HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

Administration Center, 3083 NE 49th Place, Hillsboro, OR 97124

Board Meeting Agenda Tuesday, January 24, 2023 5:15 PM

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

1.	<u>5:1</u>	5 PM - Work Session	
	A.	Call to Order	
		Presenter: Mark Watson	
		Time: 5:15 PM	
	B.	Budget Update	4
		Presenter: Michelle Morrison	
		Time: 5:15 PM, 30 minutes	
	C.	2023-2024 School Calendar Discussion	5
		Presenter: Kona Lew-Williams	
		Time: 5:45 PM, 15 minutes	
	D.	Hillsboro Advanced Manufacturing Registered Youth Apprenticeship	S
		Presenters: Travis Reiman / Melissa Pendergrass	
		Time: 6:00 PM, 15 minutes	
	E.	Northwest Regional Education Service District Local Service Plan for	10
		2023-2024	
		Presenters: Mike Scott / Dan Goldman	
	_	Time: 6:15 PM, 20 minutes	
	F.	Superintendent Search - Update	49
		Presenter: Mark Watson	
	_	Time: 6:35 PM, 10 minutes	
	G.	Recess Board Meeting	
		Presenter: Mark Watson	
^	7.0	Time: 6:45 PM	
2.		0 PM - Regular Session	
	Α.	Call to Order and Flag Salute	
		Presenter: Mark Watson	
	В	Time: 7:00 PM, 5 minutes	54
	D.	Land Acknowledgement Presenter: Mark Watson	34
	C	Time: 7:05 PM, 5 minutes Proclamations	
	C.	Time: 7:10 PM, 5 minutes	
		School Board Appreciation Month	55
		Presenter: Mike Scott	30
		Black History Month	56
		Presenter: Nancy Thomas	00
		School Bus Driver Appreciation Day	57
		Presenter: Monique Ward	O.
		School Counselors Week	58
		Presenter: Erika Lopez	
	D.		
		5	

		ne: 7:15 PM, 5 minutes	
	SA	MPLE MOTION: I move that the Board of Directors approve the Agenda as	
		inted.	
E.		dience Time	
	Pre	esenter: Mark Watson	
	Tin	ne: 7:20 PM, 5 minutes	
F.	Co	nsent Agenda	
	Co	nsent agenda items are distributed to Board members in advance for study, and	
	en	acted with a single motion.	
	Pre	esenter: Mark Watson	
	Tin	ne: 7:25 PM, 5 minutes	
	SA	MPLE MOTION: I move that the Board of Directors approve the Consent	
	Ag	enda as printed.	
	1.	Approve Minutes of December 6, 2022 Board Meeting	59
	2.	Approve Minutes of December 15, 2022 Board Meeting	68
	3.	Approve Minutes of January 10, 2023 Board Meeting	70
	4.	Approve Routine Personnel Matters	72
	5.	Approve Policy	74
		a. J - Students	
		JECBA: Admission of Exchange Students	75
		Presenter: Audrea Neville	
G.		ports and Discussion	
	1.	First Reading - High School Course Approvals: AP World History, IB	77
		Language ab initio, IB Psychology	
		Presenters: Travis Reiman / Becky Kingsmith	
		Time: 7:30 PM, 30 minutes	
	2.	Strategic Planning Process Update	89
		Presenter: Beth Graser	
		Time: 8:00 PM, 20 minutes	
	3.	2023-2024 School Calendar - First Reading	90
		Presenter: Kona Lew-Williams	
		Time: 8:20 PM, 10 minutes	
	4.	Financial Report	93
		Presenter: Michelle Morrison	
	_	Time: 8:30 PM, 5 minutes	
H.		tion Items	
	1.	Adopt Resolution Approving Northwest Regional Education Service	97
		District Local Service Plan for 2023-2024	
		Presenter: Mark Watson	
		Time: 8:35 PM, 5 minutes	
		SAMPLE MOTION: I move that the Board of Directors adopt the resolution	
		approving the Northwest Regional Education Service District Local Service	е
	_	Plan for 2023-2024.	~
	2.	Approve High School Course Proposals - Diesel Mechanic Program of	98
		Study & Data Science	
		Presenter: Travis Reiman	
		Time: 8:40 PM, 5 minutes	
		SAMPLE MOTIONS:	
		I move that the Board of Directors approve the proposed course Diesel	
		Wechanic Program of Study	

Presenter: Mark Watson

I move that the Board of Directors approve the proposed course Data Science.

3. Approve Lot Consolidation at Tobias Elementary School Site

99

Presenter: Casey Waletich Time: 8:45 PM, 5 minutes

SAMPLE MOTION: I move that the Board of Directors approve the Bargain and Sale Deed for Lot Consolidation to create one tax lot at Tobias Elementary School.

I move that the Board of Directors approve the Resolution attesting to Hillsboro School District 1J ownership of Tobias Elementary School and removing the reference to Washington County School District No. 29.

4. Imlay HVAC Upgrade Projects

105

Presenters: Casey Waletich / Michelle Morrison

Time: 8:50 PM, 5 minutes

SAMPLE MOTION: I move that the Board of Directors, acting in the capacity of the Local Contract Review Board, award the contract for Imlay Elementary School HVAC controls upgrade to Environmental Controls Corp. (ECC) in the amount of \$233,859.00.

5. Witch Hazel HVAC Upgrade Projects

107

Presenters: Casey Waletich / Michelle Morrison

Time: 8:55 PM, 5 minutes

SAMPLE MOTION: I move that the Board of Directors, acting in the capacity of the Local Contract Review Board, award the contract for Witch Hazel Elementary School HVAC controls upgrade to Environmental Controls Corp. (ECC) in the amount of \$233,859.00.

HCU / HEA Reports

Presenter: Mark Watson Time: 9:10 PM, 10 minutes

J. Discussion Time

Time: 9:20 PM, 10 minutes

- 1. Student Representatives' Time
- 2. Superintendent's Time
- 3. Board of Directors' Time
- K. Adjourn Regular Session

Time: 9:30 PM

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

HILLSBORO SCHOOL DISTRICT 1J January 24, 2023 BUDGET UPDATE

SITUATION

Each year, the District conducts periodic discussions with Budget Committee members about the current and future financial position of the District. This update is in preparation to develop the 2023-24 District budget. The Committee members will review information regarding the current year budget, budget development, and details regarding specific resources.

Date	Upcoming Activities
January 24, 2023	Budget update during Board Work Session Current Year Update and Preliminary Outlook
February 28, 2023	Budget update during Board Work Session Biennial Appropriations and Contingency Planning
February-March	Interim Fieldwork, and Document Preparation
April 25, 2023	Budget Committee Meeting: Committee members review proposed budget documents, receive Budget Message, and may approve the budget for Hearing.
June 20, 2023	Budget Hearing: Board Adopts Budget, Makes Appropriations, Declares the Levy.
July 1, 2023	Begin Implementation of Fiscal Year
July 14, 2023	Levy Certified to Assessor, and Adopted Budgets distributed per Local Budget Law and district best practice.

RECOMMENDATION

The Superintendent recommends that the Budget Committee listen to this report and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J January 24, 2023 2023-2024 SCHOOL CALENDAR DISCUSSION

SITUATION

In preparation for reviewing the 2023-24 calendar, we will have an update on the previous discussion regarding planning for the upcoming school year. In addition, the board will also see drafts of the 2024-25 and 2025-26 school calendars.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to the information and ask any questions they may have regarding the 2023-24 calendar as well as the 2024-25 and 2025-26 draft calendars.

DRAFT 2023-24 Calendar
POST LD Start
173 Student Contact Days
186 + 5 Holidays = 191 Teacher
Contract Days

First Day/End		Early Release		
No School		Family Connection	ns	& Transitions

TOTAL STUDENT DAYS:

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

HSD exceeds ODE seat requirements. Click <u>HERE</u> for more information.

1	JUL'	Y 202	23					1 – NO SCHOOL	JAN	UAR'	Y 202	24		2:	1/ <mark>21</mark>
2	S	М	Т	W	Th	F	S	Licensed Non-Contract Day	S	M	Т	W	Th	F	S
							1	15 – NO SCHOOL Licensed Non-Contract Day		1	2	3	4	5	6
	2	3	4	5	6	7	8	Martin Luther King Jr. Day	7	8	9	10	11	12	13
HILLSBORO SCHOOL DISTRICT	9	10	11	12	13	14	15		14	15	16	17	18	19	20
SCHOOL DISTRICT	16	17	18	19	20	21	22		21	22	23	24	25	26	27
	23	24	25	26	27	28	29		28	29	30	31			
	30	31						87/99							
	AUG	UST	2023	3			0/4	1 – End of 1st Semester (42)	FEB	RUAI	RY 20	24		18	8/ <mark>21</mark>
21-23 – New Licensed Staff In-Service	S	M	Т	W	Th	F	S	2 – NO SCHOOL	S	M	Т	W	Th	F	S
24-25 — Licensed Non-Contract Day			1	2	3	4	5	Teacher Grade Prep Day					1	2	3
28-31 — Licensed In-Service Days	6	7	8	9	10	11	12	5 – NO SCHOOL Licensed Prep Day	4	5	6	7	8	9	10
	13	14	15	16	17	18	19	19 – NO SCHOOL	11	12	13	14	15	16	17
0/4	20	21	22	23	24	25	26	19 – NO SCHOOL Holiday – Presidents' Day	18	19	20	21	22	23	24
U/4	27	28	29	30	31			105/120	25	26	27	28	29		
1 - Family Connections and	SEPT	ГЕМВ	ER 2	023		19	9/ <mark>21</mark>	25-29 – NO SCHOOL	MAF	CH 2	2024			1	6/ <mark>16</mark>
Transitions (K-12)	S	M	Т	W	Th	F	S	Licensed Non-Contract Days (Spring Break)	S	M	Т	W	Th	F	S
4 – NO SCHOOL Holiday – Labor Day						1	2							1	2
5 – First Day of School for grades 1-6, 7 and 9	3	4	5	6	7	8	9		3	4	5	6	7	8	9
6 – All Students - (First day for	10	11	12	13	14	15	16		10	11	12	13	14	15	16
K, 8, 10-12)	17	18	19	20	21	22	23		17	18	19	20	21	22	23
25 - NO SCHOOL Staff Development	24	25	26	27	28	29	30		24	25	26	27	28	29	30
19/25								121/136	31						
	OCT	ODE				_									
13 – NO SCHOOL	UCI	UDE	R 202	23			1/ <mark>21</mark>			IL 20	024			21	L/ <mark>22</mark>
13 – NO SCHOOL Licensed Non-Contract Day	S	М	Т	23 W	Th	F	S	11 - End of 3rd Quarter (42)	S	IL 20	Т	W	Th	F	S
	S	M 2	T 3	W 4	5	F	S 7	12 – NO SCHOOL	S	M	T 2	3	4	F 5	S 6
	S 1 8	M 2 9	T 3 10	W 4 11	5 12	F 6	7 14	, ,	S 7	M 1 8	T 2 9	3 10	4 11	F 5	S 6 13
	\$ 1 8 15	M 2 9 16	3 10 17	W 4 11 18	5 12 19	F 6 13 20	\$ 7 14 21	12 – NO SCHOOL Elementary – Work Day	7 14	M 1 8 15	7 2 9 16	3 10 17	4 11 18	F 5 12 19	6 13 20
	\$ 1 8 15 22	M 2 9 16 23	7 3 10 17 24	W 4 11	5 12	F 6	7 14	12 – NO SCHOOL Elementary – Work Day Secondary – Grade Prep Day	7 14 21	M 1 8 15 22	F 5	S 6 13			
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WORKING DRAFT

DRAFT 2024-25 Calendar PRE LD Start 173 Student Contact Days 186 + 5 Holidays = 191 Teacher Contract Days

First Day/End	of C	Quarter/Semester		Early Release
No School		Family Connection	ns (& Transitions

TOTAL STUDENT DAYS:

Semester 1 = 94 All students Semester 2 = 79 All students

 $\begin{array}{l} \mbox{HSD exceeds ODE seat requirements.} \\ \mbox{Click } \underline{\mbox{HERE}} \mbox{ for more information.} \end{array}$

												_			
		Y 202						1-3 – NO SCHOOL		UARY		_			3/ <mark>19</mark>
	S	M	Т	W	Th	F	S	Licensed Non-Contract Days	S	М	Т	W	Th	F	S
		1	2	3	4	5	6	20 – NO SCHOOL Licensed Non-Contract Day				1	2	3	4
	7	8	9	10	11	12	13	Martin Luther King Jr. Day	5	6	7	8	9	10	11
HILLSBORO	14	15	16	17	18	19	20	30 – End of 1st Semester (47)	12	13	14	15	16	17	18
SCHOOL DISTRICT	21	22	23	24	25	26	27	31 - NO SCHOOL	19	20	21	22	23	24	25
	28	29	30	31				Teacher Grade Prep Day	26	27	28	29	30	31	
								94/107							
12-14 – New Licensed Staff	AUG	UST	2024	1		(5/ <mark>10</mark>		FEBI	RUAR	Y 20	25		18	3/20
In-Service 15-16 - Licensed Non-Contract	S	M	T	W	Th	F	S	3 – NO SCHOOL	S	M	Т	W	Th	F	S
19-22 – Licensed In-Service					1	2	3	Licensed Prep Day							1
23 - Family Connections & Transitions (K-12)	4	5	6	7	8	9	10	17 – NO SCHOOL Holiday – Presidents' Day	2	3	4	5	6	7	8
26 – First Day of School for grades 1-6, 7 and 9	11	12	13	14	15	16	17	Holiday – Fresidents Day	9	10	11	12	13	14	15
27 – All Students - (First day for K, 8, 10-12)	18	19	20	21	22	23	24	440/407	16	17	18	19	20	21	22
6/10	25	26	27	28	29	30	31	112/127	23	24	25	26	27	28	
2 – NO SCHOOL	SEP1	ГЕМВ	ER 2	024		19	9/21	24-28 – NO SCHOOL	MAR	CH 2	025			16	5/ <mark>16</mark>
Holiday – Labor Day	S	М	Т	W	Th	F	S	Licensed Non-Contract Days (Spring Break)	S	М	T	W	Th	F	S
	1	2	3	4	5	6	7	(Spring Break)							1
30 – NO SCHOOL Staff Development	8	9	10	11	12	13	14		2	3	4	5	6	7	8
·	15	16	17	18	19	20	21		9	10	11	12	13	14	15
	22	23	24	25	26	27	28		16	17	18	19	20	21	22
	29	30							23	24	25	26	27	28	29
25/31								128/143	30	31					
11 - NO SCHOOL	ОСТ	OBE	R 202	24		22	2/ <mark>22</mark>		APR	IL 20	25			21	/22
Licensed Non-Contract	S	M	T	W	Th	F	S	10 - End of 3rd Quarter (42)	S	М	Т	W	Th	F	S
31 - End of 1st Quarter (47)			1	2	3	4	5	11 - NO SCHOOL			1	2	3	4	5
	6	7	8	9	10	11	12	Elementary – Work Day Secondary – Grade Prep Day	6	7	8	9	10	11	12
	13	14	15	16	17	18	19		13	14	15	16	17	18	19
47/50	20	21	22	23	24	25	26		20	21	22	23	24	25	26
47/53	27	28	29	30	31			149/165	27	28	29	30			
1 – NO SCHOOL	NOV	/EMB	ER 2	024		14	/20	2 - NO SCHOOL	MAY	202	5			20	/ <mark>21</mark>
Elementary - Work Day Secondary - Grade Prep 11 – NO SCHOOL	S	M	T	W	Th	F	S	Licensed Non-Contract	S	М	T	W	Th	F	S
Holiday – Veterans Day 25-NO SCHOOL						1	2	26 – NO SCHOOL					1	2	3
Elementary - Staff Development and Family Conference Prep Secondary - Staff Development	3	4	5	6	7	8	9	Holiday – Memorial Day	4	5	6	7	8	9	10
26-27 – NO SCHOOL Family Conference Connections K-12	10	11	12	13	14	15	16		11	12	13	14	15	16	17
28 – NO SCHOOL Holiday – Thanksgiving Day 29 – NO SCHOOL	17	18	19	20	21	22	23		18	19	20	21	22	23	24
Licensed Non-Contract Day 61/73	24	25	26	27	28	29	30	169/186	25	26	27	28	29	30	31
	DEC	ЕМВ	ER 20	24		1	5/ <mark>15</mark>	5 – EARLY RELEASE	JUN	E 202	24			4/	5
	S	М	Т	W	Th	F	S	Last Day of School for K-11 (37) 6 – Last Day for	S	M	T	W	Th	F	S
23-31 – NO SCHOOL Licensed Non-Contract Days	1	2	3	4	5	6	7	Licensed Staff 9-10 – Possible inclement	1	2	3	4	5	6	7
Licensed Non-Contract Days			10	11	12	13	14	weather make-up days. If the District closes school due to	8	9	10	11	12	13	14
(Winter Break)	8	9	10												
	8 15	9 16	17	18	19	20	21	inclement weather during the 2024-2025 school year these	15	16	17	18	19	20	21
					19 26	20 27	21 28 ₇	2024-2025 school year these days could be added to the school calendar as make up	15 22	16 23	17 24	18 25	19 26	20 27	21 28
	15	16	17	18			-	2024-2025 school year these days could be added to the				_			

WORKING DRAFT

DRAFT 2025-26 Calendar PRE LD Start 173 Student Contact Days 186 + 5 Holidays = 191 Teacher Contract Days

First Day/End		Early Release		
No School		Family Connection	ns	& Transitions

TOTAL STUDENT DAYS:

Semester 1 = 92 All students Semester 2 = 81 All students

 $\begin{array}{l} \mbox{HSD exceeds ODE seat requirements.} \\ \mbox{Click } \underline{\mbox{HERE}} \mbox{ for more information.} \end{array}$

								-							
		Y 202	25					1-2 – NO SCHOOL			202				3/ <mark>19</mark>
	S	M	T	W	Th	F	S	Licensed Non-Contract Days	S	М	T	W	Th	F	S
			1	2	3	4	5	19 – NO SCHOOL Licensed Non-Contract Day					1	2	3
	SBORO 13	8	9	10	11	12	Martin Luther King Jr. Day 29 – End of 1st Semester (46)	4	5	6	7	8	9	10	
HILLSBORO	13	14	15	16	17	18	19	(),	11	12	13	14	15	16	17
SCHOOL DISTRICT	20	21	22	23	24	25	26	30 – NO SCHOOL Teacher Grade Prep Day	18	19	20	21	22	23	24
	27	28	29	30	31			92/105	25	26	27	28	29	30	31
44.40 N. 11 101.6	ΔUG	UST	202				5/ <mark>9</mark>		FFRI	RIIAE	RY 20	26		18	3/ <mark>20</mark>
11-13 – New Licensed Staff In-Service			T	w	Th	F	S	2 – NO SCHOOL Licensed Prep Day	S	М	T	w	Th	F	S
14-15 - Licensed Non-Contract 18-21 – Licensed In-Service			_			1	2	16 - NO SCHOOL	1	2	3	4	5	6	7
22 - Licensed Non-Contract 25 - Family Connections and	3	4	5	6	7	8	9	Holiday – Presidents' Day	8	9	10	11	12	13	14
Transitions K-12 26– First Day of School for			12	13	14	15	16		15	16	17	18	19	20	21
grades 1-6, 7 and 9 27 – All Students - (First day for			19	20	21	22	23		22	23	24	25	26	27	28
K, 8, 10-12)			26	27	28	29	30/31	110/125				<u> </u>			
5/9							0/ <mark>22</mark>		MAD	CH 2	026			4.	7/ <mark>17</mark>
1 – NO SCHOOL Holiday – Labor Day		_	T		Th	_	_	23-27 – NO SCHOOL Licensed Non-Contract Days				10/	Th	F	S
29 – NO SCHOOL	3	IVI 4	2	W 3	<u>Th</u> 4	F 5	S	(Spring Break)	S	M 2	T	W	Th 5	<u>г</u> 6	7
Staff Professional Dev.	7	0	9	10	11	12	13			9	10	11	12	13	14
			16	17	18	19	20		8 15	16	17	18	19	20	21
			23	24	25	26	27		22	23	24	25	26	27	28
25/31			30		25	20	21	127/142	29	30	31	25	20	21	
) E		2:	1/ <mark>22</mark>	127/142		IL 20				21	/22
10 – NO SCHOOL Licensed Non-Contract Day			T	w	Th	F	S	9 - End of 3rd Quarter (42)	S	M	T	w	Th	F	S
30 – End of 1st Quarter (46)	-	141		1	2	3	4	10 – NO SCHOOL)	141	'	1	2	3	4
31 - NO SCHOOL	5	6	7	8	9	10	11	Elementary – Work Day	5	6	7	8	9	10	11
Elementary - Work Day Secondary - Grade Prep			14	15	16	17	18	Secondary – Grade Prep Day	12	13	14	15	16	17	18
			21	22	23	24	25		19	20	21	22	23	24	25
ACIES			28	29	30	31	25	148/164	26	27	28	29	30	27	20
					00		/10			202			00	10	/20
10 – NO SCHOOL Licensed Non-Contract		_	T	W	Th	F	/ <mark>18</mark>	1 - NO SCHOOL Licensed Non-Contract Day	S	<u> 202</u> M	T	w	Th	<u>19</u>	S
11 – NO SCHOOL Holiday – Veterans Day	3	IVI	-	**	- ' ' ' '	-	1	25 – NO SCHOOL	3	IAI	<u> </u>	- **		1	2
24-NO SCHOOL Elementary - Staff Development and Family Conference Prep	2	2	4	5	6	7	8	Holiday – Memorial Day	3	4	5	6	7	8	9
Secondary - Staff Development 25-26 - NO SCHOOL			11	12	13	14	15		10	11	12	13	14	15	16
Family Conference Connections K-12 27 – NO SCHOOL Holiday – Thanksgiving Day	_		18	19	20	21	22		17	18	19	20	21	22	23
28 – NO SCHOOL Licensed Non-Contract Day	23	24	25	26	27	28	29		24	25	26	27	28	29	30
59/71	30	24	23	20	21	20	23	167/184	31	20	20	21	20	23	30
		EMP	ED 24	125		4	E /4 =			E 202	26				6/ <mark>7</mark>
22-31 – NO SCHOOL Licensed Non-Contract Days	S	EMB M	ER 20) <u>25</u> W	Th	F	<mark>5/15</mark> S	8 – EARLY RELEASE Last Day of School for K-11 (39)	S	E 202	26 T	w	Th	F	S
(Winter Break)		1	2	3	4	5	6	9 – Last Day for Licensed Staff	3	1	2	3	4	<u> </u>	6
	7	8	9	10	11	12	13	10-11 – Possible inclement weather make-up days. If the	7	8	9	10	11	12	13
	14	15	16	17	18	19	20	District closes school due to inclement weather during the	14	15	16	17	18	19	20
	21	22	23	24	25	26	27	2025-2026 school year these days could be added to the school calendar as make up	21	22	23	24	25	26	27
					25	20	21	days. Graduation dates would not be affected.				44	20	20	21
74/86	28	29	30	31				173/191	28	29	30				
I															

HILLSBORO SCHOOL DISTRICT 1J January 24, 2023 HILLSBORO ADVANCED MANUFACTURING REGISTERED YOUTH APPRENTICESHIP

SITUATION

The Board of Directors will receive an update on the development and implementation of the Hillsboro Advanced Manufacturing Registered Youth Apprenticeship.

