



Hillsboro School District 1J

September 26, 2017
Board Meeting

Board of Directors

Lisa Allen • Wayne Clift • Martin Granum • Erika Lopez • Jaci Spross • Kim Strelchun • Mark Watson

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

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

Board Meeting Agenda

September 26, 2017

5:15 PM

1. 5:15 PM - Work Session
 - A. Introduction of Citizens' Curriculum Advisory Committee Applicants 5
Presenter: Travis Reiman
 - B. Review Budget Committee Applications and Determine Selection Process 7
Presenter: Michelle Morrison
 - C. OSBA Promise Scholarship Program: Board Members' Roles and Responsibilities 9
(Intermediate)
Presenter: Kristen Miles
 - D. Board Discussion Time
 1. Board Meeting Recordings / Meeting Start Time
Presenter: Mike Scott / Lisa Allen
 - E. Recess Board Meeting
2. 7:00 PM - Regular Session
Call to Order and Flag Salute
3. Approval of Agenda
4. Audience Time
5. Reports and Discussion
 - A. Hillsboro Schools Foundation - Annual Report 10
Presenter: Matt Brennan
 - B. Present Superintendent's Goals 11
Presenter: Mike Scott
 - C. Financial Report (*see written report*) 13
Presenter: Adam Stewart
 - D. Policies - First Reading
If no public comments or questions are received regarding these policies during the review period, they will be placed on the consent agenda for approval during the next regular meeting.
 1. Policy IGBC: Title IA / Parental and Family Involvement 18
Presenter: Olga Acuña
 2. Policy IGBAC: Special Education – Personnel; and 24
Policy GCL/GDL: Staff Development
Presenter: Kona Lew-Williams
 3. Policy IGGBA: Identification – Talented and Gifted; and 27
Policy IGBBB: Identification – Talented and Gifted Students among
Nontypical Populations (Delete)

Presenter: Travis Reiman	
4. Policy GBH/JECAC: Staff/Student/Parent Relations Presenter: Dayle Spitzer	30
5. Policy JEA: Compulsory Attendance Presenter: Dayle Spitzer	33
6. Policy KAB: Parental Rights Presenter: Dayle Spitzer	37
7. Policy IFF: Citizens' Curriculum Advisory Committee Presenter: Travis Reiman	40
6. Consent Agenda	
<i>Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.</i>	
A. Approve Minutes of July 11, 2017, Board Meeting	43
B. Approve Minutes of July 31, 2017, Board Meeting	48
C. Approve Routine Personnel Matters	52
D. Approve Resolution for Inclusion under the State of Oregon Deferred Compensation Plan	70
7. Action Items	
A. Appoint Citizens' Curriculum Advisory Committee Members Presenter: Travis Reiman	73
B. Appoint Audit Committee Presenter: Michelle Morrison	75
C. Nominate Oregon School Boards Association (OSBA) Board Members Presenter: Lisa Allen	76
D. Nominate Oregon School Boards Association (OSBA) Legislative Policy Committee Members Presenter: Lisa Allen	77
E. Adopt District Evaluation Process Presenter: Beth Graser	78
F. Award Contracts for Architectural Services Presenter: Adam Stewart	
1. Award Architectural Services Contract for Middle School Addition and Renovation Projects Presenter: Adam Stewart	79
2. Award Architectural Services Contract for Satellite Transportation / Maintenance Facility Presenter: Adam Stewart	80
3. Award Architectural Services Contract for Elementary School Renovation Projects Presenter: Adam Stewart	81
G. Approve the Nomination of Metro Policy Advisory Committee (MPAC) Member	82

/ Alternate

Presenter: Lisa Allen

8. HCU / HEA Reports
9. Superintendent's Time
10. Board of Directors' Time
11. Executive Session
If needed, the Board may wish to go into executive session to discuss matters according to ORS 192.660. (Only used if the Board needs to come back to the regular session to take action.)
12. Adjourn Regular Session
13. Next Meetings of the Board of Directors
 - October 10, 2017, Work Session
 - October 24, 2017, Regular Session

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
INTRODUCE CITIZENS' CURRICULUM ADVISORY COMMITTEE APPLICANTS

SITUATION

In accordance with policy IFF, the Board of Directors has established the Citizens' Curriculum Advisory Committee (CCAC) to provide for citizen involvement in the development of the schools' curriculum and instructional programs, and input into those curricular areas identified by the Board. The CCAC consists of parents and/or citizens who reside in the District attendance area, and includes student representation, as appropriate.

CCAC members are appointed by the Board. The term of service for CCAC members is two years, and terms are staggered so that one-half of members' terms end each year. The Board may appoint CCAC members to as many consecutive terms as it deems appropriate.

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

Current information regarding CCAC positions is provided below:

- Five CCAC members have continuing terms
- The terms of seven CCAC members ended in June
- Two one-year positions are vacant, due to the following circumstances (these positions will be filled through the remainder of the original two-year terms)
 1. One member resigned in the first year of the term
 2. One member became a District employee, and is, therefore, no longer eligible to serve
- Four CCAC student positions are open, as a result of student members graduating

CCAC openings were advertised during the summer. Thirteen membership applications were received – including five applications for reinstatement and eight new applications – plus five student applications.

During the tonight's work session, CCAC applicants will have an opportunity to be introduced to Board members and share their reasons for applying to serve on the committee. During tonight's regular session, the Board will appoint members to fill the

open positions. New members who are appointed by the Board this evening will be able to participate in the first CCAC meeting of the 2017-18 school year on October 2.

RECOMMENDATION

The Superintendent recommends that the Board of Directors meet the CCAC applicants and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
REVIEW BUDGET COMMITTEE APPLICATIONS
AND DETERMINE SELECTION PROCESS

SITUATION

State law and policy DBEA provide for the establishment of a Budget Committee to review the District’s proposed budget. The Hillsboro School District Budget Committee consists of seven members appointed by the Board, plus the seven elected Board members. To be eligible for appointment, Budget Committee members must live and be registered to vote in the District, and must not be officers, agents, or employees of the District. The appointed positions are for three-year terms, with staggered expiration dates.

