education and periodic reports.

Purpose of our Presentation:

Staff will present information on the Integrated Programs Report to the school and community for the 2024-25 year. Hillsboro School District Integrated Programs reports on four grants: Early Literacy, High School Success, Student Investment Account and Targeted and Comprehensive School Improvement. These grants directly help to fund our strategic plan goal areas and will highlight the impact on our strategic plan this evening.

- HSD has operated under five strategic plans since unification in 1997.
- Current strategic planning process (2024-2027) was delayed by two years due to the pandemic, and to coincide with the state's Integrated Guidance process and ensure alignment of goals and actions.
- Tonight, we will reiterate some of our Year 2 achievements under the Strategic Plan and show how that work benefitted from Integrated Programs-related investments.
- We will also talk about our 2025-27 Integrated Programs Plan and how we intend to achieve growth in our Performance Targets for Year 3 of the Strategic Plan (2025-26).

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT

24-25 Integrated Programs Annual Report

HSD Overview: The progress markers and overall reflection are submitted quarterly by Hillsboro School District (HSD) and CityView Charter School (CVCS) to the Oregon Department of Education. The Office for School Performance and Business Office come together prior to each submission to complete reporting. The longitudinal performance growth targets (LPGTs) are measured over 4 years, 2023-24 through the 2027-28 school year. The HSD Integrated Program goals are aligned with the goals of our strategic plan. Our HSD Strategic Plan can be found at hsd.k12.or.us/about-us/strategic-plan/overview. Our LPGTs are codeveloped and approved by the Oregon Department of Education for a 5-year duration of time.

INTEGRATED GUIDANCE PERFORMANCE TARGETS: Measured in HSD Strategic Plan

Five Year Targets					
Four-Year Cohort Graduation Rate					
	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	86.7%	87.2%	87.8%	88.3%	88.8%
Stretch Target: All Students	87.0%	87.7%	88.5%	89.2%	90.0%
Gap Closing Target: All Focal Group Students	83.6%	84.9%	86.2%	87.5%	88.8%
Five-Year Cohort Completion					
	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	91.6%	91.9%	92.3%	92.6%	93.0%
Stretch Target: All Students	92.0%	92.7%	93.5%	94.2%	95.0%
Gap Closing Target: All Focal Group Students	88.6%	89.7%	90.8%	91.9%	93.0%
9th Grade On-Track					
	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	90.1%	91.3%	92.6%	93.8%	95.0%
Stretch Target: All Students	90.7%	92.5%	94.4%	96.2%	98.0%
Gap Closing Target: All Focal Group Students	87.0%	89.0%	91.0%	93.0%	95.0%
3rd Grade ELA Proficiency					
	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	45.0%	46.2%	47.5%	48.7%	50.0%
Stretch Target: All Students	46.0%	48.2%	50.5%	52.7%	55.0%
Gap Closing Target: All Focal Group Students	34.8%	38.6%	42.4%	46.2%	50.0%
Regular Attenders					
	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	71.0%	73.2%	75.5%	77.7%	80.0%
Stretch Target: All Students	72.0%	75.2%	78.5%	81.7%	85.0%
Gap Closing Target: All Focal Group Students	60.2%	65.1%	70.1%	75.0%	80.0%

Question	Response
1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LGPT) Longitudinal Optional Metrics (LOM)? Discuss at least one outcome where you have seen the progress in implementation.	**HSD:** As we reflect on our plan implementation, we see strong alignment with our Outcomes, Strategies, and Longitudinal Performance Growth Targets (LPGTs). Our team has seen notable success in Progress Markers #5 and #11 (two-way family communication and partnerships), particularly within our focal groups and community partnerships. Family outreach included targeted engagement with culturally specific groups and phone interviews, while community engagement yielded over 1,000 survey responses. This input highlighted key priority areas, including improving 3rd grade reading outcomes for Latino/a/x students and enhancing 9th grade success for Special Education students. In response, we continue to invest in early literacy coaching, graduation supports, mental health services, and industry-aligned CTE programs. All constituent input—including feedback from REAP, POIC, Shifted Theory Youth Contact, ROSA, tribal leaders from Grand Ronde and Siletz, and our industry advisory boards—was reviewed by our Integrated Guidance Team and School Board to inform strategy and resource allocation. Our family engagement efforts, especially with mobile and multilingual families, helped refine district priorities around literacy, math, attendance, graduation, and well-being. These efforts have contributed to measurable academic improvements. For example, 3rd grade reading scores (measured by Running Records) increased from 61.1% to 63.2%, with notable gains among Hispanic/Latino/a/x students (+3.3%) and Special Education students (+4.3%). Student voice has shaped our work through over 5,700 student surveys (grades 3–12) and six diverse high school focus groups, highlighting themes around high school experience and postsecondary readiness. In response to parent feedback, HSD staff also provided more workshops on high school and postsecondary pathways. Finally, we've seen progress in key outcome metrics: on-track rates increased to 84.0% overall, with Hispanic/Latino/a/x students rising to 76.9%, and graduation rates improving significantly for students in foster care (+21.4%) and those experiencing houselessness (+9.3%).

	CVCS: City View continues to support ontrack graduation for students who leave our school within the 4 year graduation cohort. As a school that only spans Kindergarten to eighth grade, our students matriculate to HSD high schools. The Hillsboro School District recently reached its highest-ever on-time graduation rate (87.55%), and City View contributes to this success by preparing students well for secondary school. Target groups such as Hispanic/Latino students and English learners—who have historically had lower rates—are showing steady upward movement in graduation trajectories districtwide, reflecting that earlier supports are having a positive effect. 3rd-Grade On-Track Reading: At City View, 54% of 3rd graders met grade-level expectations in English Language Arts in 2023–24, surpassing the state average of 43%. Growth is evident for English learners and students from lower socioeconomic backgrounds, who are benefiting from structured reading interventions and small-group supports.
2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one outcome where you have seen challenges or barriers to implementation.	**HSD:** While we have seen meaningful growth in areas such as 3rd grade reading and graduation, persistent barriers continue to hinder equitable progress for our focal groups .Despite improvements in early literacy—including a 3.3-point increase for Hispanic/Latina/o/x students and a 2.5-point gain for students in Special Education—overall 3rd grade reading performance on the SBA has increased, but at a slower rate. This highlights ongoing gaps in early learning access, instructional consistency, and culturally responsive practices. Additionally, we continue to face challenges in recruiting and retaining diverse, skilled educators, especially in K–3 dual language and Special Education classrooms. Students accessing Special Education services experienced a concerning 8.7-point drop in 9th grade on-track rates, pointing to system-level misalignment between middle and high school supports. This data signals a need for stronger IEP transition planning, targeted professional development, and greater inclusion of Special Education students in high school success efforts. While attendance among Native American/Alaska Native students improved significantly (+16.7%), graduation rates for this group