The purpose of Hillsboro School District Career and College Pathway (CCP) programming is to provide clear and viable postsecondary options for all students. It is the goal for all students to graduate prepared for career, college, and life. The Hillsboro School District believes in creating access for students to receive training for careers that are high-wage, high-demand, and high-skill through robust and relevant Career and Technical Education (CTE) classroom programming and work based learning opportunities.

The Hillsboro School District CCP team is an integral part of the Hillsboro Advanced Manufacturing Workgroup (HAMWG). HAMWG, established in 2016, is composed of local industry, community, and education partners working together to address the critical workforce needs of advanced manufacturing in the Hillsboro area. Through this partnership, we have developed a first of its kind in Oregon, BOLI-registered Youth Apprenticeship. Currently, this opportunity is only accessible to students in the Hillsboro School District and provides selected students with access to a two-year paid apprenticeship opportunity as juniors and seniors participating in a related CTE program.

Tonight, you will hear updates on the steps taken to establish and implement this apprenticeship opportunity, who the program serves, and next steps in refining and expanding to open the doors to more students and industry partners interested in pursuing careers in advanced manufacturing.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J January 24, 2023 NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT LOCAL SERVICE PLAN FOR 2023-24

SITUATION

In accordance with ORS 334.175, local school districts must approve their education service district's Local Service Plan for the following year on or before March 1 of the current year. The Northwest Regional Education Service District (NWRESD), in concert with regional superintendents, developed a Local Service Plan to bring to the region's 20 school districts. For the local service plan to take effect for the 2023-24 school year, the plan must be approved by at least two-thirds of the component school districts representing more than 50 percent of the regional student population.

The Local Service Plan must contain, and every ESD must provide, the following services:

- Programs for children with special needs
- Technology support
- School improvement services
- Administrative and support services
- Other services required under ORS 339.005 to 339.090

NWRESD's Local Service Plan for the 2023-24 school year is attached.

Tonight the Board will hear from NWRESD Superintendent Dan Goldman.

RECOMMENDATION

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



December 23, 2022

TO: Hillsboro School District Board of Directors

FR: Dan Goldman, Superintendent of Northwest Regional Education Service District

RE: The 2023-24 Local Service Plan

Colleagues:

It's my pleasure to present the 2023-24 Local Service Plan. As your education service district partner, our goal is to promote equity in education throughout the region. Our strategic plan, created in collaboration with the school districts in our service area, outlines a shared vision that every student is educated, equipped and inspired to achieve their full potential and enrich their communities.

Toward that end, we convene educators so they can engage in professional learning, push their practice and contribute to culturally sustaining learning environments. We strengthen and align systems, like school technology infrastructure or our community preschool and child care systems. We provide access to services and resources that might otherwise be out of reach or unaffordable for many school districts.

In the pages that follow, I hope you can get a sense of our existing and potential partnership opportunities to support Hillsboro students. Through our special educators, technology staff, early learning educators, professional learning team, and many more specialists throughout our organization, we humbly offer our services in pursuit of student success.

It's a pleasure to work alongside you and your educational staff.

In partnership,

Dan Goldman, Superintendent

Supplementary Materials: Attached to this cover letter you'll find the Proposed 2023-24 Local Service Plan; Proposed Resolution; Summary of Grant and Value-Add Services, Financial Summary Information, School District Profile of Current Services, and Presentation Deck

Proposed Motion: BE IT Resolved, the Board of Directors adopt the 2023-24 Local Service Plan as presented.



A framework for our partnership with school districts in Clatsop, Columbia, Tillamook and Washington counties

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Cover photo: NWRESD's Early Learning Hub created <u>a database of free preschools</u> across Clatsop, Columbia and Tillamook counties. They coordinated photoshoots so families could preview many of the sites, including Pagific Ridge Beginning School in Seaside, pictured. Photo by Justin Grafton Studios.



About the Local Service Plan

Oregon requires its 19 education service districts to submit a local service plan each year reflecting their state-mandated mission "to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level."

The local service plan is the framework for how we serve our 20 partner school districts in Clatsop,

Columbia, Tillamook and Washington counties. According to ORS 334.175, the local service plan must address special education services, technology support, school improvement services, and administrative services.

It must be approved by at least two thirds of our partner school district boards, representing at least 50% of the total number of students enrolled in our service area.





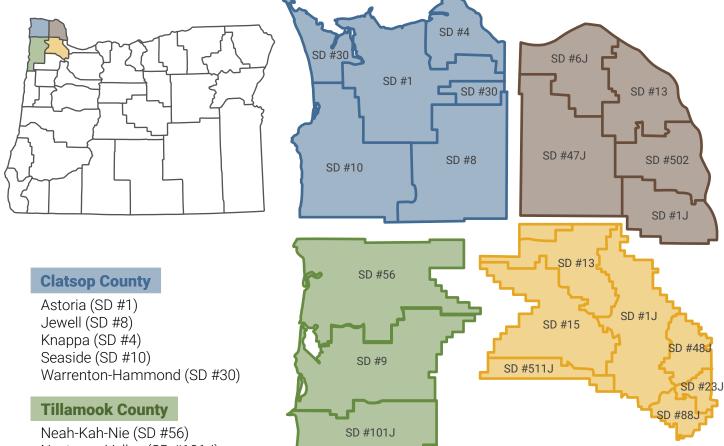




Therapy goats visit Pacific Academy, one of our social emotional learning schools. "Hosting a therapeutic goat party is one way students can both build community, expand connections with peers and engage in a unique self-regulation opportunity," says Jillynn Garcia, mental health specialist at the school.



Service Area



Neah-Kah-Nie (SD #56) Nestucca Valley (SD #101J) Tillamook (SD #9)

Columbia County

Clatskanie (SD # 6J) Rainier (SD #13) Scappoose (SD # 1J) St. Helens (SD #502) Vernonia (SD #47J)

Washington County

Banks (SD #13)
Beaverton (SD #48J)
Forest Grove (SD #15)
Gaston (SD # 511J)
Hillsboro (SD #1J)
Sherwood (SD #88J)
Tigard-Tualatin (SD #23J)



Board of Directors



Ross Tomlin, Chair Higher Education Position



Doug Dougherty, Vice Chair Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Neah-Kah-Nie, Nestucca Valley, Seaside, Tillamook, Warrenton-Hammond



Christine Riley
Zone 1: Gaston, Sherwood, TigardTualatin



Yadira MartinezZone 3: Hillsboro



Tony EricksonZone 4: Beaverton (Beaverton and Sunset attendance areas),
Clatskanie, Rainier, Scappoose, St.
Helens, Vernonia



Karen CunninghamZone 5: Beaverton (Aloha,
Southridge and Westview
attendance areas)



Maureen Wolf At-Large



Ernest Stephens
Business Position 16



Diane WilkinsonSocial Service Position



Key Staff Contacts



Dan GoldmanSuperintendent
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Chief Information Officer
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Officer
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David WilliamsChief of Staff
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Megan McCarter
Interim Chief Academic
Officer
mmccarter@nwresd.org



Peggy Freund
Interim Early Learning
Executive Director
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Lynne Griffin
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Stacy Rager
Columbia Service Center
Administrator
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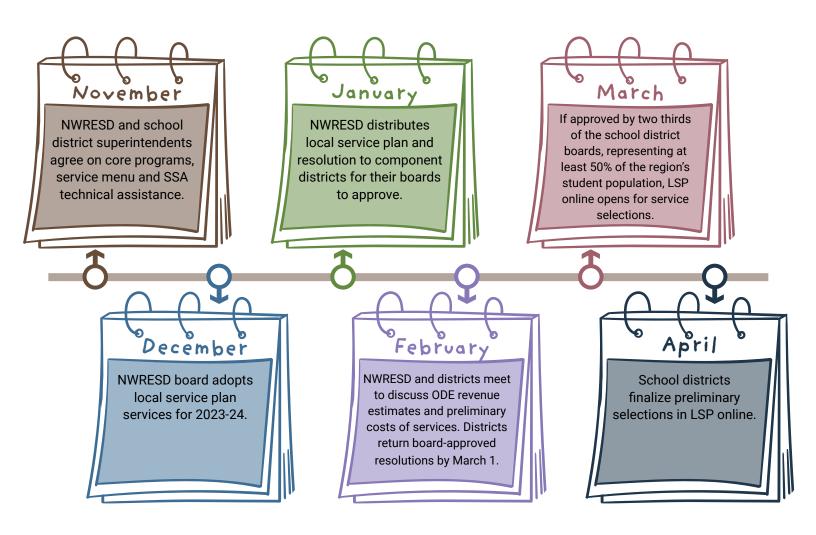
Kim Lyon
Tillamook Service Center
Administrator
klyon@nwresd.org



Timeline for Plan Development

In early fall, school districts collaborate with NWRESD to design the local service plan (LSP). The LSP is then formally approved by school district superintendents,

NWRESD's board of directors, and the 20 regional school boards, according to the timeline below. Implementation begins the following school year.





How the Local Service Plan is Funded

The State School Fund (SSF) is Oregon's largest investment, equating to \$9.3 billion in the 2021-23 biennium. A share of 95.5% of the SSF goes directly to K-12 school districts and a share of 4.5% goes to education service districts for administering regional services.

The SSF provides 80% of general operating dollars to school districts and education service districts statewide. For NWRESD specifically, the SSF makes up 22.9% of our budget.

Of the SSF money we receive, 90% is allocated to districts based on weighted student population

(ADMw) and 10% supports NWRESD operations.

Of the school district allocations, 75% goes directly to school district ESD accounts and 25% to core services.

School district ESD accounts can be used to purchase services through the local service plan menu. Money can also be flowed through to districts. Districts can also purchase services outside of their ESD accounts.

Core services, which are shared services available to all school districts, are first approved by component school district superintendents and then by component school district boards.

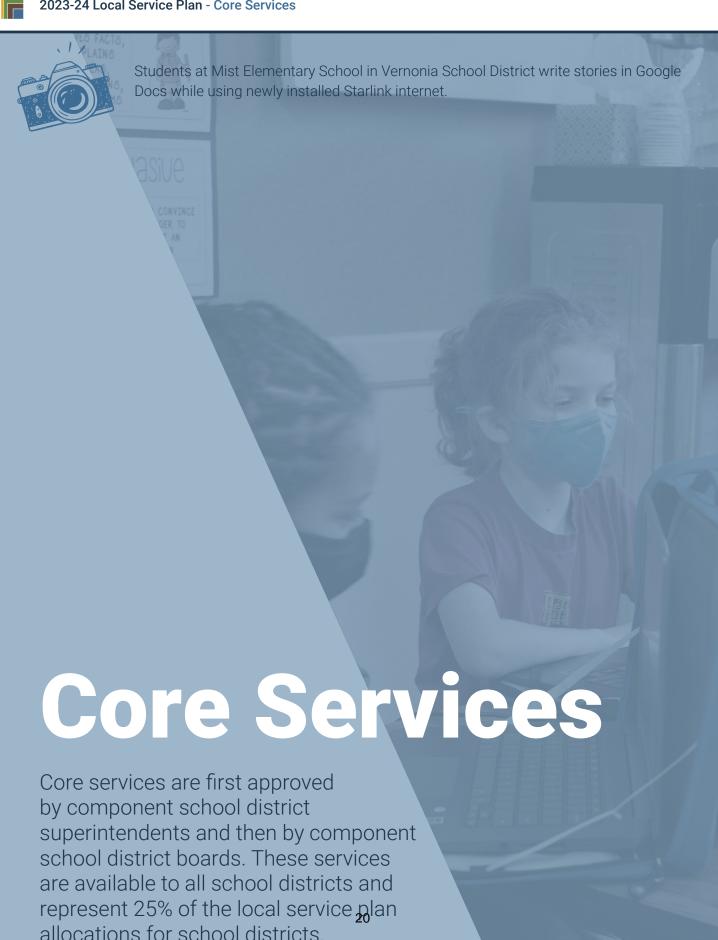
90% of the SSF formula for education service districts is allocated to school districts.

75% of school district allocations go to individual school district accounts

25% of school district allocations are spent on core services, i.e. shared services 10% of SSF formula for ESDs funds operations









County Allocations

Through core, each county subset of school districts receives funding to support localized priorities agreed upon by the district superintendents.

Emergency Closure Network

We provide districts with access to an emergency communication system for sharing school delays and closures with their communities and the local media.

Grant Management

We provide grant writing and management to school districts seeking competitive grants, including state, federal and private grants. Grant writers connect with school district teams to envision, plan and convey projects and match them to grant opportunities. Support includes program design and strategy, connection to potential funders, and writing, editing, and submitting grant proposals.

Regional Innovations and Professional Learning

Regional Innovations and Professional Learning are funds backed by Hillsboro and Beaverton School Districts (who are not participants in the core) that supplement several core and grant-funded services, including: 9th Grade Success Network; School Culture and Climate; Early Literacy Network; Instructional Coaching Network; Social, Emotional and Mental Health Services; grant management; Career and College Readiness; Ion MTSS; STEM Hub; and Early Learning Hub. Read more about these services in the grant and value-add services section in the appendix.

Cybersecurity Services

Cybersecurity services include advising on policy and procedure, security management of technology applications, and incident response during cyber threats and attacks.

Forecast 5

We provide Forecast 5 analytics tools to help K-12 educational leaders leverage district, demographic and peer data to develop future focused strategies for managing limited resources, achieving education outcomes and improving academic ROI in today's challenging budget environment.

Help Desk

We provide an on-demand, generalized support resource for district technology staff.

Library Services (Follett Destiny Library, Resource Manager and Textbook)

We host and support Follett's Destiny Library Management System, which provides a full service suite of school library software for managing inventory, check in/out, fees, and users. Destiny is an internet-based library, textbook and resource management system designed specifically to support K-12 education. We provide software hosting, support, student information system integration and training.

Network Security Services

A triage-based security team is available to work alongside district technology teams to analyze existing vulnerabilities, prioritize fixes, and assist with engineering support to help plan and address security vulnerabilities.

Network Services

We keep districts connected to the internet with a full suite of network management and connectivity services. We provide a sustainable model that increases speed and redundancy while maintaining low costs for school districts.



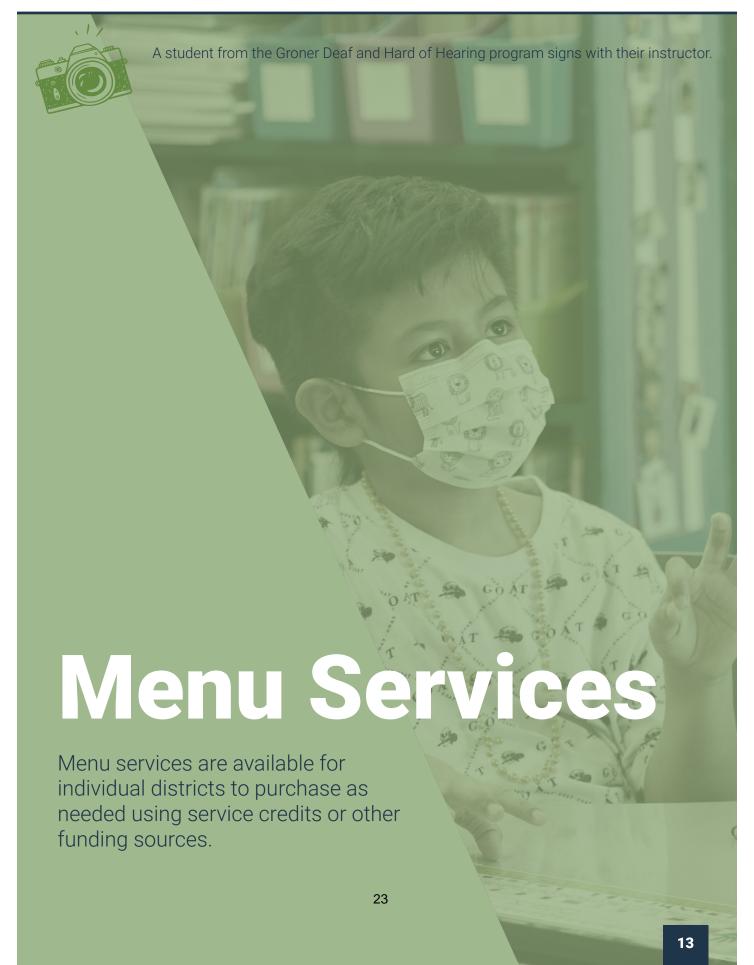
Restraint & Seclusion Application Development

The Restraint and Seclusion Application is a custom built records management system to track all school incidents resulting in physical restraint and/ or seclusion. The Oregon Department of Education (ODE) requires a precise count and reporting of these incidents based on a number of student criteria. This application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

Technical Engineering Cooperative

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.







Administration

Communications

Districts can contract for dedicated support from a communications manager in increments of 0.25 FTE. The communications manager would work in the district to advise and execute communications strategy and serve as a public information officer. They would be a member of a larger communications team at NWRESD and have direct access to coaching, mentoring and support.

Fiscal Services

NWRESD provides school districts with a full range of fiscal services, including accounting, budgeting, payroll processing, and financial reporting.

Medicaid Reimbursements

We offer districts the opportunity to participate in school Medicaid Billing and Medicaid Administrative Claiming in Oregon. Medicaid reimburses schools for health and related services provided to Medicaidenrolled students. Schools bill for services provided through an individualized family service plan (IFSP) or individualized education plan (IEP). The Medicaid administrative claiming (MAC) program reimburses districts for administrative activities associated with coordination, referral, outreach and program planning of Medicaid-covered health services.

Spanish Language Interpretation and Translation

We offer translation (written) and virtual and in-person interpretation in Spanish to component districts. <u>Learn more about the pricing and services offered on our Spanish language interpretation and translation page</u>.

Substitute Services

Our human resources substitute services team manages the hiring and placement for licensed and classified substitutes for school districts in Columbia, Clatsop, Columbia, Multnomah, Tillamook and Washington counties in partnership with our districts.





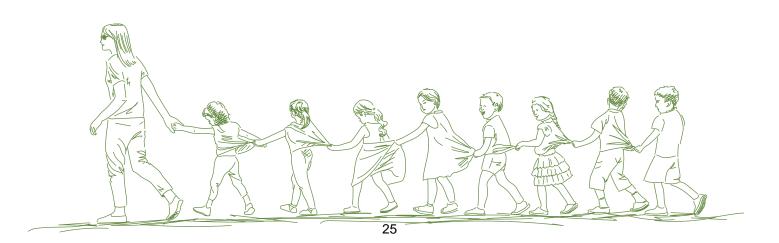
Early Learning

Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations

EI/ECSE evaluations look at a child's development and whether special education supports could build skills to further a child's individual developmental progress. Children who are found to be eligible for EI/ECSE receive free services.

EI/ECSE Transportation

In collaboration with the child's resident district, the EI/ECSE program can provide transportation to evaluations.





Instruction

Attendance Services

We partner with school district attendance teams to grow community awareness about the importance of regular attendance and to strengthen school-to-home connections. As a last resort, we also provide truancy services. Our officers take a restorative approach to their process, working with students and families to identify barriers to school attendance and strengthen communication between families and schools.

Cascade Education Corps

Cascade Education Corps is an experiential education program for Tigard-Tualatin School District students that aims to provide underserved youth with the knowledge, skills, resources and confidence to be lifelong environmental stewards. Students spend time in the field working on restoration projects.

Diverse Educator Pathways

Research shows academic and social emotional benefits for students who have access to educators who mirror their racial, cultural and linguistic identities. Yet, there is a severe shortage of linguistically and racially diverse educator talent in our state. To address this critical gap, we launched the Diverse Educator Pathways Program, partnering with Forest Grove, Hillsboro, Beaverton, Tigard-Tualatin and Sherwood school districts to develop a diverse talent pool.

Through a recent Educator Advancement Council Grow Your Own grant, we have added pilots in Gaston, Nestucca Valley, Tillamook and Neah-Kah-Nie school districts. We collaborate with schools and other partners to recruit future teachers and convene teacher candidates in a networked community. Participants agree to interview with their home district upon completion of their licensure program.

Grant Management

Our instructional services team provides grant writing services to school districts seeking competitive grants, including state, federal and private grants. Our grant writer partners with school district teams to envision, plan and convey projects and match them to grant opportunities.

Ion MTSS Software

We provide software and support for data-based monitoring of system-wide efforts, identifying student needs and delivering and tracking student supports.

Oregon Virtual Education (ORVED)

Oregon Virtual Education (ORVED) offers a suite of online standards-based courses taught by Oregon-certified teachers.





Reengagement Services

We employ a team of attendance advisors to work with school districts on returning as many students as possible to the classroom. The attendance team has training and is able to include all truancy requirements within their reengagement process. Acting on attendance referrals from schools, our team contacts parents and provides information on Oregon laws that require students to attend school. Approximately 70% of referrals are resolved with an initial contact, and approximately 80% are resolved without citation. Our team's focus is first on reengagement while still meeting Oregon attendance laws, as reengagement has proven much more effective than truancy citation. If attendance problems persist, a mandatory meeting is set up with parents, school staff and our team in order to problem solve and support the student and family to reengage. If absolutely necessary, our team will follow all Oregon truancy laws with documentation for districts.

Willamette Promise

In collaboration with local high schools and higher education institutions, students earn college credits while they are still in high school. We focus on cooperation between high school teachers and college faculty to ensure students are working and learning at a college level. We specifically seek to engage historically underserved students, including students of color and first-generation college goers.