Four Budget Committee positions will be filled in October 2017. Two of the positions expired on June 30, 2017. Two additional positions are open, as a result of the election of the incumbents to the Hillsboro School District Board of Directors. (Oregon law provides that if an appointive member is unable to serve the full term for which the member was appointed, or an appointive member resigns prior to completion of the term, the governing body shall fill the vacancy by appointment for the unexpired term (ORS 294.414).) Term expiration dates are provided below for the positions to be filled:

<u>POSITION</u>	<u>EXPIRES</u>	<u>HELD BY</u>	<u>NOTES</u>
1	June 30, 2017	Teresa Mahoney	Ms. Mahoney was appointed in 2016 to fill the final year of this term, as the result of the previous incumbent’s resignation.
2	June 30, 2017	Jaime Rodriguez	Mr. Rodriguez was appointed in 2014.
4	June 30, 2018	Martin Granum	Mr. Granum was appointed in 2015; he has been elected to the Board of Directors, effective July 1, 2017.
6	June 30, 2019	Erika Lopez	Ms. Lopez was appointed in 2016; she has been elected to the Board of Directors, effective July 1, 2017.

Vacancies on the Budget Committee were publicly announced in June, and applications were received through September 5. One application for reappointment and eight new applications were received.

During tonight’s work session, the Board will review the names of persons filing applications and persons who have served previously and are willing to be reappointed, and determine the selection process. During the October 24 regular session, the Board will appoint candidates to fill the vacant positions.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review and discuss the Budget Committee applications and the selection process.

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
OREGON SCHOOL BOARDS ASSOCIATION
PROMISE SCHOLARSHIP PROGRAM

SITUATION

Throughout the 2017-18 school year, the Hillsboro School District Board of Directors is participating in the Oregon School Boards Association (OSBA) Promise Scholarship Program, a training program for school boards that, upon completion, provides a \$5000 scholarship for District students.

This evening's topics will include Board members' roles and responsibilities, and a review of the District's Board / Superintendent working agreements.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
HILLSBORO SCHOOLS FOUNDATION ANNUAL REPORT

SITUATION

Hillsboro Schools Foundation (HSF) is a volunteer-driven nonprofit organization whose mission is to cultivate community engagement and funding to inspire excellence in Hillsboro schools. To meet the growing educational needs of the children in the community, HSF has made a commitment over the past 17 years to:

- Increase business philanthropy for K-12 education in Hillsboro
- Strengthen community partnerships
- Increase its annual campaign donors
- Establish a solid planned-giving program
- Enhance volunteer involvement in fundraising

HSF makes Hillsboro's schools stronger and more relevant to students' educational needs by bringing the community together to enhance the public education experience of every Hillsboro-area student:

- Providing innovative and enrichment grants in technology, science, math, multi-cultural programs, reading, language, music, arts, and after-school programs
- Offering fund-raising opportunities for high school clubs through an annual appeal
- Supporting projects that put the tools of exploration, imagination, and self-expression directly into the students' hands, and give them opportunities they wouldn't have under normal school-funded programs
- Encouraging businesses to become more involved in providing unique educational experiences that help to develop the future workforce of Hillsboro
- Encouraging teachers to go beyond the core curriculum to engage and excite students with unique learning experiences

Members of the HSF Board of Directors will present a report to the Hillsboro School District Board of Directors regarding its accomplishments, its continuing commitment to enhancing education through competitive grants, and its current partnership with the District to fund elementary science kits.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
PRESENT SUPERINTENDENT GOALS FOR 2017-18

SITUATION

Part of the Superintendent’s job is to guide the District toward successful completion of goals, and report progress toward goal attainment to the Board on a routine basis.

Superintendent Goals for 2017-18

- Implement the programs, structures, and instructional strategies necessary to complete the agreed-upon action items and goals for year two of the Strategic Plan in the areas of Community, Culture, and Career:

Strategic Plan Area	SMART Goals
<ul style="list-style-type: none"> ○ <u>Community:</u> All students will be known by NAME, STRENGTH, and NEED so supports, enrichments, opportunities, and connections can be made in SCHOOLS and in the COMMUNITY to ensure that students successfully graduate with career- and college-readiness skills. 	<ul style="list-style-type: none"> ✓ By the spring of 2017-18, enhance our student information system to allow tracking of students’ connection to adult advocates / mentors, participation in activities/athletics, interests, areas where supports and/or extensions may be needed, etc. ✓ Increase by 10% the number of community service and/or career-related internships completed by high school students in 2017-18 vs. 2016-17.
<ul style="list-style-type: none"> ○ <u>Culture:</u> All schools will foster a POSITIVE, SUPPORTIVE, and INCLUSIVE school and classroom culture that enables learning. 	<ul style="list-style-type: none"> ✓ Within the first semester of 2017-18, expand and support approaches to wellness for students and staff by offering wellness centers in 13 elementary schools, 1 middle school, and 1 high school. ✓ Increase by 5% the number of English learners or ever English learners earning six or more high school credits by the end of their 9th grade year in 2017-18 vs. 2016-17, using data gathered as of June 2018.
<ul style="list-style-type: none"> ○ <u>Career:</u> All students will have learning experiences with clear PURPOSE, ENGAGEMENT, and ASSESSMENT to ensure learning and career and college readiness. 	<ul style="list-style-type: none"> ✓ Increase SBAC math scores by 3% overall and by 5% for key groups in 2017-18 vs. 2016-17. ✓ Increase by 5% the number of prioritized highly-effective strategies utilized by teachers in the classroom in the areas of our Instructional Framework under Purpose, Engagement, and Assessment, as measured by the pre- and post-district-wide walkthrough data from fall 2017 and spring 2018.

- Provide professional development opportunities for Board members to further their understanding of District practices, instructional models, and systems to increase student achievement.
- Expand efforts to influence educational developments beyond the District by serving in regional and state leadership positions.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
FINANCIAL REPORT

Business Office. The Business Office collaborates with all departments in the District Office to provide a system of support for schools, so that principals can focus their attention on instructional leadership. Financial reports in upcoming months will feature examples of this collaboration, which promotes a culture of continuous improvement, learning, and responding to the changing needs of schools.