	declined by 5.5 points, indicating a need for a deeper analysis related to school connection and family engagement. Similarly, attendance among Native Hawaiian/Pacific Islander students dropped by 3.5 points, suggesting current engagement strategies are not adequately supporting this community. In response, we hired a .5 FTE licensed staff member to lead family and student engagement efforts specifically for Native American/Alaska Native and Native Hawaiian/Pacific Islander students. Additionally, our Student Services department is establishing a monthly Special Education family engagement group, led by a parent leader from our district. As we work to scale successful initiatives—including early literacy coaching, graduation support, and partnerships with Youth Contact, POIC, and Latino Network—we continue to face infrastructure and capacity constraints, particularly around staffing, space, and long-term funding. While progress on Progress Markers #5 and #11 is encouraging, these persistent challenges underscore the need for deeper systems alignment, targeted investments, and a sustained focus on culturally responsive and equity-driven strategies. As we refine our approach through the Integrated Guidance process, we are centering efforts on Progress Markers #1 and #14 (community engagement and practices/learning communities to address systemic barriers) . **CVCS:** Despite strengths in early grades, only about 46% of City View's fifth graders met state standards in reading—leaving room for improvement in maintaining academic momentum through upper elementary years. While the district is strong in high-school outcomes, efforts to solidify intermediate progress—especially in maintaining reading proficiency into the middle grades—appear less robust. This suggests a gap in the continuum of support from primary to secondary levels.
3. 2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how	**HSD:** Since launching our plan in 2023, we have seen growth across all five goal areas: reading, attendance, 9th grade on-track rates, graduation rates, and 5th-year completers. However, the pace of our LGPT growth has been slower than anticipated. In our closing-the-gap data, all focal groups in this data set have shown improvement except for two: attendance

activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.	declined among Native Hawaiian/Pacific Islander students, and graduation rates declined for Native American/Alaska Native students. In response, we hired a staff member focused on family and student engagement to support these two focal groups. In literacy, we continue to expand the use of the UFLI supplemental phonics curriculum and LETRS training, both of which have supported increased skill development in grades 1–4 as reflected in Phonics Survey and Running Records data (grades 1–6). We launched our first cohort of administrators and teachers in Science of the Bilingual Reading Brain training and facilitated grade-level collaborations focused on backward planning using the Wonders/Maravillas core curriculum. We also increased professional development opportunities for Student Services staff (UFLI, Wilson Reading) and successfully led data cycles with principals focused on literacy and focal group outcomes. Next steps include continued grade-level collaboration with a focus on reading and writing, a second cohort in bilingual reading training, and ongoing LETRS implementation. In 9th grade on-track efforts, the implementation of grade-level teams and on-track structures in grades 9–12 has shown positive results in supporting students' credit attainment. We will continue to engage with families and students through gatherings to support our students as it pertains to our focal groups. Lessons learned from the year will inform further improvements moving forward. To address attendance, we are collaborating with our Data/Systems team to improve tracking and analysis, while building leadership systems, communication structures, and targeted professional learning. We are also updating communication materials, differentiating interventions, and increasing alignment with broader instructional improvement efforts. For graduation, we strengthened our on-track support systems and prioritized targeted family communication for students at risk of not graduating. We've also increased alignment across academic programs such as AVID, College and Career Pathways (CCP), Dual Language, Dual Credit, and Advanced Programs. While progress has been made in Dual Language expansion, further

	development is needed in AVID school-wide implementation. We remain committed to advancing postsecondary access and success through continued collaboration with community and education partners: Youth Contact, POIC, and Latino Network. **CVCS:** Strengthen Supports for Target Groups: City View is increasing differentiated literacy interventions for English learners, students with disabilities, and economically disadvantaged students in grades 3–5 to close existing gaps. We are building Transitional Supports: Focusing on smoother transitions between grade bands (especially 5th to middle school) can help maintain progress, particularly for target groups who often face greater adjustment challenges. City View will focus on Early Alignment with Graduation Practices: Borrowing from district strategies that have helped narrow gaps in graduation rates—such as early monitoring systems, mentorship for historically underserved students, and family engagement—can help City View embed equity-focused practices earlier in students' academic journeys.

HILLSBORO SCHOOL DISTRICT 1J
October 28, 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

The Accounts Payable team is working on supporting schools and departments as purchasing is now in full swing. The grants team is working on reporting for grants that closed on September 30th.

Payroll

The Payroll Department successfully processed all regular district payrolls on schedule, including certified, classified, and supplemental runs, while ensuring accuracy in PERS reporting, deductions, and leave balances. Payroll is still in the process of electronic time sheets for test schools.

Benefits

The Benefits Department focused on maintaining accuracy and compliance across all employee benefit programs while supporting multiple district-wide initiatives. The team completed post–open enrollment clean-up, processed new hire enrollments, and verified qualifying life event changes to ensure employees' coverage and deductions were updated correctly. Coordination with OneDigital continued for leave management, including ADA, return-to-work, and protected leave requests, with an emphasis on improving communication and email subject line consistency. Collaboration with Payroll and HR remained strong to ensure smooth processing and maintain a high level of service and support for all district employees.

Print Shop

We have signed an IGA with the City of Hillsboro. The increase in outside business between PPS and COH has allowed us to hire a swing shift operator. We are in talks with more school districts to maximize any available time left in our capacity at the size we are.

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**

Paid Extended Contracts across multiple schools and departments are being piloted. 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 Winter 2025.
- **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 September 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 September 2025. There were 16 total claims filed, injury to hands was the driver with 5 total.

Workers' Compensation Reports			
	2023-2024	**2024-2025**	**2025-2026**
July	2	2	3
August	3	4	7
September	14	10	16
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**	**26**

Student Incident Report

Student incident data below is month to date through September 30, 2025. There were 69 total incidents averaging 3.4 incidents per day. Head injuries caused by student trips and falls.