K-12 Special Education

Audiology

Our audiology program supports students from birth to age 21. A licensed audiologist provides testing, consultation and workshops. Our two audiometric booths located at the Washington Service Center are used for audiological evaluations, including initial evaluations and re-evaluations to determine eligibility for deaf/hard of hearing special education services.

Autism Spectrum Disorder (ASD) Services

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

Behavioral Support Consultation

Evidence-based behavior support consultation targets a specific area of need and may include the development of a functional behavior assessment

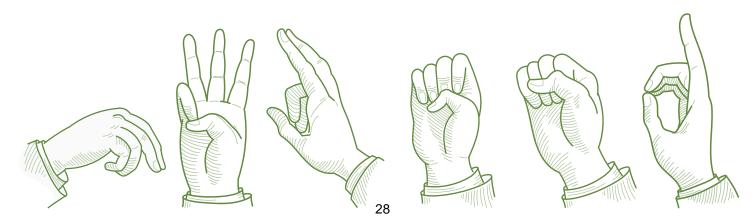
or behavior support plan, classroom and program support, coaching, data analysis, multi-tiered systems of support (MTSS) consultation, and other technical assistance.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our braillist provides braille services to several school districts.

Cascade Academy

Cascade Academy is an educational behavioral program located in Beaverton. It serves students in grades 9 through 12. Local district teams refer students when they need a small, supportive academic environment with a strong behavioral focus. A consulting school psychologist and district team work with a team of behavioral specialists and special





education teachers to meet students' academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Cascade/Pacific Intensive Classroom

In the 2022-23 school year, NWRESD expanded the Cascade and Pacific programs to include an intensive classroom for students in grades 6-10. The new classroom functions as a self-contained program within Cascade and Pacific Academy, serving students who need significant adult support to participate in an academic setting. Students have the potential to access grade-level instruction, but mental health or behavioral needs will have resulted in cumulative academic and social emotional skill deficits. Students may be far behind their peers and unable to participate in small group instruction, even at the appropriate skill-level. Targeted skills include participating in whole group instruction, maintaining emotional regulation for extended periods of time, and using appropriate communication skills in the school setting. Students typically need one-to-one support for much of the day.

Columbia K-8

The Columbia Academy K-8 program is a special education placement for students who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into one of three classrooms based on grade level and programming needs. Currently, two classrooms serve elementary students. Program staff are trained to provide behavioral support, collaboration and unique supervision needed for students to learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return to their home school district. Students access core academic instruction at their appropriate grade level and receive specially designed instruction to work toward grade-level content

standards. Students and staff participate in equity training to increase educational opportunities and prepare students for success in their home schools and communities.

Comprehensive Health Screening Age 3-6 (Tillamook County)

Comprehensive Health Screening Age 3-6: Tillamook County.

Deaf and Hard-of-Hearing Classrooms

Our deaf and hard-of-hearing classrooms host kindergarten to sixth grade students. Learning alongside peers with similar communication modalities facilitates linguistic and social emotional development. Some children in the program use sign language as their primary mode of communication and others choose a more auditory path. Students communicate with their teacher through their primary modality and attend school with those who share their culture and communication system.

Deaf and Hard of Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction — which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.

Educational/Instructional Assistants

Instructional assistants assist teachers in all facets of daily classroom management, instruction and inclusion. Based on classroom needs, they will additional their time between working with students,



providing behavioral support and completing assigned administrative tasks. As a type of paraeducator, they work under the direction of a teacher to help students learn, make progress on their IEP goals and contribute to a safe and productive school experience. As an integral part of the educational team, instructional assistants help teachers maximize instructional time.

FM Rentals

We rent FM systems to districts for use with students who experience hearing loss and need technology to support access to their instructional program.

Learning Specialists

Learning specialists hold an Oregon license with an endorsement in the area of their assignment. Instruction will include the development of academic, social, behavioral, and workforce skills. Additional job responsibilities include case management, IEP development, assessment and data collection, scheduling meetings, parent/guardian communication, management of support staff, and collaboration with general education teachers, youth transition program (YTP) teachers, social service and business partners. The teacher works with other instructional providers to ensure equitable access to teaching and learning.

Levi Anderson Learning Center

Levi Anderson Learning Center, located at St. Mary's Home for Boys, is a day treatment program serving boys in grades 6-12. Curriculum, instruction and assessment are linked to the Oregon State Standards. Students receive mental health and behavioral supports individually and in small groups throughout the school day. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities. The focus of the program builds on social emotional learning throughout the school day. Classroom staff are trained in trauma-informed care and collaborative problem solving and

coordinate with the St. Mary's behavioral support team.

Nursing Services

Our nursing team provides direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with us to provide nursing services to students based on a physician's order or as designated in the individual IESP/IEP.

Occupational Therapy (OT) Services

Our occupational therapy team assesses fine motor, visual motor, visual perceptual, motor coordination and sensory processing skills. Practitioners — occupational therapists and occupational therapy assistants — provide strategies and resources to promote independence, participation, strength, well-being and safety in the educational setting. They make adaptations to tasks and tools, model, consult, coach and teach skills. They may also facilitate assistive technology and equipment usage to remove barriers and support student success in academics, self-care and social participation.

Pacific Academy

Pacific Academy is an educational program with mental health supports located in Beaverton. It serves students grades 6-12. Local district teams refer students when they need a small, supportive academic environment with a mental health focus. A consulting school psychologist and district team work with mental health staff and special education teachers to meet the student's academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.



Physical Therapy (PT) Services

Our team provides school-age physical therapy services to address the gross motor needs of students in area school districts. Physical therapists evaluate the functional skills of students with disabilities to identify barriers to physically access and participate in school. Physical therapists consult and collaborate with the student's educational team. Physical therapists and physical therapist assistants teach strategies to classroom staff that support safe access and participation for the student in all settings throughout each school day.

Regional Equipment Center

Eligible students can access a collection of adaptive equipment and assistive technology devices. The equipment is available to students who are qualified as orthopedically, visually or hearing impaired and referred by their home district to Regional Inclusive Services. Equipment center staff consult with therapists to determine students' equipment needs.

School Psychology Services

Our psychologists provide expertise in mental health, learning and behavior to schools and their students. They support evaluations for special education eligibility, Functional Behavioral Assessments (FBA), and school law and individualized education plan (IEP) procedures. They help improve academic achievement, promote positive behavioral and mental health, establish safe school climates and strengthen family partnerships.

Social Emotional Learning Schools

We operate five specialized school programs for K-12 students with significant emotional and behavioral learning needs: Cascade Academy, Columbia Academy, Levi Anderson Learning Center, Pacific Academy. School districts or county mental health programs recommend student placements.

Speech-Language Pathology Services

Our speech-language pathology team partners with school districts and educational teams to promote language literacy, social learning and engagement. Students receive culturally and linguistically sustaining services. Our SLPs support students who exhibit the full range of communication needs, including language, literacy, articulation (speech sound disorders), fluency, voice/resonance and swallowing.

Youth Transition Program (YTP)

YTP is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports. Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.



Technology

Attendance Reconnection System

Developed by the Cascade Technology Alliance, this web-based application assists schools in processing and tracking attendance issues. The software provides recording and monitoring for all required forms. It incorporates the steps necessary for districts to return as many students as possible to the classroom and contributes significantly to case resolution rates and is available to school districts, ESDs, and police departments across Oregon.

Canvas Learning Management System

We contract with Instructure to provide the Canvas Learning Management System (LMS). Canvas provides a full suite of learning management for distance learning and the classroom including a space for course content, quizzes and grades. Data and usage analytics are available.

Criminal Background Check System

We contract with Criminal Information Services, Inc. (CRIS) to provide customized, easy-to-use, online and offline criminal background information at a reduced

rate. With a per use charge, CRIS allows us to conduct background checks via web interface on volunteers, new hires, coaches, substitutes, teachers and staff. The CRIS database includes access to a nationwide database of over 1,000 registries and 300 million records on criminal activities.

District Level Technology Purchasing

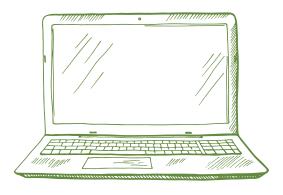
We provide purchasing assistance to component districts. Our team of trained technicians are available to purchase needed software and hardware from multiple retailers streamlining the process for clients.

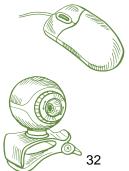
Help Desk

We provide dedicated staffing at the request of districts when they have specific support needs. Our direct site support, technology planning and purchasing, engineering, and remote help desk services are tailored to each district's needs.

Learning360 Streaming Video

We contract with Infobase to provide Learn360, a











streaming digital content service for K-12 education. Teachers, students, and parents can access more than 130,000 multimedia resources on any Internet enabled device, anytime, anywhere. Does not include: Classroom Video on Demand.

Oregon Data Suite

We contract with Willamette ESD to offer the Oregon Data Suite. The suite is a collection of data services that provide educators with an accessible tool to monitor and analyze key indicators of student success. It uses a visual dashboard to transform district, building, and student data into usable information.

ORSpEd

ORSpEd is a custom built, web-based software application that serves Oregon K-12 special education needs. The system allows special education staff and administrators to access student data using a forms-based system with entry screens based on ODE forms. Reports can be configured using the data filtering tool and exported to excel for easy analysis.

Public School Works

We contract with Works International to provide Public School Works compliance training to local school districts and public entities. Public School Works is designed to ensure all employees have completed annual training requirements. The widespread use allows districts to pay a nominal fee per employee each year. The software generates email notification to employees and uses a paperless management tracking feature.

Restraint and Seclusion

The Restraint and Seclusion Application is a custom built records management system to track all school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education requires a precise count and reporting of these incidents based on a number of student criteria. This

application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

School ERP Pro (formerly Infinite Visions)

We contract with Tyler Technologies to host School ERP Pro, a comprehensive enterprise financial and human resources management solution specifically engineered for the K-12 business environment. Modules include general ledger, budget, accounts receivable and accounts payable, payroll, human resources, grant tracking, and inventory. The employee access web portal allows employees, administrators, and fiscal staff access to work from anywhere. Direct support from Tyler Technologies is included.

Synergy Student Information System

We offer the Synergy Student Information System (SIS), a comprehensive student information system providing single entry for student demographics, scheduling, attendance, grading, transcripts, fees, immunization, and discipline tracking. Additional Synergy applications and services are also supported, including integration with Zoom and One Roster, online registration, assessment, Inspect Item Bank, GradeCam, MTSS, analytics, SchoolPlay, special education, ParentVue and StudentVue.

Technical Engineering Cooperative

We provide technology support and technology management services that support in-district technology support needs including desktop, server and technology administration. This service dedicates support hours and scope for support based on district needs.

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Rose McGee, a trainer and community engagement expert from Minnesota, leads a story circle training on Oct. 12 at the Washington Service Center in Hillsboro. NWRESD's equity and family partnerships director S.Z. Liwaru looks on. Story circles are an engagement and leadership development process in which each participant listens to and shares authentic stories.

Student Success Act Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts make progress toward the goals of the Student Success Act.



9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate within four years. Ontrack students are more than 3.5 times more likely to graduate from high school in four years. This network consists of more than 30 high school teams from across Clatsop, Columbia, Tillamook and Washington counties who engage in continuous improvement. Teams collectively focus on an aim statement, theory of improvement and change ideas. NWRESD's 9th Grade Success professional learning team serves as the network's hub, providing professional learning and capacity building to educators in service of student success.

Attendance Collaboratives and Professional Learning

The Attendance Network, supported through the Every Day Matters and Integrated Guidance initiatives, provides ongoing professional learning around best practice in attendance, including development of attendance teams and re-engaging students and families who have been absent from school.

Communications

Our communications team offers technical assistance, networking and support to educational staff in the region who have a community relations role. We are available to assist with: Crisis response, Student Investment Account community relations plans, translation and interpretation, including training on how to work with an interpreter, graphic design, messaging, convening and networking around regionally relevant topics.

Community Engagement and Family Partnerships

Oregon districts feature communities, families and students who have been historically and

contemporarily underserved, underrepresented, excluded or marginalized from the educational system. When we support your district through training in strengthening family partnerships, advocacy, organizing, and increasing engagement with the community, you will see focal groups that will feel less like an audience for your decisions and more involved as key partners, structures of accountability and feedback will bring a sense of transparency and authenticity to district planning.

Early Literacy Network

Our Early Literacy Network recently launched a year-long professional development opportunity for educators who work in early learning through second grade in Clatsop, Columbia, Tillamook or Washington counties. Teams meet monthly and have access to coaching and consultation, book studies, a monthly newsletter, a lending library, social emotional learning kits, and quarterly convenings. Educators who join this professional development cohort will focus on topics such as oral language and vocabulary instruction, family engagement strategies, literacy routines and culturally responsive and sustaining practices. The network has two strands. The first is for educators who work in child care, preschool or kindergarten settings. The second is for educators who work in kindergarten, first or second grades. Participants do not need to be licensed teachers to participate.

Instructional Coaching Network

The Instructional Coaching Network is a professional learning community for educators who facilitate adult learning in their school or district. By supporting instructional coaches, the network helps districts implement strategies across their system and develop their educator workforce in ways that lead to student growth. The regional approach connects coaches for job-alike collaboration and sharing of resources. Participants develop strategies to collaboratively plan with teachers, provide personalized feedback and use a continuous improvement model to establish and pursue student-focused goals.



Ion MTSS Software

We provide software and support for use in databased monitoring of system-wide efforts, identifying student needs and delivering and tracking supports to students

Research, Assessment and Evaluation

Our research, assessment and evaluation team furthers the ability of educators in our region to use data toward equitably improving outcomes for students by ensuring quality data, accessible data and training in data literacy. The team's current work focuses on supporting school districts with the data collection, reporting, and evaluation needs connected to their Student Success Act Plans and helping districts monitor the Academic Return On Investment (AROI) from these new state funds.

School Culture and Climate

We convene teams that are focused on creating welcoming and inclusive environments in which every student feels safe, connected, supported, valued and a sense of belonging. Using a continuous improvement process, we facilitate professional learning and coaching to help teams identify root causes of problems in their schools, seek out the voices of those most impacted, and design change ideas to test and learn from in order to improve the system. We believe in dismantling systems that perpetuate inequities so every child achieves their highest potential.

Social, Emotional and Mental Health Services

Our Social, Emotional and Mental Health team supports education professionals with the goal of improving the wellbeing of students, schools, and communities. By sharing the latest research and using best practices, we are here to coach, collaborate, and support more healthy and positive learning environments.





Students explore a coastal Northwest Outdoor Science School site on a four-day, three-night experience for sixth graders.



Resolution	#
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Resolution Authorizing NWRESD Local Service Plan for 2023-24

BE IT RESOLVED by the Board of D	Directors of	School District in
Co	ounty, Oregon, that for the	nature and extent of Core Services,
Service Credits, and the Student S	Success Act technical assis	stance plan described in the
proposed local service plan and in	compliance with the prov	risions of ORS 334.175, the school
board of said school district hereb	y approves the Northwest	t Regional Education Service Distric
Local Service Plan for the 2023-24	1 school year.	
ADOPTED this day of	2023.	
ATTEST:		
Board Chair		
Superintendent		

Please email or mail the signed document by March 1, 2023 to:

Valerie White vwhite@nwresd.k12.or.us Northwest Regional Education Service District 5825 NE Ray Circle Hillsboro, Oregon, 97124





Kimberlee Henderson, an instructional assistant at the Beaverton Early Childhood Center, works with a student in our Early Childhood Special Education (ECSE) program.

Grant Funded & Value-Add Services

Through support from federal, state and private grants, NWRESD provides certain services at no cost to school districts.



Attendance Services

We partner with school attendance teams to grow awareness about the importance of regular attendance and to strengthen school-to-home connections. As a last resort, we provide truancy services. Our officers take a restorative approach to their process, working with students and families to identify barriers to school attendance and strengthening communication between families and schools

Augmentative and Alternative Communication and Assistive Technology

This team is composed of specialists in assistive technology and augmentative communication. Assistive technology encompasses technological supports and augmentative communication systems. We provide training, information, technical assistance and resources regarding the uses of technology for children with disabilities.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are deafblind. Teachers of the visually impaired (TVI) provide instruction, consultation, evaluation and professional development. Orientation and mobility (O&M) specialists instruct students in safe, efficient and independent travel. Our braillist provides braille services to several school districts.

Blind Visually Impaired Student Fund

This fund was established in 2009 by the Oregon State Legislature to help students transition to educational programs in their neighborhood schools when Oregon's School for the Blind closed. The fund's purpose has since expanded to enhance learning for

all students in the state who experience blindness or visual impairment.

Cascade Alliance for Equity (CAFE)

CAFE is a partnership between Clackamas, Multnomah and Northwest Regional education service districts. The mission is to leverage the collective work of educators and community partners across the region to foster culturally sustaining practices that result in equitable opportunities and improved outcomes for all Oregon students.

Child Care Resource and Referral (CCR&R)

Northwest CCR&R supports child care providers in Clatsop, Columbia and Tillamook counties through training, career advancement opportunities, licensing and other forms of support. The team also advances child care sector planning for the region.

Courier

NWRESD's courier delivers educational materials, technology and other materials between all school districts and NWRESD sites. <u>The courier schedule is posted to nwresd.org.</u>

Deaf and Hard-of-Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction — which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teachers, and ASL assistants who work under the direction of a licensed classroom teacher.



Diverse Educator Pathways

Research shows academic and social emotional benefits for students who have access to educators who mirror their racial, cultural and linguistic identities. Yet, there is a severe shortage of linguistically and racially diverse educator talent in our state. To address this critical gap, we launched the Diverse Educator Pathways Program, partnering with Forest Grove, Hillsboro, Beaverton, Tigard-Tualatin and Sherwood school districts to develop a diverse talent pool. Through a recent Educator Advancement Council Grow Your Own grant, we have added pilots in Gaston, Nestucca Valley, Tillamook and Neah-Kah-Nie school districts. We collaborate with schools and other partners to recruit future teachers and convene teacher candidates in a networked community. Participants agree to interview with their home district upon successful completion of their licensure program.

Early Childhood Special Education (ECSE)

Early Childhood Special Education (ECSE) offers special education services to children found eligible through our screening and evaluations process. Services include specially designed instruction and related services such as physical, occupational, or speech and language therapy. Most of these services are offered in partnership with school districts, community and Head Start preschools, and other child care facilities. When needed, services are offered in specialized settings.

Early Intervention

Our Early Intervention (EI) program supports eligible children from birth to age 3 years. The program helps families develop the skills they need to help their children learn and grow. Services are delivered through a parent coaching model at home or in other caregiving settings.

Early Intervention/Early Childhood Special Education (EI/ECSE) Intake and Screening

Screenings are completed at no cost for children ages birth to five. The EI/ECSE intake and screening process determines if a child needs to be evaluated to determine EI/ECSE eligiblity. Evaluations, which are available as a contracted service, look at a child's development and whether special education supports could build skills to further a child's individual developmental progress.

Early Learning Hub

The Northwest Early Learning Hub convenes cross-sector partners — educators, health care providers, community advocates, businesses and others — to create local systems that are aligned, coordinated and family-centered. Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive.

English Language Learner Consortium (Title III)

This consortium ensures English learners, including immigrant children and youth, attain English proficiency and achieve academically in English and all other subjects. We assist teachers, including preschool teachers, principals and other school leaders in establishing and sustaining effective language education programs so that students are ready to attend classes in English.

Instructional Technology Professional Learning

NWRESD's technology team hosts workshops and training opportunities for educators who want to 41 learn more about educational technology tools.



Opportunities are posted to nwresd.org on the technology page.

Migrant Education Program (MEP)

MEP ensures children whose families migrate for work in the agricultural, fishing, timber and other similar industries can fully benefit from public education. The program focuses on family partnership, kindergarten preparation, student empowerment and high school completion.

Northwest Outdoor Science School

Northwest Outdoor Science School is a four-day, three-night experience for sixth grade students. In an immersive experience, students learn about the natural world at one of our five sites in northwest Oregon. Each site's 12 to 13 staff members are supported by high school volunteers.

Northwest Parenting

Northwest Parenting is a regional collaborative that delivers parenting education programs, educational workshops, family engagement opportunities and support for school success to families in Clatsop, Columbia and Tillamook counties.

Northwest Regional Educator Network

The Northwest Regional Educator Network (REN) is one of 10 networks across Oregon tasked with determining how to spend local grant funds to best ensure students have access to high-quality educators. The Northwest REN encompasses Columbia, Clatsop, Tillamook and Washington counties and is responsible for disseminating \$2.5 million per year in state funds (funding rates are for the 2019-21 biennium).

Nursing Services

Our nursing team provides staff and expertise. Services include direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with NWRESD to provide nursing services to students based on a physician's order and/or as designated in the individual IFSP/IEP.

Oregon Response to Instruction & Intervention (ORTIi)

The purpose of Oregon Response to Instruction and Intervention is to provide technical assistance to Oregon school districts implementing Response to Intervention (RTI) systems that provide targeted, effective instruction to meet the needs of all students and provide the framework to identify students with Specific Learning Disabilities (SLD). The focus of the project is on literacy, early intervention, and the use of evidenced-based practices. ORTIi has been supported by the Oregon Department of Education since 2006.

Regional Equipment Center

The equipment center is a collection of adaptive equipment available for eligible student use and assistive technology devices available for trial/assessment. The equipment is available to students who are qualified as orthopedically, visually or hearing impaired and referred by their home district for Regional Inclusive Services. Equipment center staff consult with therapists to determine students' equipment needs.

Regional Inclusive Services

Oregon's 11,000+ students who experience visual impairment, orthopedic impairment, deafness or



hard of hearing, deaf-blindness, traumatic brain injury and/or autism spectrum disorder need an appropriate and accessible education in their home district. Regional Inclusive Services provides training, technical tools, and additional support to educators so that all schools, no matter their size or location, can deliver an inclusive education. Regional Inclusive Services recently changed its name from Regional Programs to more specifically and accurately describe its function. Inclusive practices ensure that students with disabilities have opportunities to learn alongside their nondisabled peers in their neighborhood schools and communities. The statewide program consists of the Oregon Department of Education and several education service districts, school districts and other community agencies who work in partnership to ensure educators and schools across Oregon are equipped with the tools, skills and resources to deliver an accessible education for all children.

School Safety and Prevention System

The School Safety and Prevention System (SSPS) was established through Section 36 of the Student Success Act and Senate Bill 52 (Adi's Act). This new statewide system is centered on equity, racial equity and access to mental health services. This system provides an integrative approach for aligning school safety, public education and health systems.