Example 13: Business Office Professional Development

The Business Office encourages Administration Center staff at every level to utilize professional associations and peer groups for relevant professional development. Business Office staff receive the necessary time and materials to improve staff skills and determine efficient practices. As a result, Business Office staff members are better equipped to serve school personnel and students. Some of the professional organizations that provide resources, networking, and training opportunities for Business Office staff are the Government Finance Officers Association, Oregon Association of School Business Officials, Oregon Department of Education, and Confederation of School Administrators.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. Finance manager Koral Unger and the Finance team are in the process of consolidating the procurement card program. Currently, the team is also focused on electronic and system maintenance, in order to ensure that business practices are in alignment with policy and the Business Office is operating at maximum efficiency. The Finance team's support was critical to the success of the summer Hillsboro Hops parking services project, as the Finance team piloted the use of Square Point-of-Sale, a mobile application that is used to collect money, for the Hillsboro Hops project. The pilot provided an opportunity to test and establish guidelines for use elsewhere in the District. Square Point-of-Sale is an exciting new tool available to schools in the District.

Finance Team – Financial Reporting and Grants. Finance Manager Jeff Jones led the Business Office team through preparations for the independent audit team's visit to the Administration Center, from September 18 – 29, 2017, including preparing a preliminary draft of the 2016-17 Comprehensive Annual Financial Report (CAFR). The audit team is testing District controls and documentation for various statements and transactions. School Board audit committee members met with the audit team on September 19 to receive an overview of the independent auditors' relationship to the Board, review the CAFR document, and participate in a discussion about internal control testing processes.

Payroll Team and Employee Benefits. Payroll supervisor Kim Grannis leads the Payroll team's work on payroll system improvements and evolution. The time clock system that has been used by the Transportation Department received a required upgrade, including

hardware and software updates. The data logged at Transportation will be verified and imported into the Infinite Visions payroll module, which will streamline payroll workflows. The improved process will save approximately 20 hours per pay period and increase accuracy.

Benefits supervisor Lynette Coffman and the Benefits team did an outstanding job this year with planning and facilitating open enrollment. Having a successful open enrollment is a critical step in processing payroll for the first pay period of the school year. A successful open enrollment involves extensive planning and preparations; clearly communicating plan choices and supplemental benefits that are available to employees; providing outreach services at various District sites to answer questions and provide technical support for employees who need assistance with completing enrollment; and hosting an annual benefits fair during open enrollment, which provides a venue for employees to interact with various benefit vendors and receive technical assistance with completing enrollment.

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 July 2017.

The District received three workers' compensation claims in July 2017. As of July 31, 2017, there were 64 open claims; 33 were for medical costs only, and 31 included time loss. One employee was on a modified work plan during July.

Workers' Compensation Claims			
	2015-16	2016-17	2017-18
July	3	3	3
August	2	6	
September	10	7	
October	8	15	
November	7	17	
December	13	7	
January	11	5	
February	11	11	
March	12	12	
April	10	13	
May	8	10	
June	9	14	
Yearly Total:	104	120	3

Student Incident Report. There is a one-month delay in reporting student incidents to the Board, in order to allow adequate time to ensure that these reports are complete and accurate. Eight student incidents were reported in July.

Student Incident Reports			
	2015-16	2016-17	2017-18
July	0	1	8
August	6	14	
September	181	249	
October	243	291	
November	160	235	
December	43	104	
January	134	150	
February	177	220	
March	165	228	
April	183	216	
May	175	261	
June	68	179	
Yearly Total:	1,467	2,148	8

Vehicle Accidents. There is a one-month delay in reporting vehicle accidents to the Board, in order to allow adequate time to ensure that monthly reports are accurate and complete. There was one bus accident in July.

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
MONTHLY FINANCIAL REPORT - Actual as of August 31, 2017

	July Actual	August Actual	1st Quarter Actual	Fiscal YTD 2017-18	Budget 2017-18	% of 2017-18 Budget Expended	2016-17 Fiscal YTD	% of 2016-17 Budget Expended
Revenues								
Taxes	\$0.00	\$253,268.33	\$253,268.33	\$253,268.33	\$70,221,745.00	0.36%	\$0.00	0.00%
Interest	\$37,093.11	\$46,903.66	\$83,996.77	\$83,996.77	\$404,635.00	20.76%	\$54,093.68	17.57%
Local Sources	\$152,378.28	\$22,845.94	\$175,224.22	\$175,224.22	\$1,790,759.00	9.78%	\$72,103.26	3.80%
Total Local	\$189,471.39	\$323,017.93	\$512,489.32	\$512,489.32	\$72,417,139.00	0.71%	\$126,196.94	0.18%
County/ESD	\$0.00	\$0.00	\$0.00	\$0.00	\$3,554,545.00	0.00%	\$923,487.50	28.38%
State Sources	\$21,476,015.00	\$11,523,589.00	\$32,999,604.00	\$32,999,604.00	\$130,042,910.00	25.38%	\$32,494,989.00	25.57%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$5,377.30	\$297.48	\$5,674.78	\$5,674.78	\$1,000,000.00	0.57%	\$830.13	0.00%
Beginning Balance	\$11,653,172.72	\$0.00	\$11,653,172.72	\$11,653,172.72	\$11,598,462.00	100.47%	\$14,558,454.24	106.59%
Total Revenue	\$33,324,036.41	\$11,846,904.41	\$45,170,940.82	\$45,170,940.82	\$218,613,056.00	20.66%	\$48,103,957.81	22.54%
Expenditures								
Instruction								
Salaries	\$11,382.45	\$118,253.65	\$129,636.10	\$129,636.10	\$77,955,932.49	0.17%	\$158,134.04	0.20%
Benefits	\$10,122.97	\$37,712.98	\$47,835.95	\$47,835.95	\$38,646,081.96	0.12%	\$65,640.72	0.18%
Purchased Service	\$321,739.29	\$73,349.36	\$395,088.65	\$395,088.65	\$4,203,855.40	9.40%	\$571,015.01	9.57%
Supplies/Materials	\$71,780.60	\$55,024.75	\$126,805.35	\$126,805.35	\$1,914,845.70	6.62%	\$232,544.97	16.15%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$31,949.96	\$3,505.00	\$35,454.96	\$35,454.96	\$199,392.45	17.78%	\$77,599.02	42.58%
Total Instruction	\$446,975.27	\$287,845.74	\$734,821.01	\$734,821.01	\$122,920,108.00	0.60%	\$1,104,933.76	0.91%
Support Services								
Salaries	\$1,598,950.41	\$1,720,457.70	\$3,319,408.11	\$3,319,408.11	\$39,746,401.28	8.35%	\$3,327,559.63	8.75%
Benefits	\$893,096.75	\$904,082.33	\$1,797,179.08	\$1,797,179.08	\$24,893,304.97	7.22%	\$1,610,674.41	7.89%
Purchased Service	\$443,656.68	\$1,928,246.57	\$2,371,903.25	\$2,371,903.25	\$14,973,635.58	15.84%	\$2,281,421.16	16.17%
Supplies/Materials	\$412,001.52	\$359,353.52	\$771,355.04	\$771,355.04	\$3,407,810.16	22.63%	\$1,026,766.83	15.46%
Capital Purchases	\$5,933.00	\$40,570.00	\$46,503.00	\$46,503.00	\$101,962.00	45.61%	\$325,595.75	130.21%
Other	\$20,063.45	\$1,158,249.12	\$1,178,312.57	\$1,178,312.57	\$1,625,907.02	72.47%	\$1,109,965.12	80.06%
Total Support	\$3,373,701.81	\$6,110,959.24	\$9,484,661.05	\$9,484,661.05	\$84,749,021.01	11.19%	\$9,681,982.90	11.98%