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	69	3.5	5
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**	**70**	**3.5**	**5**

Auto Liability/Auto Damage Claims

There were two (2) auto claims in September, both have been resolved and closed.

Procurement and Contracts

Multiple contracts came in this month, and some are still under negotiation. One example, HSD is working with the Extracurricular team, along with Athletic Directors, to move to a new streaming platform that will save time for coaching staff and be very beneficial to students who participate in team sports offered by HSD schools.

Contracts between Vendors and Hillsboro School District - $150,000 and above

Department	Vendor	Purpose	Duration	Annual Cost
OSP	Adelante Mujeres	Early Learning and Adult Education	2025-26 SY	$174,000.00
OSP	Adelante Mujeres	Teen Parent Program (CHS and Oak Street Campus)	2025-26 SY	$430,000.00
District	Canon Copiers	Copiers and printers District wide	2025-26	$300,000.00
Student Services	Clackamas ESD	Heron Creek Enrollment for SPED students	2025-26 SY	$190,382.00
District	Comcast	Network/Telephone Services	2025-26 SY	$235,000.00
OSP	Edmentum	Curriculum	2025-27 SY	$158,664.00
Student Services	Forest Grove School District	Oak Grove Academy	2025-26 SY	$1,123,207.00
Student Services	LifeWorks NW	Child/Adolescent Day Treatment	2025-26 SY	$208,908.00
Business Office	One Digital	Leave of Absence Management and Consulting	2025-26 SY	$200,000.00
Teaching & Learning	Savvas	Math Curriculum	2025-26 SY	$787,665.19
OSP	Washington County Chamber	School to Career Program	2025-26 SY	$180,000.00
OSP	Youth Contact	Mental health services and support (specific schools)	2025-26 SY	$405,062.00

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.

Revenues	July Actual	August Actual	September Actual	1st Quarter Actual	2nd Quarter Actual	3rd Quarter Actual	4th Quarter Actual	Fiscal YTD 2025-26	Budget 2025-26	% of Budget	Fiscal YTD 2024-25	% of Budget
Taxes	$0.00	$0.00	$131,659.78	$131,659.78	$0.00	$0.00	$0.00	$131,659.78	$106,500,000.00	0.12%	$187,056.55	0.18%
Interest	$39,157.30	$52,496.64	$65,398.83	$157,052.77	$0.00	$0.00	$0.00	$157,052.77	$1,983,115.00	7.92%	$274,154.92	14.34%
Local Sources	$27,176.92	$93,619.56	$817,867.55	$938,664.03	$0.00	$0.00	$0.00	$938,664.03	$8,810,315.00	10.65%	$124,388.65	2.81%
Total Local	**$66,334.22**	**$146,116.20**	**$1,014,926.16**	**$1,227,376.58**	**$0.00**	**$0.00**	**$0.00**	**$1,227,376.58**	**$117,293,430.00**	**1.05%**	**$585,600.12**	**0.52%**
County/ESD	$0.00	$0.00	$22,018.42	$22,018.42	$0.00	$0.00	$0.00	$22,018.42	$4,355,386.00	0.51%	$0.00	0.00%
State Sources	$27,130,019.00	$14,590,209.98	$14,590,209.98	$56,310,438.96	$0.00	$0.00	$0.00	$56,310,438.96	$166,637,183.00	33.79%	$49,724,215.00	31.07%
Federal Sources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%	$0.00	0.00%
Other Sources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%	$0.00	0.00%
Beginning Balance*	$11,919,374.66	$0.00	$0.00	$11,919,374.66	$0.00	$0.00	$0.00	$11,919,374.66	$11,372,762.00	104.81%	$10,346,207.89	57.56%
Total Revenue	**$39,115,727.88**	**$14,736,326.18**	**$15,627,154.56**	**$69,479,208.62**	**$0.00**	**$0.00**	**$0.00**	**$69,479,208.62**	**$299,658,761.00**	**23.19%**	**$60,656,023.01**	**20.58%**
Expenditures												
Instruction												
Salaries	$46,531.03	$104,136.53	$9,000,792.60	$9,151,460.16	$0.00	$0.00	$0.00	$9,151,460.16	$96,181,634.00	9.51%	$8,510,066.47	8.81%
Benefits	$18,383.26	$41,716.99	$4,920,887.66	$4,980,987.91	$0.00	$0.00	$0.00	$4,980,987.91	$49,793,834.00	10.00%	$4,310,019.20	8.64%
Purchased Service	$815,291.05	$459,729.66	$860,013.80	$2,135,034.51	$0.00	$0.00	$0.00	$2,135,034.51	$20,834,087.00	10.25%	$1,838,011.65	10.83%
Supplies/Materials	$246,147.32	$124,356.56	$282,106.44	$652,610.32	$0.00	$0.00	$0.00	$652,610.32	$5,178,639.00	12.60%	$1,258,732.92	26.71%
Capital Purchases	$0.00	$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	$21,783.99	$127,488.99	$0.00	$0.00	$0.00	$127,488.99	$1,547,764.00	8.24%	$76,035.00	4.82%
Total Instruction	**$1,226,452.66**	**$735,544.74**	**$15,085,584.49**	**$17,047,581.89**	**$0.00**	**$0.00**	**$0.00**	**$17,047,581.89**	**$173,646,824.00**	**9.82%**	**$15,992,865.24**	**9.42%**
Support Services												
Salaries	$2,560,503.89	$2,779,628.08	$4,876,348.16	$10,216,480.13	$0.00	$0.00	$0.00	$10,216,480.13	$63,003,759.00	16.22%	$9,647,338.72	15.41%
Benefits	$2,657,372.14	$1,538,446.61	$2,850,983.20	$7,046,801.95	$0.00	$0.00	$0.00	$7,046,801.95	$32,617,440.00	21.60%	$5,092,916.86	15.75%
Purchased Service	$1,867,284.09	$1,453,059.68	$613,059.08	$3,933,402.85	$0.00	$0.00	$0.00	$3,933,402.85	$13,647,364.00	28.82%	$4,835,094.56	43.95%
Supplies/Materials	$476,152.40	$653,448.80	$626,956.74	$1,756,557.94	$0.00	$0.00	$0.00	$1,756,557.94	$3,392,267.00	51.78%	$2,134,040.46	69.89%
Capital Purchases	$164,745.41	$0.00	$0.00	$164,745.41	$0.00	$0.00	$0.00	$164,745.41	$72,623.00	0.00%	$1,715,951.78	0.00%
Other	$240,917.02	$31,971.57	$20,606.60	$293,495.19	$0.00	$0.00	$0.00	$293,495.19	$1,013,862.00	28.95%	$2,235,427.05	218.48%
Total Support	**$7,966,974.95**	**$6,456,554.74**	**$8,987,953.78**	**$23,411,483.47**	**$0.00**	**$0.00**	**$0.00**	**$23,411,483.47**	**$113,747,315.00**	**20.58%**	**$25,660,769.43**	**23.32%**
Community Services												
Salaries	$21,955.44	$41,815.07	$36,944.42	$100,714.93	$0.00	$0.00	$0.00	$100,714.93	$402,401.00	25.03%	$83,402.26	19.77%
Benefits	$12,921.74	$18,895.01	$23,684.68	$55,501.43	$0.00	$0.00	$0.00	$55,501.43	$208,325.00	26.64%	$46,960.88	21.55%
Purchased Service	$3,628.95	$0.00	$3,195.74	$6,824.69	$0.00	$0.00	$0.00	$6,824.69	$87,165.00	7.83%	$15,341.71	20.69%
Supplies/Materials	$0.00	$164.00	$2,496.43	$2,660.43	$0.00	$0.00	$0.00	$2,660.43	$21,666.00	12.28%	$806.82	3.92%
Capital Purchases	$0.00	$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	$0.00	$6,475.00	0.00%	$0.00	0.00%
Total Community Services	**$38,506.13**	**$60,874.08**	**$66,321.27**	**$165,701.48**	**$0.00**	**$0.00**	**$0.00**	**$165,701.48**	**$726,496.00**	**22.81%**	**$146,511.67**	**19.76%**
Capital Projects												
Purchased Service	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%	$0.00	0.00%
Capital Purchases	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	0.00%
Transfers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%	$0.00	0.00%
Contingency/Ending Balance*	$11,537,126.00	$0.00	$0.00	$11,537,126.00	$0.00	$0.00	$0.00	$0.00	$11,537,126.00	0.00%	$11,786,979.00	85.49%
Total Expenditures	**$20,769,059.74**	**$7,252,973.56**	**$24,139,859.54**	**$52,161,892.84**	**$0.00**	**$0.00**	**$0.00**	**$40,624,766.84**	**$299,658,761.00**	**13.56%**	**$53,587,125.34**	**18.19%**