STEM (Science, Technology, Engineering, Math) Hub

Northwest STEM Hub supports Clatsop, Columbia and Tillamook counties. We work to: identify community needs and assets; convene families, educators, higher education, community-based organizations and industry to promote STEM experiences; strategize to fill STEM learning gaps; build shared social and economic prosperity through STEM access, interest and skills attainment, especially for those furthest from opportunity.

Traumatic Brain Injury (TBI) Services

Our TBI liaison connects educators, families and students to resources both within our region and throughout the state. The TBI liaison also works closely with members of the statewide TBI team, which includes professionals throughout our region who have volunteered to complete professional learning activities needed to provide consultation within their school district.

Youth Transition Program (YTP)

YTP is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports. Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.



Financial Summary Information

Service Credit Allocations

Jewell 302.9 294.05 0.25% 0.62% \$92,536 \$86,351 \$6,185 Knappa		ADMw 2021 Estimate	ADMw(e) 5/19/22 ODE estimate	ADM % to to total	ADM % to total for service and core credits	2023-24 at at \$9.5 B	2022-23 LSP allocations	2023-24 variance to 2022-23 LSP allocations
Jewell 302.9 294.05 0.25% 0.62% \$92,536 \$86,351 \$6,185 Knappa	Clatsop County	School Distric	ets					
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Hammond	Seaside	1,980.96	1,897.93	1.62%	4.00%	\$597,270	\$550,358	\$46,912
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Scappoose 2,798.35 2,538.68 2.16% 5.35% \$798,911 \$715,515 \$83,396 St. Helens 3,348.35 3,242.72 2.77% 6.83% \$1,020,470 \$933,542 \$86,928 Vernonia 781.80 780.22 0.67% 1.64% \$245,532 \$230,759 \$14,773 Tillamook County School Districts Neah-Kah-Nie 1,035.54 919.54 0.78% 1.94% \$289,375 \$288,768 \$607 Nestucca Valley 684.65 712.38 0.61% 1.50% \$224,183 \$192,335 \$31,848 Tillamook 2,691.98 2,547.71 2.17% 5.37% \$801,753 \$771,605 \$30,148 Washington County School Districts Washington County School Districts Washington County School Districts Forest Grove 7,502.83 1,185.90 1.01% 2.50% \$373,198 \$365,479 \$7,719 Beaverton 46,236.35 39.43% \$20,2272,294 \$2,089,705 \$1	Rainier							
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Washington County School Districts \$30,148 Banks 1,296.43 1,185.90 1.01% 2.50% \$373,198 \$365,479 \$7,719 Beaverton 46,236.35 39.43% Forest Grove 7,502.83 7,220.61 6.16% 15.21% \$2,272,294 \$2,089,705 \$182,589 Gaston 748.12 665.74 0.57% 1.40% \$209,505 \$207,361 \$2,144 Hillsboro 23,543.45 20.08% Sherwood 5,991.30 5,540.12 4.72% 11.67% \$1,743,452 \$1,660,645 \$82,807	Neah-Kah-Nie	1,035.54	919.54	0.78%	1.94%	\$289,375	\$288,768	\$607
Washington County School Districts Banks 1,296.43 1,185.90 1.01% 2.50% \$373,198 \$365,479 \$7,719 Beaverton 46,236.35 39.43% Forest Grove 7,502.83 7,220.61 6.16% 15.21% \$2,272,294 \$2,089,705 \$182,589 Gaston 748.12 665.74 0.57% 1.40% \$209,505 \$207,361 \$2,144 Hillsboro 23,543.45 20.08% Sherwood 5,991.30 5,540.12 4.72% 11.67% \$1,743,452 \$1,660,645 \$82,807	Nestucca Valley	684.65	712.38	0.61%	1.50%	\$224,183	\$192,335	\$31,848
Banks 1,296.43 1,185.90 1.01% 2.50% \$373,198 \$365,479 \$7,719 Beaverton 46,236.35 39.43% Forest Grove 7,502.83 7,220.61 6.16% 15.21% \$2,272,294 \$2,089,705 \$182,589 Gaston 748.12 665.74 0.57% 1.40% \$209,505 \$207,361 \$2,144 Hillsboro 23,543.45 20.08% Sherwood 5,991.30 5,540.12 4.72% 11.67% \$1,743,452 \$1,660,645 \$82,807	Tillamook	2,691.98	2,547.71	2.17%	5.37%	\$801,753	\$771,605	\$30,148
Beaverton 46,236.35 39.43% Forest Grove 7,502.83 7,220.61 6.16% 15.21% \$2,272,294 \$2,089,705 \$182,589 Gaston 748.12 665.74 0.57% 1.40% \$209,505 \$207,361 \$2,144 Hillsboro 23,543.45 20.08% Sherwood 5,991.30 5,540.12 4.72% 11.67% \$1,743,452 \$1,660,645 \$82,807	Washington Cou	Vashington County School Districts						
Forest Grove 7,502.83 7,220.61 6.16% 15.21% \$2,272,294 \$2,089,705 \$182,589 Gaston 748.12 665.74 0.57% 1.40% \$209,505 \$207,361 \$2,144 Hillsboro 23,543.45 20.08% Sherwood 5,991.30 5,540.12 4.72% 11.67% \$1,743,452 \$1,660,645 \$82,807	Banks	1,296.43	1,185.90	1.01%	2.50%	\$373,198	\$365,479	\$7,719
Gaston 748.12 665.74 0.57% 1.40% \$209,505 \$207,361 \$2,144 Hillsboro 23,543.45 20.08% 20.08% \$209,505 \$207,361 \$2,144 Sherwood 5,991.30 5,540.12 4.72% 11.67% \$1,743,452 \$1,660,645 \$82,807	Beaverton		46,236.35	39.43%				
Hillsboro 23,543.45 20.08% Sherwood 5,991.30 5,540.12 4.72% 11.67% \$1,743,452 \$1,660,645 \$82,807	Forest Grove	7,502.83	7,220.61	6.16%	15.21%	\$2,272,294	\$2,089,705	\$182,589
Hillsboro 23,543.45 20.08% Sherwood 5,991.30 5,540.12 4.72% 11.67% \$1,743,452 \$1,660,645 \$82,807	Gaston	748.12		0.57%	1.40%	\$209,505	\$207,361	\$2,144
Sherwood 5,991.30 5,540.12 4.72% 11.67% \$1,743,452 \$1,660,645 \$82,807	Hillsboro							
		5,991.30	•		11.67%	\$1,743,452	\$1,660.645	\$82.807
	Tigard-Tualatin	•						- •



2023-24 Estimates

Core Services

These estimates are based on a \$9.5 billion State School Fund. Estimates for Beaverton and Hillsboro are based on a 3% rollup.

Core Services: \$4,965,969Technology: \$2,827,785

• County Allocations: \$1,791,099

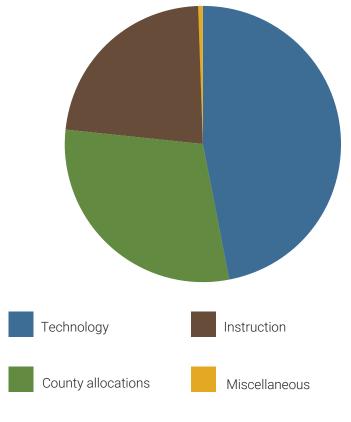
Instruction: \$1,377,428Miscellaneous: \$26,546



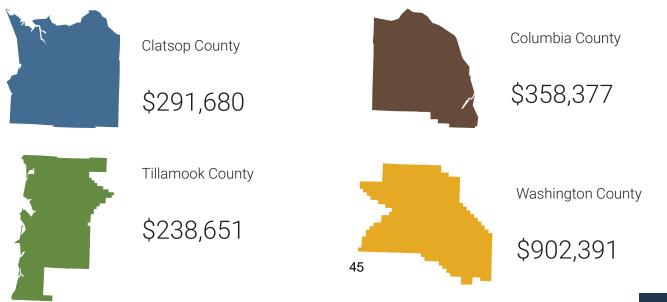
Regional Innovations: \$666,326

Professional Development: \$370,743

Total Core Services: \$6,003,037



County Allocations





2023-24 Estimates

Service Credits

These estimates are based on a \$9.5 billion State School Fund.

Astoria - \$652,056

Jewell - \$92,536

Knappa - \$199,810

Seaside - \$597,270

Warrenton - \$387,356

Hammond

Total - \$1,929,028

Clatskanie - \$300,994

Rainier - \$335,022

Scappoose - \$798,911

St. Helens - \$1,020,470

Vernonia - \$245,532

Total - \$2,700,929

Neah-Kah-Nie - \$289,375

Nestucca Valley - \$224,183

Tillamook - \$801,753

Total -\$1,315,311

Banks - \$373,198

Forest Grove - \$2,272,294

Gaston - \$209,505

Sherwood - \$1,743,452

Tigard-Tualatin - \$4,398,476

Total - \$8,996,925



Hillsboro School District Profile

Superintendent: Mike Scott

Population: 20,000+ students • 4,500 staff

Schools: 26 elementary schools • 4 middle schools • 4 high schools • 1 alternative education program • 1 online school

• 1 charter school



A child in Early Childhood Special Education (ECSE) at the Hillsboro Early Childhood Center.

Service Highlights

Through the local service plan and grant-funded services, NWRESD partners with school districts in dozens of ways. This summary sheet provides a few of the highlights from our partnership with Hillsboro schools.

Financial Highlights



- \$54,575 in funds leveraged through Medicaid Administrative Claiming (2021-22 school year)
- \$1,403,986 in proportional benefit from funds awarded for regional competitive grants written by NWRESD (2021-22)

Early Learning



- **483** babies and young children enrolled in Early Intervention/Early Childhood Special Education (EI/ECSE) (Nov. 2022)
- 517 babies and young children evaluated for eligibility to receive EI/ECSE services (2021-21)

Instructional Services



 In the spring and fall of 2022, 2,588 6th graders attended Outdoor School and 105 high school student leaders from HSD supported.

PROGRAM PARTICIPATION:

- 9th Grade Success Network
- Attendance Collaborative
- Diverse Educator Pathways
- Instructional Coaching Network

- Northwest Regional Educator Network
- School Safety and Prevention System
- · Social, Emotional, and Mental Health
- Willamette Promise



K-12 Special Education

59

students attended our schools, including our five social emotional learning schools and the Groner Deaf/ Hard of Hearing program (2021-22). 32

staff support the district in specialty areas that include augmentative communication, assistive technology, audiology, deaf/hard of hearing services, occupational therapy, physical therapy, vision services, orientation and mobility (as of Nov. 2022).

Technology

SERVICE USAGE:

- Criminal Background Check System
- · Follett Destiny Library & Resource Manager
- Forecast 5
- Home School Application

- iVisions
- Learn 360
- Medicaid Administrative Claiming and Billing
- Network Services
- ORSpEd Application
- Synergy Student Information System Hosting
- Technology Support Cooperative

Story time!



On May 9, students who experience blindness and other visual impairments laced up their sneakers and participated in a track and field meet for the first time since the COVID-19 pandemic started:

"Participating in races with the accommodations [students] need allows them to set caution aside and experience the thrill of just how far and fast they can go," says Emily Recchia, an orientation and mobility specialist. "Even students who were apprehensive about coming had a great time."

Emily says the meet gives students who share a disability the chance to get to know one another and feel a sense of community. Read the story — <u>On Your Mark, Get Set, Go: Students with Visual Impairments Take to the Track After Two-Year Pandemic Hiatus</u>

MORE STORIES:

- NWRESD, Hillsboro School District Participate in Ceremonial Bill Signing for Future Ready Oregon Legislation
- Hear From Students Who Are Participating in the Diverse Educator Pathways Program [Video]
- Metro Region School Districts Fortify Internet Access for 196 Schools
- Tualatin Hills Park & Recreation District Teams Up with NWRESD to Make Preschool Programs More Inclusive
- Meet Carson, a first grader from Quatama Elementary supported by NWRESD's Vision Team



(503) 614-1428



NWRESD.ORG



COMMUNICATIONS@NWRESD.K12.OR.US

HILLSBORO SCHOOL DISTRICT 1J January 24, 2023 SUPERINTENDENT SEARCH - UPDATE

SITUATION

The Board of Directors will receive an update on the Superintendent search, including an updated timeline and a review of the job description.

RECOMMENDATION

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



11725 Arbor Street, Suite 220 ♦ Omaha, Nebraska 68144 ♦ 402-991-7031/888-375-4814 Fax: 402-991-7168 ♦ Email: mail@macnjake.com ♦ Website: www.macnjake.com

Hillsboro School District Superintendent Search Planning Calendar

<u>Date</u>	<u>Time</u>	Event
January 10, 2023	5:15	Board of Education Meeting
		 Set calendar Identify selection criteria Board member contact information Identify District Point of Contact (POC) Discuss advertising media and dates Identify stakeholder (school/community) groups Identify community members to receive personal invitations Discuss compensation
January 23, 2023		Advertise the Position
		 COSA – Maybe Washington and California McPherson & Jacobson website AASA website (start date: January 23, 2023) TopSchoolJobs website (start date: January 23, 2023) ALAS website (start date: January 23, 2023) NABSE website (start date: January 23, 2023) Oregon association of Latino Administrators District Administrator website
January 24, 2023		Superintendent Search Process Update
		Review TimelineReview Job DescriptionAllow Public Comment

Week of January 30		Stakeholder Group Meetings and Stakeholder Survey
	Jan 30	Online Survey Opens
	Jan 31	Administrators – Cabinet and Building Leaders
	Feb 1	Classified staff
	Feb 1	Students
	Jan 31	Teachers
	Jan 31-	Board identified community groups and other community
	Feb 2	meetings
	Feb 7	Survey Closes
February 27, 2023		Closing date for applications
February 28, 2023		Board of Education Meeting
		Candidate update
		Review Stakeholder Input Report
		 Discuss interview questions
		Discuss interview procedures
		 Discuss total compensation package
March 21, 2023		Board of Education Meeting – Executive Session
		 Review candidates
		Select candidates for interviews for Round 1
		Review interview questions
		Finalize candidate daily interview scheduleFinalize district interview schedule
		T manze district interview schedule
Week of April 3, 2023		Round One Interviews – Virtual
		• Select finalists for in person interviews
Week of April 10, 2023		Round Two Interviews – In Person
Week of April 17, 2023		Selection of New Superintendent
July 1, 2023		Starting date for Superintendent

Position Description for Hillsboro School District 1J, Hillsboro, Oregon

The Hillsboro School District 1J, Hillsboro, Oregon, School Board, is seeking a highly qualified **Superintendent**. The Board wishes to have the successful candidate assume the responsibilities of the position **July 1, 2023**.

McPherson & Jacobson, L.L.C., Executive Recruitment and Development has been engaged as the consultant in a search for outstanding candidates. They will assist the School Board in identifying and screening the candidates.

Enrollment: 19,000 students

Location: 20 miles west of Portland

The Qualifications

The candidate must have the background, skills, and abilities essential for excellence in educational leadership. The Board recognizes that selecting a superintendent is one of the most important decisions it will make. The Hillsboro School District 1J, Board of Directors is seeking a superintendent with the following qualities and characters who:

- Is a leader with demonstrated integrity with a history of bringing people together, building morale, and building trust
- Is dedicated to equity with a track record of leadership, understanding and living equity.
- Has effective and broad communication skills with all audiences students, certified staff, classified staff, administrative staff, parents and community; is clear and precise; and keeps all members of the school board informed
- Is an instructional leader who is student outcome oriented with a track record of making a difference in student achievement and striving for excellence
- Has a track record of valuing every employee no matter their role or level within the district and has demonstrated in building trust
- Is visible, accessible and approachable in the community and district while building strong relationships; and being a leader and collaborator with community partners
- Is a creative problem solver, collaborator and who deals with conflict in a way that builds trust
- Has strong professional judgment who is able, in a firm and fair manner, to make difficult decision without being drawn into conflict
- Has a track record of servant leadership
- Has a strong record of responsible fiscal stewardship
- Is passionate about the Hillsboro School District

Required and Desired Items:

Required:

- Have or be able to obtain Oregon Superintendent License
- 5 years of district level leadership with broad leadership experiences

Desired:

- Bilingual in Spanish
- Classroom teaching experience

Salary Range: Compensation dependent upon negotiations and experience. (Current total compensation-\$340,722 – including salary of \$260,433.)

Search Timeline:

- Closing date for applications: February 27, 2023 (11:30 p.m. central time)
- School Board selects finalists to interview: March 21, 2023
- Semi-Finalists Interviews with the School Board (online): Week of April 3, 2023
- Finalists Interviews with the School Board (in-person): Week of April 10, 2023
- Selection of new Superintendent: Week of April 17, 2023
- Start date: July 1, 2023

Contact information:

McPherson & Jacobson, L.L.C. 11725 Arbor St., Suite 220 Omaha, NE 68144 888-375-4814

Email: apps@macnjake.com

School Website: http://www.hsd.k12.or.us

Consultants: Dr. Douglas Nelson d nelson@macnjake.com

Dr. Steve Lowder
Dr. Gus Balderas
Ms. Maureen Wolf

Solveder@macnjake.com
g balderas@macnjake.com
m wolf@macnjake.com

Hillsboro School District is an Equal Opportunity Employer. The district does not discriminate on the basis of race, religion, color, sex, age, national origin or disability and, when needed, will provide reasonable accommodations to applicants and employees. Anyone requesting a reasonable accommodation in the application or recruitment process please contact McPherson & Jacobson at the address/phone/email above.

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS 2022-2023 LAND ACKNOWLEDGEMENT

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

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

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

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

The Hillsboro School District Board of Directors establishes clear standards for student performance.

The Hillsboro School District Board of Directors ensure that student assessments are tied to established standards.

The Hillsboro School District Board of Directors are accountable to the community for operating schools that support student achievement.

The Hillsboro School District Board of Directors align school district resources to ensure that students meet standards.

The Hillsboro School District Board of Directors build collaborative relationships based on trust, teamwork, and shared accountability.

The Hillsboro School District Board of Directors are committed to continuous education and training on issues related to student achievement.

The Hillsboro School District does hereby declare its appreciation to the Board of Directors and proclaim the month of January 2023 to be:

SCHOOL BOARD RECOGNITION MONTH



I urge all community members to join me in recognizing the dedication and hard work of local school board members in preparing today's students for tomorrow's world.

Mike Scott, Superintendent

Muhe Srott

The Hillsboro School District honors and acknowledges the central role of Black Americans in U.S. history.

The Hillsboro School District is committed to diversity, equity, and inclusion and rejects the long history of institutional racism towards Black Americans.

The Hillsboro School District pledges to stand against bigotry, intolerance, and hate, and follow the lead set by generations of Black Americans who have courageously lead us to the pursuit of equality.

The Hillsboro School District has been enriched by the diversity of perspective and experience of our Black community members, who have made valuable and long lasting contributions to our district.

The Board of Education of the Hillsboro School District do hereby proclaim the month of February 2023 to be:





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

Hillsboro School District Board of Directors

The Hillsboro School District recognizes the invaluable service school bus drivers provide in transporting students to and from school each day.

We believe it is important to appreciate and honor school bus drivers and recognize the tremendous contributions they make to education and safety for our students.

We recognize that each year bus drivers transport more than 13,000 students between home, school, and events safely. Each year, approximately 190 school buses are driven more than 1,600,000 miles by dedicated drivers of the Hillsboro School District.

We applaud our school bus drivers and therefore, the Board of Education of the Hillsboro School District do hereby proclaim February 22, 2023 to be:

SCHOOL BUS DRIVER APPRECIATION DAY



We urge all community members to join us in recognizing the many contributions and achievements of school bus drivers to the Hillsboro School District community.

Hillsboro School District Board of Directors

The Hillsboro School District appreciates that school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development.

The Hillsboro School District knows that school counselors help parents focus on ways to further the educational, personal and social growth of their children.

The Hillsboro School District values school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves.

The Hillsboro School District applauds that school counselors seek to identify and utilize community resources that can enhance and compliment comprehensive school counseling programs and help students become productive members of society.

The Hillsboro School District recognizes that comprehensive developmental school counseling programs are an integral part of the educational process that enables all students to achieve success in school.

The Board of Education of the Hillsboro School District do hereby extend our gratitude to the counselors of the Hillsboro School District and proclaim the week of February 6 thru 10, 2023 as:



SCHOOL COUNSELORS WEEK

We urge all citizens to join us in recognizing the dedication and hard work of school counselors in preparing today's students for tomorrow's world.

Hillsboro School District Board of Directors

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES December 6, 2022

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

2. EXECUTIVE SESSION

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

A. Call to Order Executive Session

Board Chair Mark Watson called the meeting to order at 5:18 PM.

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

Operations Officer Casey Waletich gave an overview of the real property transaction. Financial Officer Michelle Morrison provided additional information.

C. Recess Executive Session

Board Chair Mark Watson moved the Board out of executive session and recessed the meeting at 5:28 PM.

3. WORK SESSION

Board Present:	Staff Present:
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
See Eun Kim, virtual	Audrea Neville, Assistant Superintendent, School Performance
Erika Lopez	Kona Lew-Williams, Human Resources Officer
Patrick Maguire	Michelle Morrison, Financial Officer
Monique Ward, virtual	Beth Graser, Communications Officer
	Casey Waletich, Operations Officer
Student Representatives Present:	Jordan Beveridge, Information Technology Officer
Ivette Alonso Garcia	Francesca Sinapi, Equity, Access and Engagement Officer
V Godoy	Frank Caropelo, Executive Director of Schools
	Rose Roman, Executive Assistant to the Board
	Angela Adzima, Technical Support
	John Garcia Lopez, Technical Support
	Jeff Jones, Manager - Business Services
	Gaspar Lopez Lopez, Supervisor - Language Liaison
	Sebastian Antonio Hernandez Viera, Language Liaison
	Melody Hansen, HCU President

A. Call to Order

Board Chair Mark Watson called the meeting to order at 5:31 PM

B. Community Curriculum Advisory Committee (CCAC) Selection Process

Assistant Superintendent Travis Reiman introduced the candidates. Orpa Alvord was present. Heather Clements and David Eppelsheimer spoke online. Francesca Hurd, Chris Adzima, Jaci Spross, and Hannah Holt submitted statements that were read aloud by Assistant Superintendent Travis Reiman. Board members voted by ballot. Orpa Alvord, Jaci Spross, Hannah Holt, David Eppelsheimer, and Chris Adzima were top vote getters and will be appointed later in the meeting.