<i>Expenditures (continued)</i>	July Actual	August Actual	1st Quarter Actual	Fiscal YTD 2017-18	Budget 2017-18	% of 2017-18 Budget Expended	2016-17 Fiscal YTD	% of 2016-17 Budget Expended
Community Services								
Salaries	\$14,305.41	\$14,305.41	\$28,610.82	\$28,610.82	\$316,891.23	9.03%	\$49,376.22	18.69%
Benefits	\$6,914.32	\$6,915.00	\$13,829.32	\$13,829.32	\$161,434.07	8.57%	\$16,329.75	14.86%
Purchased Service	\$238.20	\$0.00	\$238.20	\$238.20	\$88,964.02	0.27%	\$15,502.78	9.62%
Supplies/Materials	\$71.45	\$72.88	\$144.33	\$144.33	\$6,494.14	2.22%	\$1,974.63	64.89%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$919.52	0.00%	\$0.00	0.00%
Total Community Services	\$21,529.38	\$21,293.29	\$42,822.67	\$42,822.67	\$574,703.00	7.45%	\$83,183.38	15.41%
Capital Projects								
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Debt Service Payment	\$0.00	\$0.00	\$0.00	\$450.00	\$528,500.00	0.09%	\$0.00	0.00%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$9,840,724.00	0.00%	\$0.00	0.00%
Total Expenditures	\$3,842,206.46	\$6,420,098.27	\$10,262,304.73	\$10,262,754.73	\$218,613,056.01	4.69%	\$10,870,100.04	5.09%

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
FIRST READING – POLICY IGBC: TITLE IA /
PARENTAL AND FAMILY INVOLVEMENT

SITUATION

On December 10, 2015, the United States Congress reauthorized the Elementary and Secondary Education Act of 1965, more commonly known now as the Every Student Succeeds Act of 2015 (ESSA). Oregon School Boards Association (OSBA) and the Oregon Department of Education have reviewed and updated their recommendations for school district policies to reflect the provisions of ESSA.

District policy IGBC provides for the involvement of parents in the District's Title IA program. School boards are required to review and readopt this policy annually.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy IGBC: Title IA / Parental and Family Involvement.

Title IA/Parental and Family Involvement **

The Board recognizes that parental and family involvement is vital to achieve maximum educational growth for students participating in the District's Title IA program. Therefore, in compliance with federal law and Oregon Department of Education guidelines, the District shall meet with parents and family to provide information regarding their school's participation in the Title IA program and its requirements.

~~The Superintendent shall ensure equivalence among schools in teachers, administration, and other staff, and in the provisions of curriculum materials and instructional supplies.~~

~~The Board directs the Superintendent to ensure that each of the District's schools participating in the Title I program meet annually. Parents of participating students shall be informed of their right to be involved in the development of the District's parental involvement policy, overall Title I plan, and school-parent compact.~~

~~The District shall, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students, and parents of migratory students. Information and school reports will be provided in a format and language parents understand.~~

~~In cooperation with parents, the District's policy, plan, and compact shall be reviewed annually and updated periodically to meet the changing needs of parents and the schools, and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.~~

~~The Superintendent shall develop administrative regulations, as necessary, to implement this policy and meet the requirements of the law.~~

The Board directs the Superintendent to ensure that such meetings are held annually, and at a convenient time. All parents and family of participating students shall be invited to attend. Title IA funds may be provided for transportation, child care, home visits or other parental involvement services, as appropriate. The Superintendent shall ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

Parents and family shall be informed of their right to be involved in the development of the District's parental and family engagement policy, Title IA District and school plans and the school-parent compacts.

Parental and Family Engagement Policy

A parental and family engagement policy shall be developed jointly, agreed upon with and distributed to parents and family of participating students. The District shall ensure:

1. Involvement of parents and family members in the joint development of the District's overall Title IA plan, and the development of support and improvement plans.
2. Coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.
3. Development of activities that promote the schools' and parents' and family capacity for strong parent involvement.
4. Coordination and integration of parent and family engagement strategies with appropriate programs as provided by law.
5. Involvement of parents and family in the annual evaluation of the content and effectiveness of the policy, in improving the academic quality of schools served under Title IA.
6. Identification of barriers to participation by parents in activities who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority.
7. Findings of annual evaluations are used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy.
8. Involvement of parents in the activities of schools served under Title IA.

District Title IA Plan

The District's Title IA plan shall ensure that all children receive a high quality education to close the achievement gaps between children meeting the challenging state academic standards and children who are not meeting such standards. As a part of the District's overall Title IA plan, the District shall ensure effective involvement of parents and family by promoting activities that support a partnership among the schools, parents, family and the community, and that promotes the improvement of student achievement. The District plan shall describe:

1. How the District will monitor progress in meeting state academic content standards.
2. How the District will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.
3. How the District will use effective parental involvement practices.
4. The poverty criteria to select school attendance areas for participation.