Interest Earnings	1st Quarter
General Fund	$157,052.77
Debt Service Fund	$109,560.97
Capital Projects Fund	$22,173.34
Total Earnings	**$288,787.08**

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2025
ACCEPT GIFTS AND DONATIONS
(as of September 30, 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 September 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
October 28, 2025
MERITORIOUS BUDGET AWARD

SITUATION

The Association of School Business Officials International (ASBO) proudly recognizes Hillsboro School District 1J for excellence in budget presentation with the Meritorious Budget Award (MBA) for fiscal year 2024–2025.

ASBO International's MBA programs promote and recognize excellence in school budget presentation. Program participation enhances school business officials' skills in developing, analyzing, and presenting a school system budget. Participants submit their budget documents to a panel of school financial professionals who review the materials for compliance with the MBA Criteria Checklist and other requirements and provide expert feedback that districts can use to improve their budget documents. Districts that meet the stringent program requirements may earn the MBA.

"Presenting a budget that is both accessible and accurate is crucial for school districts to clearly communicate and build trust with their communities," explains Jim Rowan, CAE, SFO, ASBO International Executive Director. "The Meritorious Budget Award program provides districts with the resources and tools to do just that, and the districts that receive the award are recognized for their commitment to upholding nationally recognized budget presentation standards."

RECOMMENDATION

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

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

This Meritorious Budget Award is presented to:

HILLSBORO SCHOOL DISTRICT 1J

for excellence in the preparation and issuance of its budget
for the Fiscal Year 2025–2026.

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.

MERITORIOUS BUDGET AWARD

Ryan S. Stechschulte
President

James M. Rowan, CAE, SFO
CEO/Executive Director

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2025
ELECT MEMBERS TO OREGON SCHOOL BOARDS ASSOCIATION (OSBA)
BOARD OF DIRECTORS AND LEGISLATIVE POLICY COMMITTEE

SITUATION

The Oregon School Board Association (OSBA) governance model provides that member districts elect members to the OSBA Board of Directors and Legislative Policy Committee (LPC). Washington County school districts have been represented by positions 15, 16, and 20, which are staggered, two-year terms. Position 16 and 20 are open for election to the OSBA Board of Directors and Position 15, 16 and 20 are open for election to the Legislative Policy Committee (LPC).

District votes must be submitted no later than 5:00 PM on December 15, 2025. Each member board shall have one vote for each open OSBA board position in their geographic area. Newly elected OSBA board members will officially take office on January 1, 2025. Candidate questionnaires and resumes may be viewed on the OSBA website at:

https://www.osba.org/osba-elections-information-3/

The nominees are listed below:

OSBA Board	Position	Candidate	Organization
Board of Directors	16	Tristan Irvin	Tigard-Tualatin SD
Board of Directors	20	Nancy Thomas	Hillsboro SD
Legislative Policy	15	TJ Johnson	Gaston SD
Legislative Policy	15	Melissa Potter	Beaverton SD
Legislative Policy	16	Becky Tymchuk	NWRESD
Legislative Policy	20	Crystal Weston	Tigard-Tualatin SD

Following the election, the Executive Assistant to the Superintendent Rose Roman will record the vote electronically with OSBA.

RECOMMENDATION

The Superintendent recommends that the Board of Directors take action on the following motion, using the sample script provided by OSBA:

> *I move that the Board of Directors cast its vote for Tristan Irvin for the OSBA Board of Directors, position 16.*
>
> *I move that the Board of Directors cast its vote for Nancy Thomas for the OSBA Board of Directors, position 20.*

I move that the Board of Directors cast its vote for TJ Johnson OR Melissa Potter for the Legislative Policy Committee position 15.

I move that the Board of Directors cast its vote for Becky Tymchuk (NWRESD) for the Legislative Policy Committee position 16.

I move that the Board of Directors cast its vote for Crystal Weston (TTSD) for the Legislative Policy Committee position 20.