C. <u>Admission of Exchange Students Administrative Regulation Review</u>

Executive Director of Schools Frank Caropelo gave an update on the admission of exchange students AR, and shared survey data obtained. Assistant Superintendent Audrea Neville shared next steps. Board members asked questions and provided comment.

D. 2023-2024 School Calendar Discussion

Human Resources Officer Kona Lew-Williams shared the 2023-23 calendar, ideas behind the planned draft of the 2023-2024 school calendar, surveys planned, and next steps. Board members asked questions and provided comment.

E. School Start Times Report

Assistant Superintendent Audrea Neville shared factors that impact school start times, elementary school start and end times, secondary school start and end times,

and data on surrounding districts practices. Board members asked questions and provided comment.

F. National School Boards Association Conference Planning

Board Chair Mark Watson introduced the topic. Vice Chair Nancy Thomas and Director Patrick Maguire expressed interest in attending.

G. Superintendent Search - Update

Board Chair Mark Watson shared the number of Requests for Proposals (RFP) received thus far. He gave an update on plans and asked Board members to share their ideas. The Board agreed that if four firms apply, they will interview all four. If five or more apply, they should narrow it down to three. He asked if the Board would like to ask specific questions. Board members asked clarifying questions and provided comment.

H. Recess Work Session

Board Chair Mark Watson recessed at 7:00 PM.

4. REGULAR SESSION

Board Present:	Staff Present:
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
See Eun Kim, virtual	Audrea Neville, Assistant Superintendent, School Performance
Erika Lopez	Kona Lew-Williams, Human Resources Officer
Patrick Maguire	Michelle Morrison, Financial Officer
Monique Ward, virtual	Beth Graser, Communications Officer
	Casey Waletich, Operations Officer
Student Representatives Present:	Jordan Beveridge, Information Technology Officer
Ivette Alonso Garcia	Francesca Sinapi, Equity, Access and Engagement Officer
V Godoy	Becky Kingsmith, Director of Teaching and Learning
	Rose Roman, Executive Assistant to the Board
	Angela Adzima, Technical Support
	John Garcia Lopez, Technical Support
	Mary Kay Babcock, HEA President
	Melody Hansen, HCU President
	Jeff Jones, Manager - Business Services
	Anabella Salkind, Language Liaison
	Melissa Pendergrass, Coordinator of CCP
	Hollee McNamee, TOSA - OSP
	Brooke Nova, Director of CCP and Student Support Networks

A. Call to Order and Flag Salute

Board Chair Mark Watson reconvened the meeting at 7:09 PM and led the Pledge of Allegiance.

B. Land Acknowledgement

Board Chair Mark Watson read the Land Acknowledgement.

C. Approval of Agenda

Director Patrick Maguire MOVED, SECONDED by Director Erika Lopez, to approve the agenda as printed.

The MOTION CARRIED (6-0).

No further discussion took place.

D. Audience Time

Two audience members requested to address the Board. Parent Kimberly Morehouse discussed mental health of autistic students, behavioral issues. CCAC member Joe Everton addressed his concerns with the Data Science course proposed.

E. Consent Agenda

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

Director Monique Ward requested to remove policy IK: Academic Achievement from the Consent Agenda.

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

The MOTION CARRIED (6-0).

No discussion took place.

Consent Agenda items were as follows:

- 1. Approve Minutes of November 15, 2022, Board meeting
- 2. Approve Routine Personnel Matters
- 3. Accept Gifts and Donations
- 4. Approve Policies
 - a. G Personnel
 - 1) GCDA/GDDA: Criminal Records Checks and Fingerprinting

Presenters: Kona Lew-Williams / Michelle Morrison

- b. I Instruction
 - 1) IICC: Volunteers

Presenters: Kona Lew-Williams / Michelle Morrison

2) IK: Academic Achievement

Presenter: Audrea Neville

- c. J Students
 - 1) JEA: Compulsory Attendance

Presenter: Audrea Neville

2) JGAB: Use of Restraint and Seclusion

Presenter: Audrea Neville

3) JHC: Student Health Services and Requirements

Presenter: Travis Reiman

F. Reports and Discussions

1. <u>First Reading - High School Course Approvals: Diesel Mechanics Program of Study & Data Science</u>

Director of Teaching and Learning Becky Kingsmith introduced the topic. Coordinator of CCP Melissa Pendergrass outlined the Diesel Mechanics Program of Study including program overview, program rationale, and next steps. Assistant Superintendent Travis Reiman provided the questions and comments shared at the CCAC meeting on December 5, 2022. Board members and student representatives asked questions and provided comment.

Assistant Superintendent Travis Reiman introduced the Data Science course. OSP - TOSA Hollee McNamee outlined what the Data Science course is, and why it is proposed. Director of Teaching and Learning Becky Kingsmith discussed course sequence options and next steps. Assistant Superintendent Travis Reiman provided the questions and comments shared at the CCAC meeting on December 5, 2022. Board members and student representatives asked questions and provided comment.

2. Strategic Planning Process Update

Communications Officer Beth Graser introduced the topic. Consultant Lauren Klaffky provided an update on the Strategic Planning process including embracing diverse voices and perspectives, listening sessions, data driven process, equity-centered strategic planning centered on student learning, along with instructional effectiveness and empowering infrastructure. Board members provided comment.

3. Financial Report

Financial Officer Michelle Morrison outlined the Financial Report, and pointed out that the Cash Flow Report was not included this month due to the early meeting date

4. Bond Program Review Report

Financial Officer Michelle Morrison gave an overview of the fifth annual Bond Program Review Report.

G. Action Items

1. Appoint CCAC Members

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

Position 4: David Eppelsheimer

Position 7: Orpa Alvord Position 8: Chris Adzima Position 12: Hannah Holt Position 14: Jaci Spross

The MOTION CARRIED (6-0).

Directors thanked the applicants.

2. Accept Annual Comprehensive Financial Report for 2021-2022

Financial Officer Michelle Morrison thanked the audit committee and the auditors for the overview. Additionally she thanked Manager of Business Service Jeff Jones for his work.

Director Erika Lopez MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors accept the Annual Comprehensive Financial Report for 2021-2022.

The MOTION CARRIED (6-0).

Board members provided comment, thanked Financial Officer Michelle Morrison and her team in the Business Office.

3. Adopt Budget Planning Calendar

Financial Officer Michelle Morrison highlighted additional vacancies in the budget committees.

Director Mark Watson MOVED, SECONDED by Director Patrick Maguire, that the

Board of Directors adopt the planning calendar for the 2023-24 budget.

The MOTION CARRIED (6-0).

Directors suggested CCAC applicants not appointed be recruited for the Budget Committee and highlighted the work of Financial Officer Michelle Morrison.

4. <u>Elect Members to Oregon School Boards Association Board of Directors and Approve Resolution</u>

Director Mark Watson highlighted the positions.

Director Erika Lopez MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors cast its vote for Susan Greenberg for the OSBA Board of Directors, position 15.

The MOTION CARRIED (5-1). Directors provided comment about getting information on candidates. Director Monique Ward opposed.

Director Erika Lopez MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors cast its vote for Maureen Wolf for the OSBA Board of Directors, position 16.

The MOTION CARRIED (5-1). Director Monique Ward opposed. No further discussion.

Director Mark Watson MOVED, SECONDED by Director Erika Lopez, that the Board of Directors approve the Resolution to adopt the OSBA Legislative Priorities and Principle as recommended by the Legislative Policy Committee.

The MOTION CARRIED (5-1). Chair Mark Watson thanked OSBA for the work across the state. Director Monique Ward opposed.

5. Adopt Legislative Priorities

Communications Officer Beth Graser highlighted HSD Legislative Priorities.

Director Patrick Maguire MOVED, SECONDED by Director Nancy Thomas, that the Board of Directors adopt the proposed 2023 legislative priorities.

The MOTION CARRIED (6-0).

Directors complimented the Legislative Priorities and asked clarifying questions.

6. Notice of Intent to Purchase

Information Technology Officer Jordan Beveridge provided background information.

Director Erika Lopez MOVED, SECONDED by Director Monique Ward, that the Board of Directors acknowledge the Notice of Intent to Purchase Cohesity from Xiologix by use of a cooperative purchasing agreement, under the authority of the State of Oregon (ORS 279A.215 Permissive Cooperative Procurements).

The MOTION CARRIED (6-0).

No further discussion took place.

7. Notice of Intent to Purchase

Information Technology Officer Jordan Beveridge provided background information.

Director Erika Lopez MOVED, SECONDED by Director Monique Ward, that the Board of Directors acknowledge the Notice of Intent to Purchase of Palo Alto firewalls and services from CDWG by use of a cooperative purchasing agreement, under the authority of the State of Oregon (ORS 279A.215 Permissive Cooperative Procurements).

The MOTION CARRIED (6-0).

Directors discussed highlighting security enhancement in cyber security.

8. Approve Purchase of School Buses

Financial Officer Michelle Morrison highlighted the purchase of diesel buses, the replacement of gross polluters, and the anticipated delivery date.

Director Nancy Thomas MOVED, SECONDED by Director Erika Lopez, that the Board of Directors approve the purchase of ten (10) vehicles for a total estimated cost of \$1,843,419.

The MOTION CARRIED (6-0).

Board members asked clarifying questions and provided comment.

9. <u>Approve Purchase of Property Adjacent to Current 40-Acre Future High School</u> Site on Rosedale Road

Financial Officer Michelle Morrison provided additional information, highlighted bond funds as source of funds for the property purchase.

Director Mark Watson MOVED, SECONDED by Director See Eun Kim, that the Board of Directors approve the Purchase and Sale Agreement and First Amendment as presented.

The MOTION CARRIED (6-0).

No further discussion took place.

10. Approve Policy

Director Mark Watson MOVED, SECONDED by Director Erika Lopez, that the Board of Directors approve policy IK: Academic Achievement.

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

Director Monique Ward expressed disagreement of removing essential skills from the policy. Directors provided additional comments.

H. HCU / HEA Reports

HCU President Melody Hansen asked for professional growth opportunities for classified employees, including mentorship, language classes, and additional training for sped assistants.

HEA President Mary Kay Babcock highlighted the challenges teachers are facing this year, trauma informed care, staff shortages limiting support, staff resignation, and the focus on mental health and wellness.

I. Discussion Time

1) Student Representatives' Time

V Godoy highlighted their college acceptance and scholarship offer from University of Portland. Ivette Alonso Garcia thanked Equity, Access and Engagement Officer Francesca Sinapi for taking her and other students to the Black College Expo in Renton, Washington.

2) Superintendent's Time

Superintendent Mike Scott highlighted school visits, Equity Access Engagement Officer Francesca Sinapi Bilingual Ed Night, BVFAC Cultural Reading Event. He also addressed professional development opportunities for staff members with the proposed calendar for 2023-24.

3) Board of Directors' Time

Director See Kim thanked the public for their comments.

Director Monique Ward wished everyone a merry Christmas and happy New Year and thanked staff for the information and presentations.

Director Erika Lopez shared she is happy to be hear and absorb all the work happening in the District, acknowledged continuous challenges but the consistency of staff for showing up and working for children. She expressed her pride in the district and the Board. She wished everyone happy holidays.

Director Patrick Maguire discussed the policy questions he submitted, including sports fees waivers and the pilot at Hilhi, the chancellor's diploma.

Board Vice Chair Nancy Thomas apologized for missing the audit committee meeting, and congratulated student representative V Godoy.

Board Chair Mark Watson highlighted school visits with Administrators, Legislators, and lunch with students at Ladd Acres and W.L. Henry. He shared that he looks forward to lobbying in the upcoming legislative session, and highlighted the Native American PAC event at Tyson Rec Center. He reminded the Board of the additional meeting on December 15, 2022 to select a search firm for the superintendent search.

J. Adjourn Meeting

Chair Mark Watson adjourned the meeting at 9:47 PM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES December 15, 2022

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

1. WORK SESSION

Board Present:	Staff Present:
Mark Watson, Chair	Travis Reiman, Assistant Superintendent, Academic Services
Nancy Thomas, Vice Chair	Audrea Neville, Assistant Superintendent, School Performance
Lisa Allen	Kona Lew-Williams, Human Resources Officer
Erika Lopez	Michelle Morrison, Financial Officer
Patrick Maguire, virtual	Jordan Beveridge, Information Technology Officer
Monique Ward, virtual	Francesca Sinapi, Equity, Access and Engagement Officer
	Olga Acuna, Executive Director of Federal Programs
Student Representatives Present:	Rose Roman, Executive Assistant to the Board
Cailey McGuire	John Garcia, Technology Support
	Gaspar Lopez Lopez, Supervisor - Language Liaison
	Sebastian Antonio Hernandez Viera, Language Liaison
	Mary Kay Babcock, HEA

A. Call to Order

Board Chair Mark Watson called the meeting to order at 5:20 PM

B. Superintendent Search - Search Firm Interviews

1. Introduction

Board Chair Mark Watson gave an overview of the Superintendent search process and outlined the evening's agenda.

2. McPherson & Jacobson LLC

Dr. Steve Lowder, Dr. Doug Nelson, Dr. Gus Balderas, and Maureen Wolf gave their presentation. Board members asked clarifying questions.

3. Ray & Associates

Dr. Steve Chestnut, Kathy Schoenfelder, and Jose Martinez gave their presentation. Board members asked clarifying questions.

4. Recess Work Session

Board Chair Mark Watson recessed at 6:45 PM.

5. Call to Order

Board Chair Mark Watson called the meeting to order at 6:51 PM

6. Human Capital Enterprises

Hank Harris, Hector Garcia, and Robyn Bean gave their presentation. Board members asked clarifying questions.

7. Recess Work Session

Board Chair Mark Watson recessed at 7:25 PM.

8. Call to Order

Board Chair Mark Watson called the meeting to order at 7:32 PM

9. Alma Advisory Group

Monica Rosen, Sylvia Flowers, Ginnae Harley, Kathleen Shiverdecker, and Nita Losoponkul gave their presentation. Board members asked clarifying questions.

C. Superintendent Search - Post Interview Discussion

Board Chair Mark Watson shared the comments of Director See Eun Kim, who was not present. Board members agreed to remove Alma Advisory Group and Ray & Associates immediately from discussion. Board members discussed the remaining two firms, highlighting strengths of each firm.

D. Action Item

1. Appoint CCAC Members

Superintendent Search - Search Firm Selection

Director Lisa Allen MOVED, SECONDED by Director Erika Lopez, that the Board of Directors select McPherson & Jacobson as the search firm for the Superintendent Search.

The MOTION CARRIED (6-0).

No further discussion took place.

E. Adjourn Meeting

Chair Mark Watson adjourned the meeting at 8:46 PM.

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES January 10, 2023

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

1. WORK SESSION

Board Present:	Staff Present:
Mark Watson, Chair	Mike Scott, Superintendent
Nancy Thomas, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen	Audrea Neville, Assistant Superintendent, School Performance
See Eun Kim	Beth Graser, Communications Officer
Patrick Maguire	Kona Lew-Williams, Human Resources Officer
Monique Ward	Michelle Morrison, Financial Officer
	Casey Waletich, Operations Officer
Student Representatives Present:	Jordan Beveridge, Information Technology Officer
Cailey McGuire	Francesca Sinapi, Equity, Access and Engagement Officer
V Godoy	Adam Stewart, Capital Projects Officer
Ivette Alonso Garcia	Elaine Fox, Executive Director of Student Services
	Rose Roman, Executive Assistant to the Board
Others Present:	Ciara Hartzell, Technology Support
Doug Nelson, McPherson & Jacobson	Idania Romo, Language Liaison
Matt Buckingham, Bond Oversight Committee	

A. Call to Order

Board Chair Mark Watson called the meeting to order at 5:19 PM.

B. Bond Oversight Committee Report

Bond Oversight Committee Chair Matt Buckingham and Capital Projects Officer Adam Stewart gave an update on Bond projects including financial information, safety and security upgrades, renovations and repair, and wise use of tax dollars. Board members asked questions and provided comment.

C. 2023-2024 School Calendar Discussion

Human Resources Officer Kona Lew-Williams shared calendar survey input received from families and staff. Board members asked clarifying questions and provided comments.

D. Recess Meeting

Board Chair Mark Watson recessed to meeting at 6:22 PM.

E. Reconvene Meeting

Board Chair Mark Watson reconvened the meeting at 6:30 PM.

F. Review Superintendent Search Plan and Timeline

Board Chair Mark Watson introduced Doug Nelson of McPherson & Jacobson. Doug thanked the Board for hiring the firm and led a discussion on qualities and characteristics that the Board is looking for in the next Superintendent. Board members shared qualities and characteristics that they will look for.

G. Action Items

1. Approve Superintendent Search Plan and Timeline

Director Nancy Thomas MOVED, SECONDED by Director Lisa Allen, that the Board of Directors approve the Superintendent search plan and timeline.

The MOTION CARRIED (6-0).

No further discussion took place.

H. Information - Administrative Regulation Update

Superintendent Mike Scott presented the AR updates.

I. Policies - First Reading

Superintendent Mike Scott presented the policy updates.

J. Discussion Time

1) OSBA Conference Report

Vice Chair Nancy Thomas shared her pride in having a student present at the OSBA conference, and that no other districts brought students. Student Representative Ivette Alonso Garcia said that it was an honor to be there, that she felt different as only student present, and saw perspective of districts as collaborators not competitors. Director Patrick Maguire said he enjoyed meeting other Board members and with other districts in Washington County. Chair Mark Watson highlighted Financial Officer Michelle Morrison's presentation on PERS, and meeting equity presenter Jessica Mallare-Best who is also an HSD parent.

2) Student Representatives' Time

V Godoy wished everyone a happy New Year, looking forward to performing in HIIT band. Ivette Alonso Garcia shared that she is looking into scholarships for aviation pilot's license, and education scholarships. Cailey McGuire shared that she committed to OSU and scholarship offer received, discussed mock trial completion coming up Feb at Washington County courthouse.

3) Superintendent's Time

Superintendent Mike Scott thanked the Board for their comments. He highlighted the behind the scenes work in HSD, especially around literacy and school improvement

4) Board of Directors' Time

Director Monique Ward wished everyone a Happy New year, and looked forward to a busy year of Board work. Director Patrick Maguire looked forward to student performances at Board meetings. Directors Lisa Allen highlighted the SMMS production, and share that both of her kids are in the dual language program and the gift dual language gives students in HSD. Vice Chair Nancy Thomas thanked Cabinet for participating in the meeting. Chair Mark Watson shared about the swearing in ceremony for OR Labor Commissioner Christina Stephenson in Wayne Clift's classroom at Hilhi, swore in by Oregon Supreme Court Justice Adrienne Nelson. He also discussed the new requirement for Board members to file a Statement of Economic (SEI).

K. Adjourn Meeting

Chair Mark Watson adjourned the meeting at 9:05 PM.

HILLSBORO SCHOOL DISTRICT 1J January 24, 2023 APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Dana Baxter

Assignment: 1.0 FTE 6th Grade Teacher Location: Eastwood Elementary School

Effective Date: January 13, 2023

Amanda McCoy

Assignment: 1.0 FTE Special Education Teacher

Location: Liberty High School Effective Date: January 13, 2023

Izabella Rivera

Assignment: 1.0 FTE Social Studies Dual Language Teacher

Location: Glencoe High School Effective Date: February 3, 2023

April Tracy

Assignment: 1.0 FTE Social Communication Center Teacher

Location: Patterson Elementary School

Effective Date: December 31, 2022

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

Katie Brown

Education: MA – Pacific University, Forest Grove, OR

Experience: 14 years

Assignment: 1.0 FTE Special Education Teacher – Imlay

Elementary School

Saffron Cleveland

Education: MA-Relay Graduate School of Education, Indianapolis,

IN

Experience: 2 years

Assignment: 1.0 FTE Elective Teacher – Oak Street Campus

Kelsey Dresser

Education: BA – Western Oregon University, Monmouth, OR

Experience: None

Assignment: 0.5 FTE 3rd Grade Teacher – Quatama Elementary

School ⁷²

Jordan Dunn

Education: BA – Western Governors University, Salt Lake City, UT

Experience: None

Assignment: 1.0 FTE Social Communication Center Teacher –

Patterson Elementary School

Annemarie Long

Education: MA-Portland State University, Portland, OR

Experience: 16 years

Assignment: 1.0 FTE Elementary Classroom Teacher- Farmington

View Elementary School

Claudia Morales Sagun

Education: BA- California State University, San Bernardino, CA

Experience: None

Assignment: 1.0 FTE Elementary Classroom Teacher – Reedville

Elementary School

Janet Phillips

Education: MA- Portland State University, Portland, OR

Experience: 5 years

Assignment: 1.0 FTE Social Communication Center Teacher – Free

Orchards Elementary School

Amanda Piril

Education: BA – Portland State University, Portland, OR

Experience: None

Assignment: 1.0 FTE EL Specialist – Poynter Middle School

Natalie Thompson

Education: BA-University of Oregon, Eugene, OR

Experience: None

Assignment: 1.0 FTE Science Teacher – Hillsboro High School

C. Approve the employment of the following licensed personnel in the 2022-23 school year, who have held temporary status:

Krista Becker

Education: MA – Portland State University, Portland, OR

Experience: 3 years

Assignment: 1.0 FTE 2nd Grade Teacher- Orenco Elementary

School

HILLSBORO SCHOOL DISTRICT 1J January 24, 2023 APPROVE POLICY

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 January 10, 2023:

- Policies in Section J Students
 - JECBA: Admission of Exchange Students

RECOMMENDATION

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



Code: **JECBA**Adopted: 4/28/09
Revised/Readopted: 12/10/19
Orig. Code: JECBA

Admission of Exchange Students

The District is interested in furthering international understanding through international education and student exchange programs. The District will consider students from international exchange programs endorsed by the Council on Standards for International Educational Travel and approved by the Superintendent or designee.

- 1. Full-year placements will be limited to the high schools because of age and maturity considerations.
- 2. Preferential consideration will be given to programs which provide opportunities for District students to participate on a reciprocal basis in full-time study experiences abroad.
- 3. Exchange student placements per high school will not exceed one-half of one percent of student enrollment, plus an additional placement for each student from that school studying abroad as part of an approved exchange program. Students must apply for admission by July 1 no later than 15 days prior to the first day of 12th grade classes for the school year, and have all required documents (e.g. application, visa, school acceptance form) approved by the first day of classes.
- 4. An effort will be made to achieve a balanced representation of international cultures in approving placements.
- 5. Students shall have English language competence and academic ability to effectively participate in the regular program of the high school in which they are enrolled.
- 6. Exchange organizations should not charge students significant fees for placement services. The criterion for determining appropriate charges will be the cost of programs provided by organizations known to have quality and cost control practices. Normal transportation and transportation-related expenses are acceptable.
- 7. Exchange organizations must maintain an easily accessible representative, preferably in the metropolitan area, who can provide counseling to the host family and the exchange student, and who can assist in resolving problems which might arise.
- 8. Exchange organization representatives must be able to counsel and support the host family, and transfer or return the student to the home country in case of an emergency or other reason.
- 9. Exchange organizations shall be able to show evidence of bonding and sufficient insurance to pay claims attendant to illness, accident or death of an exchange student, and possible liability of the host family.