5. The services provided in both schoolwide and in targeted assisted schools, and educational services outside of those schools as appropriate (e.g., children living in local institutions or a community day school program).
6. The services provided to homeless children and youth.
7. Effective parent and family engagement strategies used by the District.
8. If applicable, how the District will support, coordinate and integrate services with early childhood education programs including transition to local elementary schools.
9. In consultation with parents, administrators, and specialized instructional support personnel, how the District will select the most eligible students in need of services in targeted assisted schools.
10. How the District will implement strategies to facilitate effective transitions of students from middle school to high school, and from high school to post-secondary education.
11. How the District will support efforts to reduce the overuse of discipline practices that remove students from the classroom.
12. If appropriate, how the District supports programs that coordinate and integrate academic and career technical education, including but not limited to, work-based learning opportunities.
13. Any other information on how the District proposes to use funds to meet the purpose of the Title IA program as the District determines appropriate.

Title IA School Plan

Each Title IA school in the District shall jointly develop a plan and distribute the plan to parents and family members of participating children that:

1. Describes the convening of an annual meeting to inform parents and family members of their school's participation in Title IA and explain the requirements of Title IA.
2. Involves parents and family members in the planning, review and improvement of programs under Title IA.
3. Shall provide assistance to parents of students served by the school in understanding such topics as the State's academic standards and student academic achievement standards, Title IA plan requirements, state and local academic assessments and how to monitor a student's progress and work with educators to improve the achievement of their student.
4. Shall provide materials and training to help parents work with their student to improve their student's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
5. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to

reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.

6. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State and local programs, including public preschool programs and other programs that encourage and support parents in fully participating in the education of their children.
7. Shall ensure, to the extent practicable, that information related to school and parent programs, meetings and other activities is sent to the parents of participating students in a format and language the parents can understand.
8. May involve parents in the development of training of teachers, principals and other educators to improve the effectiveness of such training.
9. May provide necessary literacy training from Title IA funds received if the District has exhausted all other reasonably available sources of funding for such training.
10. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related activities, (i.e., meetings and training sessions).
11. May train and support parents to enhance the involvement of other parents.
12. May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize parental involvement and participation.
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title IA programs.
14. May develop appropriate roles for community-based organizations and businesses in parent involvement activities.
15. May adopt and implement model approaches to improving parental involvement.
16. Shall provide such other reasonable support for parental involvement activities consistent with Title IA requirements, as parents may request.

School-Parent Compact

A school-parent compact shall be developed for each of the District's Title IA schools. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's academic achievement standards.
2. Describe the ways in which each parent will be responsible for supporting their student's learning.

3. Address the importance of ongoing communication between teachers and parents through:
 - a. Annual parent-teacher conferences at the elementary school level; and
 - b. Frequent reporting to parents on their student's progress.

The District shall provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students, to volunteer and participate in their student's class and observe classroom activities. Information and school reports, to the extent practicable, will be provided in a language parents and family members can understand.

The District's policy, plan and compact shall be reviewed annually and updated periodically to meet the changing needs of parents and the schools, and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

END OF POLICY

Legal Reference(s):

[ORS 343.650](#)

[ORS 343.660](#)

[OAR 581-015-0750](#)

[OAR 581-037-0005 to -0025](#)

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6312, 6318.

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
FIRST READING – POLICY IGBAC: SPECIAL EDUCATION – PERSONNEL; AND
POLICY GCL/GDL: STAFF DEVELOPMENT

SITUATION

On December 10, 2015, the United States Congress reauthorized the Elementary and Secondary Education Act of 1965, more commonly known now as the Every Student Succeeds Act of 2015 (ESSA). Oregon School Boards Association (OSBA) and the Oregon Department of Education have reviewed and updated their recommendations for school district policies to reflect the provisions of ESSA.

District policy IGBAC addresses the recruitment, hiring, and retention of staff to provide special education and related services to students who have disabilities; and policy GCL/GDL addresses the District’s staff development program. The proposed revisions to these policies are based on recommendations from OSBA to align the policies with ESSA requirements.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy IGBAC: Special Education – Personnel; and policy GCL/GDL: Staff Development.

Special Education – Personnel Development

Consistent with Teacher Standards and Practices Commission (TSPC) requirements, District personnel are appropriately and adequately prepared to implement special education and related services, and have the content knowledge and skills to serve children with disabilities.

The District takes measurable steps to recruit, hire, train, and retain highly qualified personnel who are appropriately licensed and endorsed by TSPC to provide special education and related services to children with disabilities.

The District's plan for providing personnel development programs in the District is found in Board policy GCL/GDL – Staff Development.

END OF POLICY

Legal Reference(s):

[OAR 584-220-0180](#)

[OAR 584-220-0185](#)

Individuals with Disabilities Education Act 20 U.S.C. § 1412(a)(14)(D) and 20 U.S.C. § 1413(a)(3).

Assistance to States for the Education of Children with Disabilities 34 C.F.R. § 300.156(d) and 34 C.F.R. § 300.207.

Hillsboro School District 1J

Code: **GCL/GDL**

Adopted: 7/96

Revised/Readopted: 11/25/08; 9/23/14

Staff Development

In order to strengthen and refine professional skills of District personnel, the Superintendent / designee will develop a comprehensive staff development program for all employees.

The development and implementation of the District's staff development program, including provisions for the professional growth of staff, will be based on the strategic plan and / or school improvement plan.

Staff development programs, whether provided directly by the District or through District contracts with third parties, will provide appropriate, reasonable accommodations to ensure that such programs are available to employees with disabilities.