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2025
DIVISION 22 STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS 2024-25 ASSURANCE

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.

After a review of Division 22 standards by the appropriate personnel, the Hillsboro School District presented the 2024-25 Division 22 report at the September 23, 2025, Regular Board session and shared HSD was fully in compliance in the 24-25 school year. Staff have received no additional questions since the September 23rd report.

During the presentation a review of the 2025-26 school year was shared, including a current postponement in the purchase of math materials at the elementary level and the postponement of a K-12 Science adoption, both due to budgetary reductions. As shared in the presentation, the postponement in the 2025-26 school year, will bring Hillsboro School District out of compliance in these two areas and will be reported in the Division 22 Assurances, September 2026.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the 2024-25 Division 22 assurances and acknowledges the postponement of math materials at the elementary level and K-12 science adoption due to financial reductions.

I move that the Board of Directors to approve the 2024-25 Division 22 assurances and acknowledges the postponement of math materials at the elementary level and K-12 science adoption due to financial reductions.

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2025
SURPLUS ACREAGE SALE RESOLUTION

SITUATION

The Board met in Executive Session earlier this evening to discuss the status of a real property transaction.

On June 27, 2025, and subsequently on August 12, 2025, the Board of Directors received updates regarding the District's real property holdings. This included the execution of a Letter of Intent (LOI) with Holt Holding OR LLC to initiate negotiations for the sale of a 30+/- acre parcel located at 305 SW 345th Avenue, Cornelius, Oregon 97113.

Effective September 29, 2025, the District completed a significant real estate transaction by signing a Purchase and Sale Agreement with Holt Holdings OR LLC. The agreement sells 30.53 acres of the property for a negotiated price of $16,791,500. The District will retain approximately 10 acres of the original parcel to be held for a future District-specific site, should that need arise.

RECOMMENDATION

The Superintendent recommends that the Board Members approve the Purchase and Sale Agreement as negotiated.

> *I move that the Board of Directors approve the purchase and sale agreement as negotiated.*

HILLSBORO SCHOOL DISTRICT 1J
SURPLUS ACREAGE SALE RESOLUTION

WHEREAS the Hillsboro School District 1J (the "District") purchased real property located at 305 SW 345th Avenue, Cornelius, Oregon 97123 consisting of approximately 41.09 acres (the "Property") on or about January 4, 2002.

WHEREAS on April 22, 2025, the Board of Directors of the District declared approximately 30 acres +/- of the Property surplus (the "Surplus Acreage") and not required for school purposes including future expansion for an elementary school.

WHEREAS the District entered into a Purchase and Sale Agreement to sell the Surplus Acreage to Holt Holdings OR, LLC, on September 29, 2025 (the "PSA").

WHEREAS the PSA requires, as a condition of the sale, that the District approve the PSA and transaction contemplated therein prior to the expiration of the Approval Period, which ends on December 29, 2025.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the District does hereby reaffirm and declare the approximately 30 acres +/- surplus and not required for school purposes.

BE IT FURTHER RESOLVED that the Board of Directors of the District hereby approves and ratifies the PSA and authorizes the sale of the Surplus Acreage pursuant to the terms of the PSA.

BE IT FURTHER RESOLVED that the Board of Directors of the District authorizes the Superintendent and/or the Chief Financial Officer to execute and deliver any and all agreements, deeds, or other documents necessary to consummate the transaction on behalf of the District.

ADOPTED this _28th_ day of __October___ 2025

By: _____ Attested By: _____
Ivette Pantoja, Chair, Board of Directors Travis Reiman, Superintendent

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2025
ADOPT 2026-2027 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 followed by the proposal for 2027-28 in late winter or early spring of 2026. The Calendar Committee completed its proposal for the 2026–27 school year and the following information was presented to the Board of Directors on August 12 and September 23, 2025:

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 Highlights

Date(s)	Event
Aug. 26, 2026 (Wed.)	Family Connections Day
Sept. 1, 2026 (Tue.)	First Day: Grades 1–6, 7, 9
Sept. 2, 2026 (Wed.)	First Day: Kindergarten, Grade 8, Grades 10–12
Oct. 8, 2026 (Thu.)	Staff Development Day (all staff)
Nov. 11, 2026 (Wed.)	Veterans Day (holiday)
Nov. 19-20, 2026 (Thr. - Fri.)	End of Quarter 1; Grade Prep/Work Day
Nov.23–25, 2026 (Mon.–Wed.)	Staff Development /Family Conferences
Dec. 21, 2026 – Jan. 1, 2027	Winter Break
Mar. 22–26, 2027 (Mon.–Fri.)	Spring Break
June 10, 2027 (Thu.)	Last Day for Students
June 11, 2027 (Fri.)	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.

RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the proposed 2026-27 calendar.

I move that the Board of Directors adopt the proposed 2026-2027 school calendar.

2026-27 District Calendar
Board Adopted
October 28, 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.

HILLSBORO SCHOOL DISTRICT

JULY 2026

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

8: NO SCHOOL
Staff Professional Development
9: NO SCHOOL
Licensed Non-Contract

OCTOBER 2026 — 20/21

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

21-31: NO SCHOOL
Licensed Non-Contract Days (Winter Break)

DECEMBER 2026 — 14/14

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

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
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

22-26: NO SCHOOL
Licensed Non-Contract (Spring Break)

MARCH 2027 — 18/18

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

31: NO SCHOOL
Holiday – Memorial Day

MAY 2027 — 20/20

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Calendario para el año escolar 2026-27

Aprobado por la Mesa Directiva el 28 de octubre de 2025

Primer/Último día del trimestre/semestre

Salida temprana

No hay clases

Conferencias iniciales/ transicionales con las familias

TOTAL DE DÍAS ESCOLARES PARA LOS ESTUDIANTES:

Semestre 1 = 88 para todos los estudiantes
Semestre 2 = 85 para todos los estudiantes

HSD excede los requisitos de tiempo de instrucción de ODE. Pulse AQUÍ para obtener más información.