- 10. Exchange students shall not be over 18 years of age on the first day of attendance, nor have graduated from any secondary school program or equivalent.
- 11. Students must reside with a host or sponsor family within District boundaries.
- 12. District personnel are not authorized to sign I-20 forms due to liability considerations.
- 13. Exchange students will be subject to the same code of conduct as all other students.
- 14. Exchange students will be eligible for a regular District diploma if they meet all graduation requirements.

END OF POLICY

Legal Reference(s):

<u>ORS 339</u>.133 <u>ORS 433</u>.267 <u>OAR 581-022</u>-2000

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).

HILLSBORO SCHOOL DISTRICT 1J January 24, 2023 FIRST READING – HIGH SCHOOL COURSE APPROVALS: AP WORLD HISTORY; IB LANGUAGE AB INITIO; IB PSYCHOLOGY

SITUATION

Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, "AP World History" has been submitted by Michiah Kaiser, social studies teacher at Century High School. The proposal was presented to the CCAC at its regular meeting on January 9, 2023. The Board will be asked to place the course proposal on first reading tonight and approve the course during the February 28, 2023 Board meeting.

A new course proposal, "IB Language ab initio" has been submitted by Robyn Anderson Morehouse, currently a math teacher but also a certified Japanese language teacher, and Ashley Clemens, IB Coordinator, both from Hillsboro High School. The proposal was presented to the CCAC at its regular meeting on January 9, 2023. The Board will be asked to place the course proposal on first reading tonight and approve the course during the February 28, 2023 Board meeting.

A new course proposal, "IB Psychology" has been submitted by James Mick, social studies teacher, and Ashley Clemens, IB Coordinator, both from Hillsboro High School. The proposal was presented to the CCAC at its regular meeting on January 9, 2023. The Board will be asked to place the course proposal on first reading tonight and approve the course during the February 28, 2023 Board meeting.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listens to the report, asks any questions, and takes the course proposals under review.

New Course Proposal/Course Modification Proposal School Century High School Academic Program Area(s) Social Studies Grade Level(s) 10, 11, and 12 Sponsors of Change/Contact Person Michiah Kaiser Title of Proposed Course AP World History: Modern or elective □: AA or EL (circle one) Is the proposed course required □: which type of credit? (check one) Credit: .5 1.0 (circle one) Is the proposed course part of a focused program of study? No. If so, which one? Attach course framework. Address the following issues on a separate page to be attached to this cover sheet: https://docs.google.com/document/d/1mncT1KI1Z-XiKPN5BmiUrVwCa1YhHRooS43AkYqU7TE/edit#heading=h.snmlxw6678t0 1. Description of proposed course; 2. Rationale for proposed course - Describe the desired outcome for student learning and summarize best-practice research that supports this change. Include an pertinent local or nation data to support the rationale; 3. Academic Content Standards - List all content standards addressed by the content of the proposed course; 4. Impact on the content program - Explain the potential impact on other curricular areas, staffing, and budget; 5. Projected additional costs - Include startup and ongoing costs (e.g., equipment, supplies, anticipated travel, or field trip expense, etc.); 6. Equitable Access and Outcomes - Explain how this course promotes access for all students, including those who our system has traditionally underserved and promotes the closing of the achievement gap. What supports would you provide to ensure that students are successful and what will you measure to determine success? Attach a one- page draft course outline and list possible materials which would be proposed for use in this COUISE. https://docs.google.com/document/d/1mncT1KI1Z-XiKPN5BmiUrVwCa1YhHRooS43AkYqU7TE/edit#heading=h.snmlxw6678t0 Site Council Chairperson:

Date

Date

Signature

Signature

School Principal:

Goals and Outcomes:

- Expand the scope of the current grade 10 AP history offering, while complementing our grade 11 AP
 United States History (APUSH) course
- Encourage a holistic view of world history
- Promote the importance of exploring historical issues from different cultural perspectives
- Enable the student to appreciate the nature and significance of continuity and change in a local, regional and global context.

Description of Course:

Study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

Skills students will learn include:

- 1. Evaluating primary and secondary sources
- 2. Analyzing the claims, evidence, and reasoning you find in sources
- 3. Putting historical developments in context and making connections between them
- 4. Coming up with a claim or thesis and explaining and supporting it in writing

College Course Equivalent: An introductory college course in modern world history

Recommended Prerequisites: None

Grades: 10-12

Course Content: https://apstudents.collegeboard.org/courses/ap-world-history-modern

Unit 1: The Global Tapestry

You'll explore how states formed, expanded, and declined in areas of the world during the period c. 1200–c. 1450 and the related political, social, and cultural developments of that time.

Unit 2: Networks of Exchange

As you continue your study of the period c. 1200–c. 1450, you'll learn how areas of the world were linked through trade and how these connections affected people, cultures, and environments.

Unit 3: Land-Based Empires

You'll begin your study of the period c. 1450–c. 1750 with an exploration of the empires that held power over large contiguous areas of land.

Unit 4: Transoceanic Interconnections

Continuing your study of the period c. 1450–c. 1750, you'll learn about advances in ocean exploration, the development of new maritime empires, and the effects of new cross-cultural encounters.

Unit 5: Revolutions

You'll start your study of the period c. 1750–c. 1900 by exploring the new political ideas and developments in technology that led to large-scale changes in governments, society, and economies.

Unit 6: Consequences of Industrialization

You'll continue to investigate the period c. 1750–c. 1900 and learn how the different states acquired and expanded control over colonies and territories.

Unit 7: Global Conflict

You'll begin your study of the period c. 1900-present by learning about the global conflicts that dominated this era.

Unit 8: Cold War and Decolonization

As you continue exploring the period c. 1900–present, you'll learn about colonies' pursuits of independence and the global power struggle between capitalism and communism.

Unit 9: Globalization

You'll continue your study of the period c. 1900–present by investigating the causes and effects of the unprecedented connectivity of the modern world.

<u>Textbook:</u> https://www.bfwpub.com/high-school/us/product/1200-Update-Ways-of-the-World-with-Sources-for-the-AP-Modern-Course/p/131923657X? ga=2.102260546.275003932.1632414261-1272914174.1631644591

<u>Resources Required:</u> AP World History instructor training during summer of 2023. Classroom set of textbooks. Possible release time and/or extended contract time for collaboration and curriculum development. (10 hours maximum)

<u>Equitable Access and Outcomes</u> - The AP World History course will promote access for all students by providing an introductory AP course that builds on prior knowledge from grades 7, 8, and 9 while providing a content area that is of higher level interest for students who our system has traditionally underserved. Provided support to ensure that students are successful would include AVID reading, writing, and note taking frameworks, along with past HSD initiatives, including Continuing Meaning and SIOP. Success will be measured by student growth from baseline assessment and then regularly evaluated throughout the course.

New Course Proposal/Course Modification Proposal School Hillsboro High School Academic Program Area(s) Language Acquisition Grade Level(s) 11/12 Sponsors of Change/Contact Person Ashley Clemens, IB Coordinator Title of Proposed Course IB DP Language ab initio Is the proposed course required \Box : which type of credit? or elective : AA or EL (circle one) (check one) Credit: .5 **1.0** (circle one) Is the proposed course part of a focused program of study? If so, which one? Yes, IB Diploma Program and/or Honors CCP Attach course framework: IB course guide Address the following issues on a separate page to be attached to this cover sheet: 1. Description of proposed course; 2. Rationale for proposed course - Describe the desired outcome for student learning and summarize

- 2. <u>Rationale for proposed course</u> Describe the desired outcome for student learning and summarize best-practice research that supports this change. Include an pertinent local or nation data to support the rationale:
- 3. <u>Academic Content Standards</u> List all content standards addressed by the content of the proposed course;
- 4. <u>Impact on the content program</u> Explain the potential impact on other curricular areas, staffing, and budget;
- 5. <u>Projected additional costs</u> Include startup and ongoing costs (e.g., equipment, supplies, anticipated travel, or field trip expense, etc.);
- 6. <u>Equitable Access and Outcomes</u> Explain how this course promotes access for all students, including those who our system has traditionally underserved and promotes the closing of the achievement gap. What supports would you provide to ensure that students are successful and what will you measure to determine success?

Attach a <u>one- page draft course outline</u> and list possib course.	le materials	which would be propos	ed for use in this
Site Council Chairperson:			
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School Philopal.		
Signature	Date	-

Description of proposed course;

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Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

Because of the inherent difficulty of defining what constitutes "very limited exposure" to a language, it is not possible to list specific conditions such as the number of hours or the nature of previous language instruction; however, it is important to note that any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language.

In order to ensure that the range of language and structures covered in language ab initio classes is manageable for all students, and so that they marry closely with the format and contents of final assessments, language-specific syllabuses have been provided and are available on the programme resource centre.

At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

Receptive: Students understand, both aurally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in the target language.

Productive: Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.

Interactive: Students understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication.

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 This is a full year, single year course. While students sit formal exams for this course, it is not eligible for college credit because of the level of language acquisition.

Rationale for proposed course - Describe the desired outcome for student learning and summarize best-practice research that supports this change. Include an pertinent local or nation data to support the rationale;

- O We have noticed an increase in students who:
 - i. Want to study a language other than French or Spanish
 - ii. Want to change the world language they are studying when they enter 11th grade
 - iii. Have studied ASL and want to do the IB Diploma, which does not recognize ASL as a program language
 - iv. Want to complete the iB Diploma, but do not meet the language background required to be successful in a Language B SL course by 12th grade
- O Therefore, we hope to offer Japanese ab initio and Spanish ab initio to students who meet the qualifiers above in order to:
 - i. Expand language access and offerings
 - ii. Expand access to the IB Diploma Program

Assessment objectives

The following assessment objectives are common to both language ab initio and language B. The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language acquisition courses.

- 1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- 3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- 4. Identify, organize and present ideas on a range of topics.
- 5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

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Impact on the content program -

o .333 potential allocation of FTE for Japanese; layered option onto existing Spanish 3 course

Projected additional costs -

- o Initial IB training \$3000
- o Initial materials \$1000
- Japanese Materials

Equitable Access and Outcomes -

- Student Interest in Japanese (Survey Data)
- O The Diploma Candidate pool can be expanded to include students who have previously been excluded for not meeting the language threshold to access Language B SL. This also supports students who focused on ASL (not an IB-accessible language) in ninth and tenth grades, who want to change language pathways, or who have transferred in with a different world language.
- Supports = Spartan Academy for students; World Languages PLC for teacher(s)
- Success = Adequate completion of summative assessments

Draft Course Outlines:

- Spanish ab initio (aligned to Spanish 3) course outline
- Japanese ab initio course outline

New Course Proposal/Course Modification Proposal School: Hillsboro High School Academic Program Area(s): Psychology/Social Sciences Grade Level(s): 11/12 Sponsors of Change/Contact Person: Ashley Clemens, IB Coordinator; James Mick, Psychology Teacher Title of Proposed Course: IB DP Psychology or elective : AA or EL (circle one) Is the proposed course required : which type of credit? (check one) Credit: .5 1.0 (circle one) Is the proposed course part of a focused program of study? If so, which one? Yes, Honors CCP and/or IB Diploma Attach course framework. HERE Address the following issues on a separate page to be attached to this cover sheet: 1. Description of proposed course; 2. Rationale for proposed course - Describe the desired outcome for student learning and summarize best-practice research that supports this change. Include an pertinent local or nation data to support the rationale: 3. Academic Content Standards - List all content standards addressed by the content of the proposed course: 4. Impact on the content program - Explain the potential impact on other curricular areas, staffing, and budget; 5. Projected additional costs - Include startup and ongoing costs (e.g., equipment, supplies, anticipated travel, or field trip expense, etc.); 6. Equitable Access and Outcomes - Explain how this course promotes access for all students, including those who our system has traditionally underserved and promotes the closing of the achievement gap. What supports would you provide to ensure that students are successful and what will you measure to determine success? Attach a one- page draft course outline and list possible materials which would be proposed for use in this course.

Date

Date

Site Council Chairperson:

Signature

Signature

School Principal:

IB DP Psychology - New Course Proposal/Course Modification Proposal

Course description:

At the core of the DP psychology course is an introduction to three different approaches to understanding behavior: the biological, cognitive and sociocultural approaches.

Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields. The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behavior as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behavior and that of others.

The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry. Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses.

DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject. The aims of the psychology course at SL and at HL are to:

- Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior
- Apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior to at least one applied area of study
- Understand diverse methods of inquiry
- Understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- Ensure that ethical practices are upheld in all psychological inquiry and discussion
- Develop an awareness of how psychological research can be applied to address real-world problems and promote positive change
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

Rationale:

The field of psychology is exploding with interest; not just at the high school level, where we have moved from it being one semester elective to 4 full classes, but it is the fastest growing degree program chosen in college. Psychology is also an up and coming career path with loads of opportunity. The latest numbers say 1 in 4 people will suffer from a psychological disorder at some point in their lives. These numbers are quickly growing meaning there is more need for counselors, social workers, and Psychological scientists than ever before. Psychology degrees are also envied in the medical field and business world.

Academic Content and Standards:

Core

- Biological approach to understanding behavior
- Cognitive approach to understanding behavior

- Sociocultural approach to understanding behavior
- Approaches to researching behavior

Options

- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships

Internal assessment

- Experimental study

Curriculum model overview

	Teachin	g hours
Syllabus component	SL	HL
Core • Biological approach to understanding behaviour	90	120
 Cognitive approach to understanding behaviour 		
 Sociocultural approach to understanding behaviour 		
Approaches to researching behaviour	20	60
Options • Abnormal psychology	20	40
Developmental psychology		
Health psychology		
Psychology of human relationships		
Internal assessment	20	20
Experimental study		
Total teaching hours	150	240

Impact on Content Program - Impact on other curricular areas:

The IB Psychology course would replace the current Psychology 2 class. Accordingly, Hilhi students will continue to have a high quality learning experience with the added benefits of the IB curriculum, as well as testing and college credit opportunities that are not currently available. The other three HSD high schools offer AP Psychology, so this new course would grant Hilhi students the same high-level course option for psychology. Lastly, this proposed course would also serve as a capstone course for a potential new College/Career Pathway in Psychology; it would utilize current core and elective courses from the Public Service CCP, but add another capstone course and CCP option.

Impact on staffing and budget:

The proposed IB Psychology would have minimal impact on current staffing and budget. Our current Psychology teacher, James Mick, would teach the new course and simply replace his current FTE assignment of Psychology.

While the IB Psych course would be a full-year course (Psychology 2 is half-year), the impact on SS department FTE assignments will be accommodated by slightly larger class sizes; this has been agreed upon by our colleagues in hopes of bringing additional electives and IB courses to the Social Studies department. The only budgetary impact would be the cost of IB Training for James Mick, as well as a class set of textbooks.

Projected Additional Cost:

Initial IB coursework training - \$3,000 approx. Coursework materials or textbooks - \$1,000 approx.

Equitable Access and outcomes:

This Class provides an opportunity for all students to learn and enjoy the popular subject of Psychology. Students will have the chance to use this class to gain credit that can be transferred over to college. These credits can be a jump start for our students as they start their college adventures. As we become more of a global society the science of people becomes more and more important. Psychology by definition looks at equity and inclusion. It asked why we see people the way we do and how we can think of the world and its people as one unit. IB also has a very comprehensive equity policy that makes it easier to translate and find resources for all learners.

Draft Course Outline:

Introduction to, history of, & Scientific Methods of Psychology Internal Assessment (IA)	Definition of Psychology, History of Psychology, Research Methods, Experimental Methods, Validity & Reliability, Ethics Qualitative, Quantitative, Famous Psychology Experiments, Internal Assessment	Sept. –Nov. (8 weeks or 34 hours)	In-class work / homework Readings w/ written responses Presentations Projects Section Reading Guides Unit Tests and section quizzes Research Papers Reflection Writings	Textbooks, Supplemental Materials Learning Target Guide Self- created Powerpoint Slides Film/Videos On-line resources Computer Lab Library for research
Biological Approach	Biology of the Neuron, Neural Communication, Neural Chemistry, Localization of Function, Technology & Research Brain, Plasticity, Hormones, Pheromones, Genetics, Evolutionary Psychology, Biological Ethics	Nov. – Jan.(8 weeks or 34 hours)	In-class work / homework Readings w/ written responses Presentations Projects Section Reading Guides Unit Tests and section quizzes Research Papers Reflection Writings	Textbooks, Supplemental Materials Learning Target Guide Self- created Powerpoint Slides Film/Videos On-line resources Computer Lab Library for research Various TED Talks
Cognitive Approach	Sensation & Perception, Schema Models of Memory, Memory Deficiencies, Reliability of Memory, Thinking & Decision Making, Emotion Emotion & Memory,	January – March (8 weeks or 34 hours)	In-class work / homework Readings w/ written responses Presentations Projects Section Reading Guides Unit Tests and section quizzes Research	Textbooks, Supplemental Materials Learning Target Guide Self- created Powerpoint Slides Film/Videos On-line resources Computer Lab Library

	Emotional Intelligence, Mindset, Happiness as an Emotion and a State of Living		Papers Reflection Writings	for research Supplemental Readings; Various TED Talks
SocioCultural Approach	Social Identity, Theory Social Cognitive Theory, In group v. out group, Stereotypes, Attribution Theory, Conformity and Compliance, Culture and Socialization, Social Learning Theory, Observational Learning, Cultural Values/Norms, Etic/Emic Approach, Cultural Dimensions, Enculturation, Universalism v. relativism, Predjudice & discrimination	March – April (8 weeks or 34 hours)	In-class work / homework Readings w/ written responses Presentations Projects Section Reading Guides Unit Tests and section quizzes Research Papers Reflection Writings	Textbooks, Supplemental Materials Learning Target Guide Self- created Powerpoint Slides Film/Videos On-line resources Computer Lab Library for research various TED Talks
Abnormal Psychology	Normal vs Abnormal, Classification Systems, Culture and Diagnosis, Ethics in Diagnosis, Etiology of Abnormal Psych, Anxiety Disorders, Depressive Disorders, Trauma Related Disorders, Eating Disorders, Treatments of Disorders	May – Mid June (6 weeks or 25 hours)	In-class work / homework Readings w/ written responses Presentations Projects Section Reading Guides Unit Tests and section quizzes Research Papers Reflection Writings	Textbooks, Supplemental Materials Learning Target Guide Self- created Powerpoint Slides Film/Videos On-line resources Computer Lab

HILLSBORO SCHOOL DISTRICT 1J January 24, 2023 STRATEGIC PLANNING PROCESS UPDATE

SITUATION

Our strategic planning consultant, Lauren Klaffky, will join the Board meeting virtually to provide an update on the strategic planning process and timeline as we near the completion of the draft plan.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J January 24, 2023 2023-2024 SCHOOL CALENDAR — FIRST READING

SITUATION

Board policy IC: School Year / School Calendar requires that the calendar for the upcoming school year be approved no later than the April Board meeting. This year, a calendar has been drafted for the 2023-24 school year, with a proposed start date after the Labor Day holiday. The proposed calendar includes key dates and vacation periods to assist families and staff as they plan for the upcoming year.

Key highlights of the 2023-24 calendar:

- Based on feedback, the New Licensed Staff In-service will continue to be Monday through Wednesday, August 21, 22, 23, 2023 to start the week with professional development time.
- The start of the year will be one day for Family Connections on Friday, September 1, 2023, which affords us the opportunity to continue the practice of building connections with students and families with the support of school based staff.
- School will start for grades 1-6, 7, and 9 on Tuesday, September 5, 2023, followed by kindergarten, grades 8, and 10-12 on Wednesday, September 6, 2023.
- September 25, 2023 will be designated as a PK-12 Staff Development Day for both classified and licensed staff to support staff professional development.
- For the 2023-24 calendar, Veterans Day, a federal holiday, is observed on Friday, November 10, 2022.
- Our Staff Development/Family Conferences will be held November 20, 21 and 22, 2023. The conference dates in November have been scheduled in order to have the least impact on contiguous instruction.
- New Year's Day will be observed federally on Monday, January 1, 2024, our winter break will be: Monday, December 18, 2023 through December 29, 2023.
- 2024 is a Leap Year which will include an additional day on February 29, 2024.
- Spring break will occur March 25-29, 2024.
- The last day for students will be Thursday, June 13, 2024.
- The last day for licensed staff per contract will be Friday, June 14, 2024.
- We will observe Juneteenth as a licensed non-contract day, Monday, June 20, 2024.
- A link to the Oregon Department of Education Standards for Public Elementary and Secondary Schools, including minimum required instructional time, has been added to the 2023-24 calendar.

Key features of the 2023-24 proposed calendar include the following:

- Potential inclement weather make-up days are reserved
- The calendar complies with the seat-time requirements outlined by the Oregon Department of Education
- Instructional days are balanced as best as possible for each semester

Information regarding the observance of Labor Day is provided below:

2020-21: September 7, 2020 2021-22: September 6, 2021 2022-23: September 5, 2022 2023-24: September 4, 2023

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed 2023-2024 calendar, provide feedback, and ask any questions they may have.

DRAFT 2023-24 Calendar
POST LD Start
173 Student Contact Days
186 + 5 Holidays = 191 Teacher
Contract Days

First Day/End	of C	Quarter/Semester		Early Release
No School		Family Connection	ns	& Transitions

TOTAL STUDENT DAYS:

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

HSD exceeds ODE seat requirements. Click HERE for more information.