Completion of continuing professional development (CPD) requirements, as set forth in OAR Chapter 584, Division 090 by the Teacher Standards and Practices Commission (TSPC) for license renewal, are the sole responsibility of the employee. Each individual licensed employee is solely responsible for ensuring accurate completion of the professional development required for licensure. Once a licensed employee completes licensure requirements, he / she / they must report the professional development units (PDUs) to the district Human Resources department. The Human Resources department will submit a Professional Educational Experience Report (PEER) form to TSPC. TSPC will randomly audit individual educators, who are expected to retain copies of all records showing completion of PDUs for at least six years.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)

[ORS 329.125](#)

[ORS 329.704](#)

[OAR 581-022-0606](#)

[OAR 581-022-1720](#)

Clackamas IED Assn. v. Clackamas IED, No. C-141-77, 3 PUB. EMPL. COLL. BARG. REP. 1848 (ERB 1978).

Eugene Educ. Ass'n v. Eugene Sch. Dist. 4J, No. C-93-79, 5 PUB. EMPL. COLL. BARG. REP. 3004 (ERB 1980).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
FIRST READING – POLICY IGBBA: IDENTIFICATION – TALENTED AND GIFTED;
AND POLICY IG BBB: IDENTIFICATION – TALENTED AND GIFTED STUDENTS
AMONG NONTYPICAL POPULATIONS (DELETE)

SITUATION

District policies IGBBA and IG BBB address the District's process for identifying talented and gifted (TAG) students in grades K-12. Changes to Oregon Administrative Rule (OAR) 581-022-1310 impact school districts' procedures for identifying TAG students, including students in under-represented populations, with new testing requirements and best practices. Oregon School Boards Association (OSBA) is recommending that language regarding under-represented populations be incorporated into policy IGBAA, so that a single policy addresses the identification process for all talented and gifted students, and that policy IG BBB be deleted.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of revisions to policy IGBBA: Identification – Talented and Gifted; and the deletion of policy IG BBB: Identification – Talented and Gifted Students among Nontypical Populations.

Identification - Talented and Gifted Students**

In order to serve academically talented and intellectually gifted students in grades K-12, the District directs the Superintendent / designee to establish a written identification process. This process of identification shall include, as a minimum:

1. Behavioral, learning, and/or performance information;
2. A nationally standardized mental ability test for assistance in identifying the identification of intellectually gifted students;
3. A nationally standardized academic achievement test of language arts or mathematics for assistance in identifying academically talented students.
4. The use of research-based best practices to identify all talented and gifted students, including students from under-represented populations, such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse, or economically disadvantaged.

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

~~The Board has established an appeals process for~~ If a parent / parents to utilize if they are dissatisfied with the identification process ~~or placement of their students for the District program for talented and gifted students and wish to request reconsideration,~~ they may appeal the decision through the accompanying administrative regulation, IGBBA-AR: Appeals Procedure for Talented and Gifted Identification and Placement. After exhausting the District's appeal procedure, and receiving a final decision, a parent / parents may appeal the decision to the State Superintendent of Public Instruction.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.411](#)

[OAR 581-021-0030](#)
[OAR 581-022-1310 to -1330](#)
[OAR 581-022-1940](#)
[OAR 581-022-1941](#)

Identification - Talented and Gifted Students Among All Populations**

The District will make an effort to identify talented and gifted students from special populations such as:

1. Ethnic minorities;
2. Economically disadvantaged;
3. Culturally different;
4. Underachieving gifted;
5. Students with disabilities.

Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall be used.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the District program for talented and gifted students and wish to request reconsideration.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.411](#)

[OAR 581-022-1310](#)
[OAR 581-022-1940](#)

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
FIRST READING – POLICY GBH/JECAC:
STAFF / STUDENT / PARENT RELATIONS

SITUATION

The revisions to Board policy GBH/JECAC: Staff / Student / Parent Relations, are recommended by Oregon School Boards Association (OSBA) in order to clarify and update the policy regarding the rights of noncustodial parent(s), and are not the result of any recent changes in legislation.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy GBH/JECAC: Staff / Student / Parent Relations.

Staff/Student/Parent Relations**

The Board encourages parents to be involved in their student's school educational activities, and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting school their student's education records and consulting with school staff concerning the student's welfare and education to the same extent as provided to the parent having sole custody;
2. Authorizing emergency medical, dental, psychological, psychiatric, or other health care for the student if the custodial parent is, for practical reasons, unavailable.

~~At the time of enrollment of a student, it is the responsibility of the parent enrolling a child to provide a court certified copy of any currently effective court order or judgment which restricts in any way the rights of a parent or which makes an award of custody of the child being enrolled. Upon modification of any custody or parenting time order, if a parent wants the school to be aware of the changes, that parent shall have the responsibility to provide a court certified copy of the modifying order or judgment. A "court certified copy" is a copy of the original document certified as such by the clerk of the issuing court and signed by the court clerk with the seal of the court affixed or stamped upon the copy. If the court certified order or judgment so instructs, noncustodial parents will not be granted visitation or school based telephone access to the student during the school day. The student will not be released to the noncustodial parent without written permission of the parent with sole custody. It is the responsibility of the parent with sole custody to provide any court order that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued.~~

Noncustodial parents will not be granted visitation or telephone access to the student during the school day. The student will not be released to the noncustodial parent unless allowed by court order.

~~In the case of joint custody, shared custody, or such other labeling nomenclature indicating some alternative custodial judgment or order, the District will adhere to all conditions specified and ordered by the court. The District may request in writing any special requests or clarifications in areas concerning the student and the District's relationship and responsibilities. Where the judgment or order is ambiguous in the designation of custodial rights and responsibilities between the parents, the District shall presume each parent has all rights and responsibilities of a custodial parent unless the judgment or order provided specifically directs otherwise.~~

The District will use reasonable methods to identify and authenticate the identity of both parents.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)

[ORS 109.056](#)

[ORS 163.245 to -163.257](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).

Cross Reference(s):

JM - Staff-Student Relations

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
FIRST READING – POLICY JEA: COMPULSORY ATTENDANCE

SITUATION

The revisions to Board policy JEA: Compulsory Attendance are not the result of any recent changes in legislation, but are recommended by Oregon School Boards Association (OSBA) in order to clarify and update the policy, and include references to Oregon Revised Statutes that are relevant to an exemption from compulsory attendance for emancipated minors, or minors who have made application to become emancipated.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy JEA: Compulsory Attendance.

Compulsory Attendance**

Except when exempt by Oregon law, all students between ages 6 and 18, who have not completed the 12th grade, are required to regularly attend a public, full-time school during the entire school term.