HILLSBORO SCHOOL DISTRICT

JULIO 2026

D	L	M	M	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17-19: Días de capacitación para nuevo personal con certificación pedagógica

24-25, 27: Días de capacitación para el personal con certificación pedagógica

26: Conferencias iniciales/transicionales con las familias

28: Día sin contrato laboral para el personal con certificación pedagógica

31: Día de capacitación para el personal con certificación pedagógica

AGOSTO 2026 — 1/5

D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1: Primer día de clases para los grados 1-6, 7 y 9

2: Primer día de clases para el resto de los estudiantes (grados K, 8, 10-12)

7: NO HAY CLASES
Día festivo: Día del Trabajo

SEPTIEMBRE 2026 — 21/21

D	L	M	M	J	V	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

8: NO HAY CLASES
Desarrollo profesional para el personal

9: NO HAY CLASES
Día sin contrato laboral para el personal con certificación pedagógica

OCTUBRE 2026 — 20/21

D	L	M	M	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

11: NO HAY CLASES
Día festivo: Día de los Veteranos
19: Fin del 1.er trimestre (55)
20: NO HAY CLASES
Escuelas primarias: Día laboral
Escuelas secundarias/preparatorias: Día de preparación de calificaciones
23: NO HAY CLASES
Escuelas primarias: Desarrollo profesional para el personal y preparación para las conferencias con las familias
Escuelas secundarias/preparatorias: Desarrollo profesional para el personal
24-25: NO HAY CLASES
Conferencias con las familias de estudiantes en los grados K-12
26: NO HAY CLASES
Día festivo: Día de Acción de Gracias
27: NO HAY CLASES
Día sin contrato laboral para el personal con certificación pedagógica

NOVIEMBRE 2026 — 14/18

D	L	M	M	J	V	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

21-31: NO HAY CLASES
Día sin contrato laboral para el personal con certificación pedagógica (receso de invierno)

DICIEMBRE 2026 — 14/14

D	L	M	M	J	V	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1: NO HAY CLASES
Días sin contrato laboral para el personal con certificación pedagógica

18: NO HAY CLASES
Día de Martin Luther King Jr.

28: Fin del 1.er semestre (33)

29: NO HAY CLASES
Día de preparación de calificaciones

ENERO 2027 — 18/19

D	L	M	M	J	V	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1: NO HAY CLASES
Día laboral para el personal con certificación pedagógica

15: NO HAY CLASES
Día sin contrato laboral para el personal con certificación pedagógica (Día de los Presidentes)

FEBRERO 2027 — 18/19

D	L	M	M	J	V	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

22-26: NO HAY CLASES
Día sin contrato laboral para el personal con certificación pedagógica (receso de primavera)

MARZO 2027 — 18/18

D	L	M	M	J	V	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8: Fin del 3.er trimestre (42)

9: NO HAY CLASES
Escuelas primarias: Día laboral

Escuelas secundarias/ preparatorias: Día de preparación de calificaciones

ABRIL 2027 — 21/22

D	L	M	M	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

31: NO HAY CLASES
Día festivo: Día de la Recordación

MAYO 2027 — 20/20

D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10: SALIDA TEMPRANA
Último día de clases para los grados K-11 (fin del semestre - 43)
11: Último día laboral para el personal con certificación pedagógica
14-15: Posibles días de recuperación. En caso de que el distrito necesite cerrar las escuelas debido a inclemencias climatológicas durante el año escolar 2026-2027, estos días podrían agregarse al calendario escolar como días de recuperación. Las fechas para las graduaciones no se verán afectadas.

JUNIO 2027 — 8/9

D	L	M	M	J	V	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

HILLSBORO SCHOOL DISTRICT 1J
October 28, 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 G – Personnel
  - GBDA: Expression of Milk or Breast-feed in the Workplace
  - GCBDE/GDBDE: Military Leave of Absence

- Policy in Section J – Students
  - JECA: Admission of Resident Students
  - JFE: Pregnant and/or Parenting Students

RECOMMENDATION

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

Code: **GBDA**
Adopted: 6/11/19
Orig. Code(s): GBDA

Expression of Milk or Breast-feed in the Workplace

The district recognizes that a normal and important role for mothers is to have the option and ability to express milk or breast-feed in the workplace. All employees must give notice to their supervisors; at the District Office, employees must give notice to the receptionist; and at schools and all other locations, employees must give notice to the office manager.

The following locations have been identified in each facility for milk expression or breast-feeding:

Elementary Schools

- Atfalati Ridge ~~Brookwood~~ Elementary School: RM 133~~library office~~
- Brookwood Elementary School: RM 133, Mother's Room
- Butternut Creek Elementary School: Private Room~~workroom~~ in the library
- Eastwood Elementary School: Resource Specialist's Offices~~Kinder Team Area (located next to the kinder classes)~~
- Farmington View Elementary School: Mother's R~~r~~oom at end of hallway by gym
- Free Orchards Elementary School: RM 104/Wellness Room ~~oom 104~~
- Groner K-8 School: MS Wing Adult Bathroom Lounge
- Hillsboro Online Academy: MS Wing Adult Bathroom Lounge ~~Principal's office or server closet~~
- Imlay Elementary School: Small Group RM 2-first floor~~Library office, workroom or teacher's classroom~~
- Indian Hills Elementary School: All classrooms or Counselor's office
- Jackson Elementary Scho~~ol: Stage ol: Media/Tech room~~
- Ladd Acres Elementary School: POS work rooms~~Work room in back of Pod 1: Check in with Office Manager~~
- Lenox Elementary School: RM 3, RM 7/Outreach Office and Principal's Office ~~Women's lounge in lobby~~
- Lincoln Street Elementary: Room #160C or classrooms if assigned teacher needs to use it
- Minter Bridge Elementary: Team Office (each classroom has one) ~~3rd grade team office~~
- Mooberry Elementary School: RM 30, Hispanic Outreach Office ~~oom 24~~
- North Plains Elementary School: Conference R~~r~~oom in Main O~~o~~ffice
- Orenco Elementary School: Office Conference Room ~~ERC Secretary room, Wellness room, Vice Principal's office.~~
- Patterson Elementary School: Small Group Room (near break room)~~Office near workroom~~
- Quatama Elementary School: RM 105, Main Office Conference Room and RM 141~~Room #103~~
- Reedville Elementary School: Principal's Office and Outreach Office ~~Mom-friendly individual staff restroom / lounge (lower level of building)~~

- Rosedale Elementary School: RM 258 ~~oom 277~~
- Tamarack Elementary School: RM 133, Mother's Room
- Tobias Elementary School: Book Room and Reading Room ~~Room #1~~
- W. Verne McKinney Elementary School: Principal's O~~o~~ffice
- West Union Elementary School: RM A in Intermediate Hall ~~oom #10~~
- Witch Hazel Elementary School: Library Work Room ~~Family resource room~~
- WL Henry Elementary School: Team Offices~~room in primary or secondary den~~