	LY 20	23					1 – NO SCHOOL	JAN	UAR	Y 202	24		2:	1/ <mark>21</mark>
	М	T	W	Th	F	S	Licensed Non-Contract Day	S	M	Т	W	Th	F	S
O.Z.						1	15 – NO SCHOOL Licensed Non-Contract Day		1	2	3	4	5	6
	3	4	5	6	7	8	Martin Luther King Jr. Day	7	8	9	10	11	12	13
HILLSBORO	10	11	12	13	14	15		14	15	16	17	18	19	20
SCHOOL DISTRICT 1	3 17	18	19	20	21	22		21	22	23	24	25	26	27
2	3 24	25	26	27	28	29		28	29	30	31			
3	31						87/99							
A	IGUST	2023	3		()/ <mark>4</mark>	1 – End of 1st Semester (42)	FEB	RUAF	RY 20	24		18	8/ <mark>21</mark>
21-23 – New Licensed Staff In-Service	M	Т	W	Th	F	S	2 – NO SCHOOL	S	М	Т	W	Th	F	S
24-25 – Licensed Non-Contract Day		1	2	3	4	5	Teacher Grade Prep Day					1	2	3
28-31 – Licensed In-Service Days	7	8	9	10	11	12	5 – NO SCHOOL Licensed Prep Day	4	5	6	7	8	9	10
1	3 14	15	16	17	18	19	19 – NO SCHOOL	11	12	13	14	15	16	17
2	21	22	23	24	25	26	Holiday – Presidents' Day	18	19	20	21	22	23	24
0/4	28	29	30	31			105/120	25	26	27	28	29		
1 - Family Connections and	PTEME	BER 2	023		19	9/ <mark>21</mark>	25-29 – NO SCHOOL	MAF	CH 2	2024			10	6/ <mark>16</mark>
Transitions (K-12)	М	Т	W	Th	F	S	Licensed Non-Contract Days (Spring Break)	S	M	Т	W	Th	F	S
4 - NO SCHOOL Holiday - Labor Day					1	2	(opining Broak)						1	2
5 – First Day of School for	4	5	6	7	8	9		3	4	5	6	7	8	9
grades 1-6, 7 and 9 6 – All Students - (First day for) 11	12	13	14	15	16		10	11	12	13	14	15	16
K, 8, 10-12)	7 18	19	20	21	22	23		17	18	19	20	21	22	23
25 - NO SCHOOL Staff Development	25	26	27	28	29	30		24	25	26	27	28	29	30
19/25							121/136	31						
13 – NO SCHOOL	TOBE	R 202	23		2:	L/ <mark>21</mark>		APR	IL 20	024			21	L/ <mark>22</mark>
Licensed Non-Contract Day		Т	W	Th	F	S	11 - End of 3rd Quarter (42)	S	M	Т	W	Th	F	S
	2	3	4	5	6	7	12 - NO SCHOOL		1	2	3	4	5	6
8		10	11	12	13	14	Elementary – Work Day Secondary – Grade Prep Day	7	8	9	10	11	12	13
1	_	17	18	19	20	21		14	15	16	17	18	19	20
40/46		24	25	26	27	28		21	22	23	24	25	26	27
2		31				_	142/158	28	29	30				L
8 – End of 1st Quarter (46)	VEME	1				/ <mark>21</mark>	27 – NO SCHOOL	MAY	202	4			22	
3 - NO 30000L	M	1 T			_	\sim 1		_		_			_	
Elementary - Work Day Secondary - Grade Prep	 	+ •	W	Th	F	S	Holiday – Memorial Day	S	M	Т	W	Th	F	S
Secondary - Work Day Secondary - Grade Prep 10 - NO SCHOOL Holiday - Veterans Day (Obs.)			1	2	3	4					1	2	3	4
Secondary - Work Day Secondary - Grade Prep 10 - NO SCHOOL Holiday - Veterans Day (Obs.) 20 - NO SCHOOL Elementary-Staff Development and Family Conference Prep	6	7	1 8	2 9	3	4		5	6	7	1 8	2 9	3	4 11
Secondary - Work Day Secondary - Grade Prep 10 - NO SCHOOL Holiday - Veterans Day (Obs.) 20 - NO SCHOOL Elementary-Staff Development and Family Conference Prep Secondary-Staff Development 21-22 - NO SCHOOL	6 2 13	7	1 8 15	2 9 16	3 10 17	4 11 18		5 12	6 13	7	1 8 15	9 16	3 10 17	4 11 18
Secondary - Work Day Secondary - Grade Prep 10 - NO SCHOOL Holiday - Veterans Day (Obs.) 20 - NO SCHOOL Elementary-Staff Development and Family Conference Prep Secondary-Staff Development 21-22 - NO SCHOOL Family Conference Connections K-12 23 - NO SCHOOL	6 2 13 9 20	7 14 21	1 8 15 22	2 9 16 23	3	4	Holiday – Memorial Day	5 12 19	6 13 20	7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11
Secondary - Work Day Secondary - Grade Prep 10 - NO SCHOOL Holiday - Veterans Day (Obs.) 20 - NO SCHOOL Elementary-Staff Development and Family Conference Prep Secondary-Staff Development 21-22 - NO SCHOOL Family Conference Connections K-12	6 2 13 9 20	7	1 8 15	2 9 16	3 10 17	4 11 18		5 12	6 13	7	1 8 15	9 16	3 10 17	4 11 18
Secondary - Work Day Secondary - Grade Prep 10 - NO SCHOOL Holiday - Veterans Day (Obs.) 20 - NO SCHOOL Elementary-Staff Development and Family Conference Prep Secondary-Staff Development 21-22 - NO SCHOOL Family Conference Connections K-12 23 - NO SCHOOL Holiday - Thanksgiving Day 24 - NO SCHOOL Licensed Non-Contract Day	6 2 13 0 20 6 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24	4 11 18 25	Holiday – Memorial Day 164/181	5 12 19 26	6 13 20 27 E 20	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25 /10
S=NO SCHOOL Elementary - Work Day Secondary - Grade Prep 10 - NO SCHOOL Holiday - Veterans Day (Obs.) 20 - NO SCHOOL Elementary-Staff Development and Family Conference Prep Secondary-Staff Development 21-22 - NO SCHOOL Family Conference Connections K-12 23 - NO SCHOOL Holiday - Thanksgiving Day 24 - NO SCHOOL Licensed Non-Contract Day	6 2 13 0 20 6 27	7 14 21 28	1 8 15 22 29	2 9 16 23	3 10 17 24 1 :	4 11 18 25 1/11 S	Holiday – Memorial Day	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22	2 9 16 23	3 10 17 24 31	4 11 18 25 /10 S
S=NO SCHOOL Elementary - Work Day Secondary - Grade Prep 10 - NO SCHOOL Holiday - Veterans Day (Obs.) 20 - NO SCHOOL Elementary-Staff Development and Family Conference Prep Secondary-Staff Development 21-22 - NO SCHOOL Family Conference Connections K-12 23 - NO SCHOOL Holiday - Thanksgiving Day 24 - NO SCHOOL Licensed Non-Contract Day 18 - 29 - NO SCHOOL Licensed Non-Contract Days (Winter Break)	6 2 13 0 20 6 27 ECEMB	7 14 21 28 ER 2 0	1 8 15 22 29 D23 W	2 9 16 23 30 Th	3 10 17 24 1 : F	4 11 18 25 1/11 S 2	Holiday – Memorial Day 164/181 13 – EARLY RELEASE Last Day of School for K-11 (43) 14 – Last Day for Licensed Staff	5 12 19 26 JUN S	6 13 20 27 E 20 3 M	7 14 21 28 24 T	1 8 15 22 29 W	2 9 16 23 30 Th	3 10 17 24 31 9	4 11 18 25 /10 S
Secondary - Work Day Secondary - Grade Prep 10 - NO SCHOOL Holiday - Veterans Day (Obs.) 20 - NO SCHOOL Elementary-Staff Development and Family Conference Prep Secondary-Staff Development 21-22 - NO SCHOOL Family Conference Connections K-12 23 - NO SCHOOL Holiday - Thanksgiving Day 24 - NO SCHOOL Licensed Non-Contract Day 55/67 18 - 29 - NO SCHOOL Licensed Non-Contract Days (Winter Break)	6 2 13 9 20 6 27 ECEMB M	7 14 21 28 ER 2 (T	1 8 15 22 29 D23 W	2 9 16 23 30 Th	3 10 17 24 1 : F 1 8	4 11 18 25 1/11 S 2	Holiday – Memorial Day 164/181 13 – EARLY RELEASE Last Day of School for K-11 (43) 14 – Last Day for Licensed Staff 17-18 – Possible inclement weather make-up days. If the	5 12 19 26 JUN S	6 13 20 27 E 20 M	7 14 21 28 24 T	1 8 15 22 29 W	2 9 16 23 30 Th	3 10 17 24 31 9 / F	4 11 18 25 /10 S 1 8
Secondary - Work Day Secondary - Grade Prep 10 - NO SCHOOL Holiday - Veterans Day (Obs.) 20 - NO SCHOOL Elementary-Staff Development and Family Conference Prep Secondary-Staff Development 21-22 - NO SCHOOL Family Conference Connections K-12 23 - NO SCHOOL Holiday - Thanksgiving Day 24 - NO SCHOOL Licensed Non-Contract Day 55/67 18 - 29 - NO SCHOOL Licensed Non-Contract Days (Winter Break)	6 2 13 9 20 6 27 ECEMB M	7 14 21 28 ER 20 T 5 12	1 8 15 22 29 D23 W 6 13	2 9 16 23 30 Th	3 10 17 24 1 : F 1 8 15	4 11 18 25 1/11 S 2 9 16	164/181 13 - EARLY RELEASE Last Day of School for K-11 (43) 14 - Last Day for Licensed Staff 17-18 - Possible inclement weather make-up days. If the District closes school due to inclement weather during the 2023-2024 school year these	5 12 19 26 JUN S	6 13 20 27 E 20 : M 3	7 14 21 28 24 T 4 11	1 8 15 22 29 W 5 12	2 9 16 23 30 Th 6	3 10 17 24 31 9 F 7	4 11 18 25 /10 S 1 8 15
Secondary - Work Day Secondary - Grade Prep 10 - NO SCHOOL Holiday - Veterans Day (Obs.) 20 - NO SCHOOL Elementary-Staff Development and Family Conference Prep Secondary-Staff Development 21-22 - NO SCHOOL Family Conference Connections K-12 23 - NO SCHOOL Holiday - Thanksgiving Day 24 - NO SCHOOL Licensed Non-Contract Day 55/67 18 - 29 - NO SCHOOL Licensed Non-Contract Days (Winter Break)	6 2 13 9 20 6 27 ECEMB M	7 14 21 28 ER 2 (T	1 8 15 22 29 D23 W	2 9 16 23 30 Th	3 10 17 24 1 : F 1 8	4 11 18 25 1/11 S 2	164/181 13 – EARLY RELEASE Last Day of School for K-11 (43) 14 – Last Day for Licensed Staff 17-18 – Possible inclement weather make-up days. If the District closes school due to inclement weather during the 2023-2024 school year these days could be added to the school calendar as make up	5 12 19 26 JUN S	6 13 20 27 E 20 M	7 14 21 28 24 T	1 8 15 22 29 W	2 9 16 23 30 Th	3 10 17 24 31 9 / F	4 11 18 25 /10 S 1 8
Secondary - Work Day Secondary - Grade Prep 10 - NO SCHOOL Holiday - Veterans Day (Obs.) 20 - NO SCHOOL Elementary-Staff Development and Family Conference Prep Secondary-Staff Development 21-22 - NO SCHOOL Family Conference Connections K-12 23 - NO SCHOOL Holiday - Thanksgiving Day 24 - NO SCHOOL Licensed Non-Contract Day 55/67 18 - 29 - NO SCHOOL Licensed Non-Contract Days (Winter Break)	6 2 13 9 20 6 27 ECEMB M 4 0 11	7 14 21 28 ER 20 T 5 12	1 8 15 22 29 D23 W 6 13	2 9 16 23 30 Th	3 10 17 24 1 : F 1 8 15	4 11 18 25 1/11 S 2 9 16	164/181 13 – EARLY RELEASE Last Day of School for K-11 (43) 14 – Last Day for Licensed Staff 17-18 – Possible inclement weather make-up days. If the District closes school due to inclement weather during the 2023-2024 school year these days could be added to the	5 12 19 26 JUN S	6 13 20 27 E 20 : M 3	7 14 21 28 24 T 4 11	1 8 15 22 29 W 5 12	2 9 16 23 30 Th 6	3 10 17 24 31 9 F 7	4 11 18 25 /10 S 1 8 15

HILLSBORO SCHOOL DISTRICT 1J January 24, 2023 FINANCIAL REPORT

Business Office – General Update

In alignment with the Center for Educational Leadership Principal Support Framework, specifically, Action Area 3: A Strategic Partnership Between the Central Office and Principals, the Business Office develops systemic solutions that ensure instructional leadership is the primary job of principals.

Example 64: Independent Fieldprint Site Plan

"There is an efficiency created by a well-coordinated and defined set of operational systems." Central office team members are empowered to innovate services to better support principals as instructional leaders. Technology Services, Human Resources, and Business Office are leveraging resources to establish a standalone Fieldprint site. The shift will eliminate current barriers to new staff, contractors, and volunteers serving schools.

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

Finance Manager Jennifer Zavatsky continues to provide support and training for staff connected to transactions for fixed assets (+\$5,000). Activities related to improvements and procurement of equipment are included in the asset value. This is an important component of transparency and accountability in district reporting. Jennifer is also the District point of contact for high school student body audits and reporting. She has recently received results from the 2021-22 year and will be providing support and training to bookkeepers as needed.

Finance Team – Financial Reporting, Contracts and Grants

Manager of Business Services Jeff Jones has been collaborating with Human Resources staff to prepare the 2023-24 Consolidated Budget Workbooks. This effort, along with preliminary enrollment numbers is the first step in the District staffing timeline. Due to the complexity of multiple funding sources for licensed and classified staff, it is critical to identify how each FTE is to be funded in the workbooks so that school and department administrators know the allowable activities for staff under restricted funds.

Fiscal Planning Specialist Christy Woodard has been working with Student Services on the annual High Cost Disability Grant report. This state grant offers a percent reimbursement for expenses in excess of \$30,000 for individual students. This report generates significant revenue for the District and is challenging to report on because expenditures are tracked by account code, not assigned to individual students. Special thanks to Student Services for their continued support on this collection.

Employee Benefits

Employee Benefits Supervisor Daphne Fisk worked with the Communications team to provide required notice to staff regarding Oregon Paid Family Leave. Although

employee/employer contributions to the plan will not begin until September 2023, state rules required notification. HSD will be utilizing the "Approved Equivalent Plan" method to provide benefits to eligible employees through a third party insurance company rather than the Oregon Employment Department. This saves both the District and employees eight months' worth of plan contributions and will align benefits with the current Short Term Disability program.

Payroll Supervisor Kim Hall and her team successfully completed the retroactive salary schedule for Transportation per the recently negotiated agreement on the December Payroll. She has been working to have 2022 W-2s available to staff by the January 20 payday. Special thanks to the Payroll team for continuing to innovate and work through unique situations in addition to the regular monthly transactions.

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 donations to report for December 2022 that were valued at \$5,000 or more.

Workers' Compensation Report

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

The District received six workers' compensation claims in December. There have been 47 claims filed July 1, 2022 through December 31, 2022. 34 of the claims were for medical costs only; 14 claims included time loss. The top incident drivers are slips and falls.

W	orkers' Comp	ensation Repo	orts
	2020-21	2021-22	2022-23
July	0	2	1
August	3	7	8
September	6	19	11
October	5	8	13
November	2	12	8
December	2	10	6
January	0	8	
February	2	10	
March	2	6	

April	4	13	
May	7	8	
June	4	9	
Yearly Total:	37	112	47

Student Incident Report

Student incident data below is month to date through 12/31/2022. Drivers for incidents are Slip/fall and Collision with an object. Injuries to the head were the most common body part injured.

		Studen	t Incident Re	eports		
	2021-22 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport	2022-23 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport
July	1	N/A	0	0	N/A	0
August	4	N/A	0	3	N/A	0
September	74	0.2	2	87	0.2	1
October	63	0.3	0	128	0.2	5
November	84	0.3	4	71	0.16	3
December	77	0.2	2	70	0.17	3
January	56	0.3	1			
February	84	0.2	1			
March	64	0.3	1			
April	85	0.2	1			
May	76	0.2	0			
June	22	0.2	0			
Yearly Total:	507	2.2	12	359	0.2	12

Vehicle Accidents

There was one vehicle accident month to date through December 31, 2022.

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

Taxes \$200,976.46 \$47,334.06 \$59,147.20.13 \$28,949.94.15 \$86,744.51.37 \$88,946.93.83 \$88,865.05.00 \$9.25% \$81,342.937.04 \$10cas Sources \$28,084.45 \$30.857.47 \$354.673.39 \$48,10.55 \$583.94.41 \$877.42.56 \$57,780.35.00 \$48,70.77.96.95 \$70tal Local \$35,868.26 \$512.716.35 \$55,978.75.36 \$28,598.02.47 \$357.86.78.37.39 \$48,10.55 \$583.94.41 \$877.42.56 \$57,780.35.00 \$48,70.77.96.95 \$70tal Local \$355,863.26 \$512.716.35 \$55,978.75.36 \$28,598.02.47 \$573.95 \$47.785.79 \$52,335.02.44 \$45.707.00 \$50.175 \$50.175 \$50.000 \$50.00 \$50		1st Quarter	October	November	December	2nd Quarter	Fiscal YTD	Budget		Fiscal YTD	
Internett	Revenues	Actual	Actual	Actual	Actual	Actual	2022-23	2022-23	% of Budget	2021-22	% of Budget
Total Local \$328,084.45 \$36,537.47 \$556,673.39 \$48,130.55 \$339,341.41 \$377.42.65 \$51,798.031.00 \$48,87% \$227,796.95	Taxes	\$200,975.46	\$47,334.06	\$58,147,290.13	\$28,549,894.18	\$86,744,518.37	\$86,945,493.83	\$88,485,305.00	98.26%	\$81,342,937.04	95.55%
Total Local	Interest	\$96,743.35	\$39,845.00	\$95,911.84	\$0.00	\$135,756.84	\$232,500.19	\$500,353.00	46.47%	\$96,466.30	19.28%
County ESD	Local Sources	\$238,084.45	\$36,537.47	\$554,673.39	\$48,130.55	\$639,341.41	\$877,425.86	\$1,798,031.00	48.80%	\$207,796.95	6.68%
Salet Sources	Total Local	\$535,803.26	\$123,716.53	\$58,797,875.36	\$28,598,024.73	\$87,519,616.62	\$88,055,419.88	\$90,783,689.00	96.99%	\$81,647,200.29	92.00%
Federal Sources \$0.00 \$0	County/ESD	\$0.00	\$1,556,144.70	\$329,684.00	\$347,783.79	\$2,233,612.49	\$2,233,612.49	\$4,452,707.00	50.16%	\$1,956,801.56	51.83%
Other Sources	State Sources	\$46,854,905.33	\$11,710,064.89	\$11,964,179.14	\$11,530,926.89	\$35,205,170.92	\$82,060,076.25	\$150,089,995.00	54.67%	\$87,430,506.61	58.71%
Unassigned Beginning Balance* \$9.491.916.00 \$0.00 \$0.00 \$0.00 \$9.491.916.00 \$11.620.812.00 \$16.68% \$9.494.012.00 \$16.68% \$9.494.012.00 \$16.68% \$9.494.012.00 \$16.68% \$9.494.012.00 \$16.68% \$9.494.012.00 \$16.68% \$9.494.012.00 \$16.68% \$9.494.012.00 \$16.68% \$9.494.012.00 \$16.68% \$9.494.012.00 \$16.68% \$9.494.012.00 \$16.68% \$9.494.012.00 \$16.68% \$9.494.012.00 \$16.68%	Federal Sources	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Revenue \$56,882,623.59 \$13,389,926.12 \$71,091,738.50 \$40,476,735.41 \$124,958,400.03 \$181,841,023.62 \$256,947,203.00 70.77% \$180,528,520.46	Other Sources	\$0.00			\$0.00	\$0.00	\$0.00		0.00%		0.00%
Expenditures	Unassigned Beginning Balance*	\$9,491,915.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,491,915.00	\$11,620,812.00	81.68%	\$9,494,012.00	100.00%
Instruction	Total Revenue	\$56,882,623.59	\$13,389,926.12	\$71,091,738.50	\$40,476,735.41	\$124,958,400.03	\$181,841,023.62	\$256,947,203.00	70.77%	\$180,528,520.46	71.94%
Salaries	Expenditures										
Benefits	Instruction										
Purchased Service	Salaries	\$7,965,362.39	\$7,881,658.63	\$7,931,958.43				\$84,589,381.65			34.10%
Supplies/Materials \$443,351 66 \$331,815.29 \$148,811.92 \$128,216.22 \$658,843.43 \$11,02,195.09 \$5,459,407.47 \$20.19% \$1,822,403.80 \$0.00	Benefits	\$3,811,671.61				\$11,587,495.86	\$15,399,167.47				32.10%
Capital Purchases	Purchased Service	\$1,317,463.47	\$664,462.76	\$549,298.41	\$309,017.99	\$1,522,779.16	\$2,840,242.63	\$15,457,508.83	18.37%	\$3,791,057.66	25.75%
Other	Supplies/Materials	\$443,351.66	\$381,815.29	\$148,811.92	\$128,216.22	\$658,843.43	\$1,102,195.09	\$5,459,407.47		\$1,822,403.80	38.79%
Total Instruction \$13,606,959.32 \$12,948,414.23 \$12,503,113.23 \$12,124,606.94 \$37,576,134.40 \$51,183,093.72 \$152,245,961.00 \$33.62% \$48,093,236.70 \$	Capital Purchases							7	0.00%		0.00%
Support Services Salaries \$8,794,314.47 \$4,194,042.91 \$4,090,461.61 \$4,345,411.74 \$12,629,916.26 \$21,424,230.73 \$51,340,343.95 41.73% \$18,369,137.27	Other									\$186,704.53	18.30%
Salaries	Total Instruction	\$13,606,959.32	\$12,948,414.23	\$12,503,113.23	\$12,124,606.94	\$37,576,134.40	\$51,183,093.72	\$152,245,961.00	33.62%	\$48,093,236.70	32.71%
Benefits	Support Services										
Purchased Service	Salaries	\$8,794,314.47	\$4,194,042.91	\$4,090,461.61	\$4,345,411.74	\$12,629,916.26	\$21,424,230.73	\$51,340,343.95	41.73%	\$18,369,137.27	35.08%
Supplies/Materials	Benefits	\$4,731,044.00	\$2,249,390.84	\$2,170,944.67	\$2,238,950.93	\$6,659,286.44	\$11,390,330.44	\$27,678,284.20	41.15%	\$10,065,440.60	36.11%
Capital Purchases	Purchased Service	\$2,158,571.95									62.11%
Other \$1,786,523.20 \$87,332.76 \$4,483.96 \$9,972.69 \$100,789.41 \$1,887,312.61 \$689,701.59 273.64% \$1,806,597.92 7 Total Support \$18,711,932.25 \$9,676,581.36 \$8,750,879.29 \$8,609,578.40 \$27,037,039.05 \$45,748,971.30 \$92,403,560.00 49.51% \$39,618,745.72 Community Services \$66,460.24 \$29,669.60 \$32,321.28 \$31,020.46 \$93,011.34 \$159,471.58 \$295,388.40 \$53.99% \$169,492.41 Benefits \$35,022.05 \$18,374.90 \$19,231.50 \$16,292.18 \$53,898.58 \$88,920.63 \$159,247.94 \$55.84% \$90,174.16 Purchased Service \$10,278.45 \$4,528.97 \$2,170.91 \$407.37 \$7,107.25 \$17,385.70 \$53,978.04 32.21% \$14,653.57 Supplies/Materials \$3,400.95 \$584.24 \$1,892.77 \$481.11 \$2,958.12 \$6,359.07 \$19,064.40 33,36% \$2,784.00 Capital Purchases \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00	Supplies/Materials	\$1,217,138.13	\$593,685.34	\$594,298.21	\$338,699.60	\$1,526,683.15	\$2,743,821.28	\$3,313,511.13	82.81%	\$3,524,940.00	118.37%
Total Support \$18,711,932.25 \$9,676,581.36 \$8,750,879.29 \$8,609,578.40 \$27,037,039.05 \$45,748,971.30 \$92,403,560.00 49.51% \$39,618,745.72	Capital Purchases	\$24,340.50	\$34,087.86	\$15,349.00						\$56,619.62	0.00%
Community Services Salaries \$66,460.24 \$29,669.60 \$32,321.28 \$31,020.46 \$93,011.34 \$159,471.58 \$295,388.40 53.99% \$169,492.41 Benefits \$35,022.05 \$18,374.90 \$19,231.50 \$16,292.18 \$53,898.58 \$88,920.63 \$159,247.94 \$55.84% \$90,174.16 Purchased Service \$10,278.45 \$4,528.97 \$2,170.91 \$407.37 \$7,107.25 \$17,385.70 \$53,978.04 32.21% \$14,653.57 Supplies/Materials \$3,400.95 \$584.24 \$1,892.77 \$481.11 \$2,958.12 \$6,359.07 \$19,064.40 33.36% \$2,784.00 Capital Purchases \$0.00<											279.33%
Salaries \$66,460.24 \$29,669.60 \$32,321.28 \$31,020.46 \$93,011.34 \$159,471.58 \$295,388.40 53.99% \$169,492.41 Benefits \$35,022.05 \$18,374.90 \$19,231.50 \$16,292.18 \$53,898.58 \$88,920.63 \$159,247.94 55.84% \$90,174.16 Purchased Service \$10,278.45 \$4,528.97 \$2,170.91 \$407.37 \$7,107.25 \$17,385.70 \$53,978.04 32.21% \$14,653.57 Supplies/Materials \$3,400.95 \$584.24 \$1,892.77 \$481.11 \$2,958.12 \$6,359.07 \$19,064.40 33.36% \$2,784.00 Capital Purchases \$0.00	Total Support	\$18,711,932.25	\$9,676,581.36	\$8,750,879.29	\$8,609,578.40	\$27,037,039.05	\$45,748,971.30	\$92,403,560.00	49.51%	\$39,618,745.72	42.51%
Benefits	Community Services										
Purchased Service \$10,278.45 \$4,528.97 \$2,170.91 \$407.37 \$7,107.25 \$17,385.70 \$53,978.04 32.21% \$14,653.57 Supplies/Materials \$3,400.95 \$584.24 \$1,892.77 \$481.11 \$2,958.12 \$6,359.07 \$19,064.40 33.36% \$2,784.00 Capital Purchases \$0.00 <	Salaries	\$66,460.24								\$169,492.41	45.14%
Supplies/Materials \$3,400.95 \$584.24 \$1,892.77 \$481.11 \$2,958.12 \$6,359.07 \$19,064.40 33.36% \$2,784.00 Capital Purchases \$0.00	Benefits	\$35,022.05	\$18,374.90	\$19,231.50	\$16,292.18	\$53,898.58	\$88,920.63	\$159,247.94	55.84%	\$90,174.16	45.11%
Capital Purchases \$0.00											21.90%
Other \$0.00 <th< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>13.04%</td></th<>											13.04%
Total Community Services \$115,161.69 \$53,157.71 \$55,616.46 \$48,201.12 \$156,975.29 \$272,136.98 \$531,647.00 51.19% \$277,104.14 Capital Projects Burchased Service \$0.00											0.00%
Capital Projects Summer of the projects											0.00%
Purchased Service \$0.00	,	\$115,161.69	\$53,157.71	\$55,616.46	\$48,201.12	\$156,975.29	\$272,136.98	\$531,647.00	51.19%	\$277,104.14	41.47%
Capital Purchases \$0.00											
Total Capital Projects \$0.00	Purchased Service										0.00%
Debt Service Payment \$0.00 </td <td></td> <td>\$0.00</td> <td>\$0.00</td> <td></td> <td></td> <td>\$0.00</td> <td>\$0.00</td> <td>\$0.00</td> <td>0.00%</td> <td>\$0.00</td> <td>0.00%</td>		\$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%
	Debt Service Payment							7			0.00%
0.400 000 000 000 000 000 000 000 000 00						\$0.00					0.00%
	Contingency/Ending Balance	\$9,182,658.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,182,658.00	\$11,766,035.00	78.04%	\$9,491,915.00	94.57%
Total Expenditures \$41,616,711.26 \$22,678,153.30 \$21,309,608.98 \$20,782,386.46 \$64,770,148.74 \$106,386,860.00 \$256,947,203.00 41.40% \$97,478,327.71	Total Expenditures	\$41,616,711.26	\$22,678,153.30	\$21,309,608.98	\$20,782,386.46	\$64,770,148.74	\$106,386,860.00	\$256,947,203.00	41.40%	\$97,478,327.71	38.85%