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having legal control of a student between ages 6 and 18, who has not completed the 12th grade, are required to have the student attend school, and maintain the child in regular attendance during the school term. Persons having legal control of a student who is five years of age and who has been enrolled in a public school are required to have the student attend, and maintain the student in regular attendance during the school term.

Under the Superintendent's direction and supervision, building principals / designees shall monitor and report any violation of the compulsory attendance law to the Superintendent or designee. Failure to send a student to school and to maintain a student in regular attendance is a Class C violation.

A parent or other person lawfully charged with care or custody of a child, who is not supervising his/her student by requiring school attendance, may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

The District will develop procedures for issuing a citation.

Exemptions from Compulsory School Attendance

In the following cases, students shall not be required to attend public schools full-time:

1. Students being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools; and in attendance for a period equivalent to that required of students attending public schools;
2. Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools;
- ~~3. Students who have received a high school diploma;~~
- 3 4. Students being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school, for a period equivalent to that required of students attending public schools;
- 4 5. Students being educated in the home by a parent or legal guardian;

- a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Northwest Regional Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
- b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
 - (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
- c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
- d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
- e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
- f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
- g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.

5 ~~6~~. Students excluded from attendance as provided by law;

6 ~~7~~. An exemption may be granted to the parent or legal guardian of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college, or ~~other state-registered~~ an alternative education program as defined in ORS 336.615.

7. An exemption ~~also~~ may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.588.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 336.615 to -336.665](#)
[ORS 339.010 to -339.090](#)
[ORS 339.095](#)

[ORS 339.990](#)
[ORS 419B.550 to -419B.558](#)
[ORS 807.065](#)
[ORS 807.066](#)

[OAR 581-021-0026](#)
[OAR 581-021-0029](#)
[OAR 581-021-0071](#)
[OAR 581-021-0077](#)

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
FIRST READING – POLICY KAB: PARENTAL RIGHTS

SITUATION

On December 10, 2015, the United States Congress reauthorized the Elementary and Secondary Education Act of 1965, more commonly known now as the Every Student Succeeds Act of 2015 (ESSA). Oregon School Boards Association (OSBA) is recommending revisions to Board policy KAB: Parental Rights to reflect the provisions of ESSA.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy KAB: Parental Rights.

Parental Rights

The Board recognizes the importance of promoting parental input in decision making related to their student's health and general well-being, and in determining District and student needs for educational services, and in program development and District operations. To assist the District in this effort, and in accordance with the No Child Left Behind Act of 2001 (NCLBA) Every Student Succeeds Act of 2015 (ESSA), the District affirms the right of parents, upon request, to inspect:

1. A survey created by a third party before the survey is administered or distributed by the District to a student, including any District survey containing "covered survey items"¹ as defined by the NCLBA ESSA;
2. Any instructional material used by the District as part of the educational curriculum for the student;
3. Any instrument used in the collection of personal information from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose.

As provided by law, parents of District students will also, upon request, be permitted to excuse their student from "covered activities"² as defined by the NCLBA ESSA. The rights provided to parents under this policy, transfer to the student when the student turns 18 years of age or is an emancipated minor under applicable state law.

The Superintendent will ensure that activities requiring parental notification is are provided as required by law and that reasonable notice of the adoption or continued use of this policy is provided to parents of students enrolled in District schools. The input of parents will be encouraged in the development, adoption, and any subsequent revision of this policy.

The Superintendent shall develop administrative regulations to implement this policy, including provisions as may be necessary to ensure appropriate notification to parents of their rights under federal law and District procedures to request review of covered materials, excuse a student from participating in

¹ "Covered survey items," under NCLBA ESSA, include one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

² "Covered activities," requiring notification under NCLBA ESSA, include activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; the administration of any survey containing one or more of covered survey items; and any nonemergency, invasive physical examination or screening that is required as a condition of attendance and administered and scheduled by the school in advance. See the administrative regulation for additional definitions.

covered activities; and protect student privacy in the event of administration or distribution of a survey to a student.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Every Student Succeeds Act of 2015, 20 U.S.C. § 7928 (2015).

Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2006~~2015); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2006~~2015).

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2010).

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
FIRST READING – POLICY IFF: CITIZENS' CURRICULUM ADVISORY COMMITTEE

SITUATION

The District's Citizens' Curriculum Advisory Committee (CCAC) operates in accordance with the provisions of policy IFF. In 2014, the Board approved revisions to policy IFF that reflected changes to the process of recruiting and appointing members of the CCAC. The policy revisions that are now being proposed will allow recruitment for CCAC positions to occur throughout the summer, rather than being limited to the month of August.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy IFF: Citizens' Curriculum Advisory Committee.

Citizens' Curriculum Advisory Committee

The Board recognizes the importance of citizen involvement in District curriculum. The Citizens' Curriculum Advisory Committee (CCAC) will review any topics assigned by the Board and assist in the development of the schools' curriculum and instructional programs.

The Board, in consultation with the CCAC chair and District staff, shall determine the number of participants that is sufficient to fulfill the responsibilities of the committee. The committee shall include student representation, as appropriate. Committee members will be appointed by the Board. All committee members must be citizens who reside within the District attendance area.

The length of term shall be two years:

1. The terms are September, year one, through June, year two.
2. Incoming representatives shall be approved by the Board at the August meeting, or as openings occur.

In June, the Board will identify vacant CCAC positions, which must be filled by appointment of the Board. The Board will announce the vacancies in June and receive applications from interested persons during the month of August summer. Such applications will include a signed statement that the applicant is willing to serve as a member of the CCAC and to adhere to the policies of the District. The Board may appoint CCAC members to as many consecutive terms as deemed appropriate.

In August September, the Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed. At the first regular meeting in September, the Board will appoint persons to fill the vacant positions;

3. Resignations from the committee will be accepted by the Board. Replacement representatives shall be approved by the Board to fill the unexpired terms.

The purpose of the committee is to review areas that have been identified by the Board and other curricular areas:

1. To serve as a resource to the Board, the Superintendent, and the Assistant Superintendent of the Office for School Performance in setting direction for long-range curriculum development;
2. To review and give input on recommendations from the staff curriculum committees as needed;
3. To review textbook adoption recommendations and other programs.