Middle Schools

- Evergreen Middle School: RM 502/Orange Hall~~oom in main office~~
- Poynter Middle School: RM~~oom #~~125 in M~~m~~ain O~~o~~ffice
- R.A. Brown Middle School: Campus Monitor Office ~~orner office in counseling center~~
- South Meadows Middle School: RM~~Classroom #~~136 and ~~#~~236

High Schools

- Century High School: N120
- Glencoe High School: Main Office and 106-C Office~~Career center office #218~~
- Hillsboro High School: Main Office/Athletics ~~Office in commons area~~
- Liberty High School: Coaches Locker Room and FA Office ~~nference rooms 101 and 107~~
- Oak Street Campus: RM 115 and PC 151
- ~~Miller Education Center: Room #113~~

Other Locations

- Administration Center: Floor 1, private room in the ~~next to~~ women's restroom
- Facilities: Conference R~~r~~oom
- Transportation Main Terminal: Front O~~o~~ffice file room
- Transportation and Support Services: Office 104/Privacy Room

An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The district must allow the employee to bring a cooler or other insulated food container to work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee's cooler or insulated food container.

This policy and the list of designated locations is published on the District website. The list of designated locations is available upon request in the central office of each school facility and in the district's central office.

This policy only applies to employees who are expressing milk or breast-feeding for children 18 months of age or younger.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 653.077
ORS 653.256
OAR 839-020-0051

Code: GCBDE/GDBDE
Adopted:

Military Leave of Absence

Optional policy to adopt; reflects law

The district will grant military leave of absence to an employee on duty[1] with a uniformed service[2] in accordance with applicable state and federal law. An employee requesting military leave is required to provide written notice as soon as practicable following notification of military call up or reservist duty, unless precluded by military necessity.

An employee may apply for military leave[3] of absence from duties for up to 21 work days in any one training year[4] or in accordance with ORS 408.290. An employee may use any accrued vacation or similar leave during the period of service exceeding 21 days. Military leave shall be in addition to any other leave the employee is entitled.

While on military leave, the employee will receive the same benefits as other employees on leave, as well as the following:

1. The employee may continue enrollment in the district's health insurance plan. During the first 18 months of leave, the employee may be required to pay any employee contributions required of other employees on a leave of absence. If the leave extends beyond 18 months, the employee will be required to pay ~~not more than 102 percent of~~ the full premium;

2. Upon return from military service, the district ~~will~~ *may* give retroactive employer contributions to the Public Employees Retirement System on the same basis as if the employee had not left, provided the employee was an enrolled member at the time of the leave. The employee may repay any required employee contributions over a period of three times the military service leave period or five years, whichever is less.

An employee on duty with a uniformed service is entitled to reemployment for a maximum of five years, unless retained on active duty because of war or national emergency. An individual returning from military leave shall notify the district of their intent to return to the district as follows:

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[1] "Duty" means the performance of duty on a voluntary or involuntary basis in a uniformed service and includes active duty or inactive duty training, state active duty, U.S. National Guard duty, U.S. Armed Forces duty and absence to determine fitness for duty.

[2] "Uniformed service" means being a member of the U.S. National Guard, National Guard Reserve or of any reserve component of the U.S. Armed Forces, or of the commissioned corps of the U.S. Public Health Service and any other category of persons designated by the President in time of war or national emergency.

[3] The employee may use military leave without loss of time, pay or regular leave if the employee has been employed by the district for six months or more.

[4] "Training year" means the federal fiscal year for any particular unit of the National Guard or a reserve component.

1. An employee who is a veteran or reservist returning from training must only inform the district of their training obligations and report back at the next regularly scheduled working period;

2. An employee returning from active duty must notify the district of their intention to return to their former job within 90 days after the employee is relieved from duty, or from hospitalization continuing after discharge for a period of not more than one year.

An individual reemployed under this policy is entitled to the seniority and other currently existing rights and benefits the individual had when service started, plus the additional seniority and similar rights and benefits that would have been accrued if employment had been continuous.

This policy does not apply if the employee has been separated from service with a dishonorable or bad conduct discharge or under other than honorable conditions.

END OF POLICY

Legal Reference(s):

ORS 332.505
ORS 408.238
ORS 408.240
ORS 408.270
ORS 408.290
ORS 659A.082
ORS 659A.086

Consolidated Omnibus Budget Reconciliation Act of 1985, 42 U.S.C. §§ 300bb-1-300bb-8 (2024).
I.R.C., U.S.C. 26 § 4980B(f)(4) (2024).
Employment and Reemployment Rights of Members of the Uniformed Services, 38 U.S.C. §§ 4301-4334 (2024).

PROPOSED

Code: **JECA**
Adopted: 12/13
Revised/Readopted: 12/10/19; 11/17/20
Orig. Code: JECA

Admission of Resident Students**

School-age students who live within the district attendance area may attend school without paying tuition and under the following conditions:

1. All resident students between ages 5 and 19 shall be admitted free of charge to the schools of the district. Students who turn 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.

2. The district may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education in order to receive a diploma or a modified diploma. This person may attend school without paying tuition for the remainder of the school year.

3. The district shall admit an otherwise eligible person who has not yet attained age 21 prior to the beginning of the current school year if the person is receiving special education services and:

   a. Has ~~has~~ not yet received a regular high school diploma;~~,~~ or
   b. Has ~~has~~ received a modified diploma, an extended diploma~~,~~ or a~~an alternative~~ certificate of attendance.

~~4. A student whose parent or guardian voluntarily placed the student outside the student's home with a public or private agency and who is living in a licensed, certified or approved substitute care program shall be considered a resident of the district in which the child resides because of the voluntary placement.~~

~~5.~~4. A student whose parent or guardian voluntarily placed the student outside the student's home with a public or private agency and who is living in a licensed, certified or approved substitute care program shall be considered a resident of the district in which the child's parent or guardian resides if:

   a. The student's preferences in school attendance are taken into consideration;
   b. The student's parent or guardian retains legal guardianship of the child;
   c. There is a plan for the child to return home;
   d. The voluntary placement is within 20 miles by the nearest traveled road from the school the child attended prior to the voluntary placement, unless there are physiographic conditions that make transportation to the school not feasible; and
   e. The student's parent or guardian and school staff from the school the child attended prior to the voluntary placement can demonstrate that it is in the best interest of the child to continue to attend the school the child attended prior to the voluntary placement.