^{*}Unaudited Fund Balance

Interest Earnings	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
General Fund	\$96,743.35	\$390,118.68		96	\$486,862.03
Debt Service Fund	\$23,917.26	\$115,078.25			\$138,995.51
Capital Projects Fund	\$194,014.95	\$274,386.96			\$468,401.91
Total Earnings	\$314,675.56	\$779,583.89	\$0.00	\$0.00	\$1,094,259.45

HILLSBORO SCHOOL DISTRICT 1J January 24, 2023 ADOPT RESOLUTION APPROVING NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT LOCAL SERVICE PLAN FOR 2023-24

SITUATION

In accordance with ORS 334.175, local school districts must approve their education service district's Local Service Plan for the following year on or before March 1 of the current year. The Northwest Regional Education Service District (NWRESD), in concert with regional superintendents, developed a Local Service Plan to bring to the region's 20 school districts. For the local service plan to take effect for the 2023-24 school year, the plan must be approved by at least two-thirds of the component school districts representing more than 50 percent of the regional student population.

The Local Service Plan must contain, and every ESD must provide, the following services:

- Programs for children with special needs
- Technology support
- School improvement services
- Administrative and support services
- Other services required under ORS 339.005 to 339.090

NWRESD's Local Service Plan for the 2023-24 school year is attached.

During this evening's work session, the Board heard from NWRESD Superintendent Dan Goldman.

RECOMMENDATION

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

I move that the Board of Directors adopt the resolution approving the NWRESD Local Service Plan for 2023-24.

HILLSBORO SCHOOL DISTRICT 1J January 24, 2023 APPROVAL HIGH SCHOOL COURSES: DIESEL MECHANICS PROGRAM OF STUDY & DATA SCIENCE

SITUATION

On December 6, 2022, the Board of Directors heard presentations for two new high school courses/programs. The courses came forward from the Office for School Performance, with the opportunity to be offered at any of our district high schools. The Community Curriculum Advisory Committee (CCAC) has provided feedback to the teachers proposing these courses and recommended that the Board consider these courses for adoption. "Diesel Mechanics: Program of Study" was presented by Melissa Pendergrass, Coordinator of Career and College Pathways from the Office of School Performance. "Data Science" was presented by Hollee McNamee, Secondary Math Teacher on Special Assignment with the Office for School Performance. These presentations were supported by Director of Secondary Teaching and Learning, Becky Kingsmith. If approved, these courses would be available to be offered in the 2023-2024 school year.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the proposed courses, Diesel Mechanics Program of Study and Data Science.

I move that the Board of Directors approve the proposed course Diesel Mechanics Program of Study.

I move that the Board of Directors approve the proposed course Data Science.

HILLSBORO SCHOOL DISTRICT 1J JANUARY 24, 2023 APPROVE LOT CONSOLIDATION AT TOBIAS ELEMENTARY SCHOOL SITE

SITUATION

Part of the work being done as part of the 2017 Bond is to confirm that each school site is on a single tax lot and that the legal description for that tax lot is accurate. This process requires two documents, the first is a Bargain and Sale Deed to consolidate the two parcels into a single tax lot.

The second document is a board resolution attesting to Hillsboro School District 1J ownership of Tobias Elementary. The current deed still shows the owner as being School District 29, which was the old Reedville Elementary School District.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve following:

I move that the Board of Directors approve the Bargain and Sale Deed for Lot Consolidation to create one tax lot at Tobias Elementary School.

I move that the Board of Directors approve the Resolution attesting to Hillsboro District 1J ownership of Tobias Elementary School and removing the reference to Washington County School District No. 29.

After Recording Return To:

Hillsboro School District 4901 SE Witch Hazel Road Hillsboro, Oregon 97123

Tax Statements To:

No Change

BARGAIN AND SALE DEED FOR LOT CONSOLIDATION

Hillsboro School District 1J, which took title as School District No. 29, Washington County, Oregon, Grantor, conveys to Hillsboro School District 1J, Grantee, the following described real property in the City of Hillsboro, County of Washington, State of Oregon:

Legal Description:

See Exhibit "A" for an adjusted legal description for recorded deed number 84017147 which includes lots four (4) and twelve (12) of Block Three, Myer's addition to Reedville Homes, Washington County, Oregon, also known as tax lots 1200 and 1300.

This deed is being recorded to complete a lot consolidation in Washington County casefile No. L2200229-PLA.

Subject to all encumbrances of record.

The true consideration for this conveyance is $\underline{\$0}$. However, the actual consideration consists of other value or property given which is the whole consideration.

The information required by ORS 92.190(4) is as follows:

- 1. The names of the parties to this deed are set for above.
- 2. The deed in which Grantor acquired title to the property was recorded as deed number 84017147, dated May 7, 1984 of the Washington County Deed records.
- 3. This deed is given to effectuate a lot line adjustment as approved by Washington County, Oregon under casefile No. L2200229-PLA.

Before signing or accepting this instrument, the person transferring fee title should inquire about the person's rights, if any under ORS 195.301 and 195.336 and sections 5 to 11, Chapter 424, Oregon laws 2007, Section 2 to 9 and 17, Chapter 855, Oregon Laws 2009 and Sections 2 to 7, chapter 8, Oregon laws 2010. This instrument does not allow use of the property described in this instrument in violation of applicable land use laws and regulations. Before signing or accepting this instrument, the person acquiring fee title to

the property should check with the appropriate city or county planning department to verify that the unit of land being transferred is a lawfully established lot or parcel, as defined in ORS 92.010 or 215.010, to verify the approved uses of the lot or parcel, to determine any limits on lawsuits against farming or forest practices, as defined in ORS 30.930, and to inquire about the rights of neighboring property owners, if any, under ORS 195.300, 195.301 and 195.305 to 195.336 and Sections 5 to 11, Chapter 424, Oregon laws 2007, sections 2 to 9 and 17, Chapter 855, Oregon Laws 2009 and sections 2 to 7, Chapter 8, Oregon laws 2010.

IN WITNESS WHEREOF, this Bargain and Sale Deed for Lot Consideration has been executed as of the date and year stated below.

Dated this day of January, 2023	Dated this day of January, 2023
HILLSBORO SCHOOL DISTRICT 1J, a	HILLSBORO SCHOOL DISTRICT 1J, a political
political subdivision of the State of Oregon	subdivision of the State of Oregon
By: Mark Watson	_ By:
Its: Chair of the Board of Directors	Its: Superintendent of the Hillsboro District
State of Oregon)	
) ss:	County of)
	County of
This instrument was acknowledged Mark Watson.	d before me on the day of January, 2023 by
,	Notary Public for Oregon
	My Commission Expires:
State of Oregon)	
) ss: County of)	
County or)	
This instrument was acknowledged Michael Scott.	l before me on the day of January, 2023, by
ī	Notary Public for Oregon
	My Commission Expires:

AKS ENGINEERING & FORESTRY, LLC

12965 SW Herman Road, Suite 100, Tualatin, OR 97062 P: (503) 563-6151 | www.aks-eng.com

AKS Job #7370-11

OFFICES IN: BEND, OR - KEIZER, OR - TUALATIN, OR - VANCOUVER, WA

EXHIBIT A

Legal Description

A portion of lots 4 & 12, block 3 of the plat "Myers Addition to Reedville Homes" located in the Northeast One-Quarter of Section 2, Township 1 South, Range 2 West, Willamette Meridian, City of Aloha, Washington County, Oregon, and being more particularly described as follows:

Commencing at the southwest corner of lot 4 of the plat "Myers Addition to Reedville Homes", also being on the southerly terminus of SW 211th Avenue; thence South 87°43'43" East 25.00 feet to the easterly right-of-way line of SW 211th Avenue to the Point of Beginning; thence along said easterly right-of-way line, North 02°21'30" East 329.40 feet to the north line of lot 4 of said plat; thence leaving said easterly right-of-way line, and along said north line and the north line of lot 12 of said plat, South 87°45'31" East 1262.29 feet to the westerly right-of-way line of SW 206th Avenue; thence along said westerly right-of-way line, South 02°23'14" West 330.06 feet to the south line of said lot 12; thence along said south line, North 87°43'43" West 745.79 feet, to a right-of-way dedication per Document Number 91-028743; thence along said right-ofway dedication, North 02°16'17" East 10.00 feet; thence along a curve to the right with radius of 20.00 feet, Delta of 90°00'00", Length of 31.42 feet, and a chord of North 47°16'17" East 28.28 feet; thence North 32°43'15" West 48.83 feet; thence North 02°16'17" East 10.00 feet; thence North 87°43'43" West 24.00 feet; thence South 02°16'17" West 10.00 feet; thence along a curve to the right with radius of 20.00 feet, Delta of 90°00'00", Length of 31.42 feet, and a chord of South 47°16'17" West 28.28 feet; thence North 87°43'43" West 21.00 feet; thence South 02°16'17" West 20.00 feet; thence South 87°43'43" East 21.00 feet; thence along a curve to the right with radius of 20.00 feet, Delta of 90°00'00", a Length of 31.42 feet, and a chord of South 42°43'43" East 28.28 feet; thence South 02°16'17" West 10.00 feet to the south line of lot 4 of said plat; thence leaving said right-of-way dedication and along said south line, North 87°43'43" West 484.33 feet to the Point of Beginning.

The above described tract of land contains 9.46 acres, more or less.

11/01/2022

REGISTERED PROFESSIONAL LAND SURVEYOR

MARCH 14, 2017 BENJAMIN R HUFF 84738PLS

RENEWS: 6/30/23

Hillsboro School District 1J Resolution of the Board

A resolution of Hillsboro School District 1J, Washington County, Oregon, attesting to the District's ownership of certain tracks of land and authorizing the unification of title in the tracts of land.

The Board of Directors of Hillsboro School District No. 1J, Washington County, Oregon hereby resolves:

Section 1. Findings

The Board of Directors (the "Board") of the Hillsboro School District No. 1J, Washington County, Oregon, a common school district in the State of Oregon (the "District") finds:

- 1) The District is undertaking to consolidate the lots that constitute certain school properties;
- 2) The real property on which Tobias Elementary School and its grounds is located is divided into two Parcels and a prior school district entity is listed on the title to the parcels;
- 3) Washington County, Oregon, has required that the Parcels be combined into common ownership so that the same can be replatted as a single tax lot;
- 4) The District is the successor-in-interest to the named entity on the title to the Parcels; and
- 5) The District adopts this resolution to authorize the deeding of each of the Parcels into the name of the District to facilitate the request of Washington County, Oregon.

Section 2. Parcels and Ownership Entities Identified

The Parcels and the current ownership entity of each are identified as:

Lots four (4) and twelve (12), Block Three, Meyer's Addition to Reedville Homes, Washington County, Oregon, also known as tax lots 1200 and 1300.

The Parcels are owned by School District No. 29, Washington County, Oregon, a predecessor to Hillsboro School District No. 1J.

A legal description of each Parcel and a map showing the location of each Parcel is available in that certain WFG National Title Insurance Company Property Information File No: 20-203166 dated June 3, 2020.

/	/	/
/	/	/

Section 3. Authorization of Deeds and Signing Parties

The District hereby attests that it is the successor-in-interest to the ownership entity of Lots four (4) and twelve (12) noted in Section 2 herein. The District authorizes the preparation of a deed conveying title in each of Lots four (4) and twelve (12) from the entity noted in Section 2 to "Hillsboro School District 1J." The District authorizes Mark Watson, as chair of the Board of Directors and Michael Scott, as Superintendent of the District to sign the deed on behalf of the District. The District further authorizes the recordation of the signed and notarized deed in the real property records of Washington County, Oregon.

ADOPTED by the Board of Directors of County, Oregon on this day of Ja	the Hillsboro School District 1J, Washington anuary, 2023.
HILLSBORO SCHOOL DISTRICT 1J, a pol	itical subdivision of the State of Oregon
By: Mark Watson Its: Chair of the Board of Directors	

HILLSBORO SCHOOL DISTRICT January 24, 2023 IMLAY HVAC UPGRADE PROJECTS

SITUATION

ORS 279C.335 permits the Local Contract Review Board, which for Hillsboro School District is the Board of Directors, to award an exemption to following the competitive bidding process upon making certain findings. Oregon law permits the Hillsboro School District Board of Directors, acting as the Local Contract Review Board, to consider and approve specific findings that allow Special Procurements and Exemptions from Competitive Bidding.

FINDINGS OF FACT

Service and Equipment Description

Over the last few years, the ability to maintain and regulate the HVAC system at Imlay Elementary School has become difficult. In working with consultants, it has been determined that a controls upgrade is necessary. The HVAC system at Imlay, is made by Alerton. The approved Alerton dealer in Oregon and Washington is Environmental Controls Corp. (ECC).

This project will replace the existing TUX controls for the entire HVAC systems serving the school. Controls are used to program and monitor all functions of HVAC systems including: Temp. settings, air damper percentages, airflow actuators, duct sensors (CO2), return air sensors, duct smoke sensors, start/stop and status of supply and return fans.

Research has shown that HVAC systems and system controls are essential tools in providing clean and healthy air for staff and students during COVID-19. Being able to verify, monitor, and adjust HVAC systems to ensure optimal functionality is an essential COVID-19 mitigation strategy for schools.

This project may be funded fully or in part by the American Rescue Plan (ARP), also known as ESSER funds, under current guidance and as approved by the Oregon Department of Education. This project is necessary to maintain normal operations post pandemic as the District strives to meet best practices in air quality by increasing circulation and air filtering.

The project cost for ECC to complete this work is \$233,859.00

Rationale

Based upon the above analysis, selection of Environmental Controls Corp. as the sole source vendor to provide HVAC service and equipment qualifies for an exemption from competitive bidding under ORS 279C.345(2).

RECOMMENDATION

The Superintendent recommends that the Board of Directors, acting in the capacity of the Local Contract Review Board, award the contract for Imlay Elementary School HVAC controls upgrade to Environmental Controls Corp. (ECC) in the amount of \$233,859.00.

I move that the Board of Directors, acting in the capacity of the Local Contract Review Board, award the contract for Imlay Elementary School HVAC controls upgrade to Environmental Controls Corp. (ECC) in the amount of \$233,859.00.

HILLSBORO SCHOOL DISTRICT January 24, 2023 WITCH HAZEL HVAC UPGRADE PROJECTS

SITUATION

ORS 279C.335 permits the Local Contract Review Board, which for Hillsboro School District is the Board of Directors, to award an exemption to following the competitive bidding process upon making certain findings. Oregon law and the duly adopted resolution of the Hillsboro School District permits the Hillsboro School District Board of Directors, acting as the Local Contract Review Board, to consider and approve specific findings that allow Special Procurements and Exemptions from Competitive Bidding.

FINDINGS OF FACT

Service and Equipment Description

Over the last few years, the ability to maintain and regulate the HVAC system at Witch Hazel Elementary School has become difficult. In working with consultants, it has been determined that a controls upgrade is necessary. The HVAC system at Witch Hazel is made by Alerton. The approved Alerton dealer in Oregon and Washington is Environmental Controls Corp. (ECC)

This project will replace the existing TUX controls for the entire HVAC systems serving the school. Controls are used to program and monitor all functions of HVAC systems including: Temp. settings, air damper percentages, airflow actuators, duct sensors (CO2), return air sensors, duct smoke sensors, start/stop and status of supply and return fans.

Research has shown that HVAC systems and system controls are essential tools in providing clean and healthy air for staff and students during COVID-19. Being able to verify, monitor, and adjust HVAC systems to ensure optimal functionality is an essential COVID-19 mitigation strategy for schools.

This project may be funded fully or in part by the American Rescue Plan (ARP), also known as ESSER funds, under current guidance and as approved by the Oregon Department of Education. This project is necessary to maintain normal operations post pandemic as the District strives to meet best practices in air quality by increasing circulation and air filtering.

The project cost for ECC to complete this work is \$233,859.00.

Rationale

Based upon the above analysis, selection of Environmental Controls Corp. as the sole source vendor to provide HVAC service and equipment qualifies for an exemption from competitive bidding under ORS 279C.345(2).

RECOMMENDATION

The Superintendent recommends that the Board of Directors, acting in the capacity of the Local Contract Review Board, award the contract for Witch Hazel Elementary School HVAC controls upgrade to Environmental Controls Corp. (ECC) in the amount of \$233,859.00.

I move that the Board of Directors, acting in the capacity of the Local Contract Review Board, award the contract for Witch Hazel Elementary School HVAC controls upgrade to Environmental Controls Corp. (ECC) in the amount of \$233,859.00.