Transportation for a student whose parent or guardian voluntarily placed the student outside the student's home with a public or private agency and who is living in a licensed, certified or approved substitute care programs shall be the responsibility of the student's resident district, as determined above.

~~6.~~5. Students who are military children[1] are considered resident of the district, if the district is the ~~"~~district of military residence[2]~~"~~ for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer[3] indicated on the official military order.~~orders.~~

~~7.~~6. Students living in the district who have attained the age of majority are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

~~8.~~7. Minor students living with a parent or guardian who resides in the district are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

~~9.~~8. Students who are in foster care[4] and who are placed in the district are residents of the district of origin, unless the court determines that attending in the district of residence is in the best interest of the student.

~~10.~~9. The district may deny regular school admission to students who have become residents and who are under expulsion~~are expelled~~ from another district for reasons other than a weapons policy violation~~school districts~~.

~~11.~~10. The district shall deny regular school admission for at least one calendar year from the date of the expulsion to students who have become residents and who are under expulsion from another school district for a weapons policy violation.

END OF POLICY

Legal Reference(s):

ORS 109.056
ORS 327.006
ORS 339.115
ORS 339.133
ORS 339.134
ORS 339.139
ORS 433.267

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

[2] "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

[3] "Military transfer" means the transfer or pending transfer of a parent of a military child pursuant to an official military order.

[4] "Foster care" does not mean care for children whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and for whom the child's parent or guardian retains legal guardianship.

Code: **JFE**
Adopted: 6/09/09
Revised/Readopted: 12/10/19
Orig. Code: JFE

Pregnant and/or Parenting Students

The district shall not discriminate in its education program or activity against any student based on their current, potential, or past pregnancy, parenting, or related conditions. No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood. A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all district-sponsored activities. ~~unless physically unable.~~ The District shall ensure that pregnant and/or parenting students receive special services as ~~temporarily~~ necessitated by their condition.

Neither pregnancy nor parenting constitute an exemption from ~~the~~ Oregon compulsory attendance law.

~~No pregnant or parenting student shall be excluded from public schools on the basis of pregnancy or parenthood.~~

The District shall, in considering and obtaining special services for pregnant and/or parenting students:

1. Inform pregnant and/or parenting students and their parents of the availability of such services in the District, education service district~~,~~ or in the community.~~;~~

2. Facilitate the provision of such services, including counseling, life skills and~~,~~ parenting education, childcare~~child care~~, transportation, career development~~,~~ and health and nutrition services to pregnant and/or parenting students.~~;~~

3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services.~~;~~

4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students.~~;~~

5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

The student will be allowed access to a lactation space[1] described in Board policy GBDA – Expression of Milk or Breastfeeding.

The Superintendent or designee will develop ~~administrative regulations~~guidelines as necessary to ensure compliance with the provisions of state and federal law.

END OF POLICY

[1] A lactation space must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed. (34 CFR 106.40(b)(3)(v))

Legal Reference(s):

ORS 336.640
ORS 339.010
ORS 339.030
OAR 581-021-0046
OAR 581-023-0100(3)

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 (2024).

HILLSBORO SCHOOL DISTRICT 1J
October 28, 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
  - JFE-AR: Individualized Plan for Pregnant and/or Parenting Students

RECOMMENDATION

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

Code: **JFE-AR**
Revised/Reviewed: 6/09/09; 12/10/19
Orig. Code: JFE-AR

Individualized Plan for Pregnant and/or Parenting ~~Teens~~Students

District _____ Date _____

School _____

Student Information

Student name: _____

Age: _____ Date of birth: _____

Pregnant? Yes ☐ No ☐ Due date: _____

Parenting? Yes ☐ No ☐ No. of children: _____ Ages: _____

Living situation: _____

Sources of financial support: _____

Education status:
Grade [completed] ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
On track for graduation? ☐ Yes ☐ No
Number of credits needed to be on track~~behind~~? _____

Date of enrollment in individualized ~~education~~ plan: ~~(IEP):~~ _____

Program Information

Check whether service is to be provided and paid for by family, school or agency. If agency, please indicate source. Briefly describe service to be provided.

Education		**Description**
Provided by:	Paid for by:	_____
☐ Family	☐ Family	_____
☐ School	☐ School	_____
☐ Agency	☐ Agency	_____

Transportation		**Description**
Provided by:	Paid for by:	_____
☐ Family	☐ Family	_____
☐ School	☐ School	_____
☐ Agency	☐ Agency	_____

Child Care **Description**

Provided by: Paid for by:
☐ Family ☐ Family
☐ School ☐ School
☐ Agency ☐ Agency

Life Skills Training **Description**

Provided by: Paid for by:
☐ Family ☐ Family
☐ School ☐ School
☐ Agency ☐ Agency

Parenting Education **Description**

Provided by: Paid for by:
☐ Family ☐ Family
☐ School ☐ School
☐ Agency ☐ Agency

Career Development **Description**

Provided by: Paid for by:
☐ Family ☐ Family
☐ School ☐ School
☐ Agency ☐ Agency

Health and Nutrition Services **Description**

Provided by: Paid for by:
☐ Family ☐ Family
☐ School ☐ School
☐ Agency ☐ Agency

Counseling **Description**

Provided by: Paid for by:
☐ Family ☐ Family
☐ School ☐ School
☐ Agency ☐ Agency

Other Social Services **Description**

Provided by: Paid for by:
☐ Family ☐ Family
☐ School ☐ School
☐ Agency ☐ Agency

I have been informed of the services available for pregnant and/or parenting students in the district and I have received information about the availability of resources provided by other agencies, including health and social services.

Signature of student	Date
Signature of parent/guardian	Date
Signature of school representative	Date

Termination Data

Date of termination from program: _____

Reason (check one): ☐ Nonattendance ☐ Moved ☐ Completed diploma[1] ☐ Completed GED
☐ Returned to regular school program
☐ Other _____

Comments: _____

_____

_____

[1] A "diploma," as it pertains to Board policy JFE – Pregnant and/or Parenting Students, means a diploma, a modified diploma, or an extended diploma~~, a modified diploma or an alternative certificate~~.