The purpose of the committee is advisory in nature. The committee reports findings and recommendations to the Board for discussion and action.

END OF POLICY

Legal Reference(s): [ORS 332.107](#)

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
July 11, 2017
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

DRAFT

1. **WORK SESSION**

Board Present:

Wayne Clift, Chair
Lisa Allen
Martin Granum
Erika Lopez
Jaci Spross
Kim Strelchun
Mark Watson

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Kona Lew-Williams, Chief Human Resources Officer
Beth Graser, Director, Communications
Michelle Morrison, Director, Business Services
Val Bokma, Assistant to the Board
Sev Flores, Technology Support

Director Kim Strelchun called the meeting to order at 5:24 PM and announced that Board Chair Wayne Clift would be arriving late. (Board Chair Clift arrived at 5:30 PM.)

a. Bond / Budget Update

Superintendent Mike Scott, Director of Business Services Michelle Morrison, and Assistant Superintendent of Academic Services Travis Reiman presented information regarding State funding for education, including Measure 98 funding. Although the District's 2017-18 budget was based on an anticipated State budget of \$8.15 billion, the State released a K-12 budget of \$8.2 billion. At this time, District administrators do not recommend restoring areas of the District's budget that were reduced, because the State budget for the biennium currently reflects at 50/50 split, and legislators are discussing adjusting this to a 49/50 split, in order to avoid deeper cuts in the second year of the biennium, when inflation is expected to result in higher costs.

Although the legislature has only approved a portion of the funding for Measure 98, District administrators hope that legislators will find a way to fully fund this measure in the future.

b. Review Summer Retreat Agenda

Superintendent Mike Scott presented a draft agenda for the July 31 Board retreat. Board members provided feedback and suggestions.

c. Board / Superintendent Advisory Team (BSAT) Update and Proposal – Student Representatives on the School Board

Superintendent Scott presented an update on the history and recent activity of the Board / Superintendent Advisory Team. Board members discussed the importance of hearing from students who have a broad range of perspectives, and several Board members expressed support for establishing a student representative position on the Board, in addition to continuing to meet with groups of students and receive their input on matters that are important to them. The discussion included questions regarding the processes established by other school districts regarding the length of a student representative's term and the extent of the students' commitment / involvement.

Superintendent Scott will draft a proposal that will include continuing to receive input from a diverse group of students and creating a student representative position for the Board. The selection of a Board representative may need to occur in the spring, depending on the process that is established.

d. Superintendent's Committee Opportunities

Superintendent Scott and Cabinet members provided information regarding 2017-18 committee opportunities for Board members. Board members were asked to notify Director of Communications Beth Graser of their interest in serving on the committees.

e. Discuss 2017-18 and 2018-19 Board Meeting Dates

Board members reviewed proposed revisions to the approved Board meeting schedule for the 2017-18 school year, including the following changes:

- Combining the Budget Committee meeting, previously scheduled for May 3, with the April 24 Board meeting
- Combining the second Budget Committee meeting (if needed) with the May 8 Board meeting
- Moving the June regular session, previously scheduled for June 12, to June 26

Board members expressed support for these changes. Therefore, the revised 2017-18 Board meeting schedule will be presented to the Board for approval on July 31.

Board members also reviewed a proposed Board meeting schedule for the 2018-19 school year. They expressed support for this proposed schedule, which will be presented to them for approval in June 2018. Since this proposed schedule does not include a July meeting, Board members requested additional information regarding the scheduling of business that is usually conducted by the Board during the July regular session.

The proposed Board meeting schedules are included in the Board meeting packet.

f. Board Discussion Time

Board members discussed District events and processes, and provided brief summaries of their recent and upcoming activities. New members were welcomed to the Board and expressed their appreciation for this opportunity to serve.

g. Recess Board Meeting

The meeting was recessed at 6:41 PM.

REGULAR SESSION

Board Present:

Wayne Clift, Chair
Lisa Allen
Martin Granum
Erika Lopez
Jaci Spross
Kim Strelchun
Mark Watson

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Kona Lew-Williams, Chief Human Resources Officer
Don Wolff, Chief Information Officer
Beth Graser, Director, Communications
Michelle Morrison, Director, Business Services
Val Bokma, Assistant to the Board
Martha Méndez Bolaños, Bilingual Interpreter / Translator
Gaspar Lopez Lopez, Bilingual Interpreter
Sev Flores, Technology Support

Others Present:

Steve Callaway, Mayor,
City of Hillsboro
Devin Hunter, HCU

2. Call to Order and Flag Salute

Board Chair Wayne Clift reconvened the meeting at 7:00 PM and led the Pledge of Allegiance.

3. Administer Oath of Office

Board Chair Wayne Clift administered the oath of office to newly elected Directors Erika Lopez, Mark Watson, Martin Granum, and Jaci Spross. The new directors received certificates from the Washington County Elections Office.

4. Approval of Agenda

Director Kim Strelchun MOVED, SECONDED by Director Martin Granum, to approve the agenda. The MOTION CARRIED (7-0).

5. Audience Time

Steve Callaway, Mayor of the City of Hillsboro, welcomed new school Board members, expressed support on behalf of the City for the work of the District, and thanked all of the Board members for their service to the community.

6. REPORTS AND DISCUSSION

a. Curriculum Adoption Cycle: Postpone Selection of Instructional Materials

Assistant Superintendent Travis Reiman reported on the District's intention to notify the Oregon Department of Education of the need to continue to postpone the adoption of instructional materials for the following academic content areas, as a result of multiple years of budget reductions: World Languages, Health and Physical Education, Social Science, and Art. He explained that the District is currently implementing a high school math adoption, and is engaged in a K-12 science adoption.

Assistant Superintendent Reiman explained that, although the District is not on cycle with the purchase of instructional materials in the specified content areas, the District is fulfilling the requirements of teaching to the adopted standards in each of these content areas by utilizing strategies that include developing instructional materials, accessing open source materials, etc. He anticipates that the increasing availability of technology and digital resources may eventually result in changes to the curriculum adoption requirements.

There is no penalty for postponing the adoption of instructional materials, and this necessity is not uncommon for Oregon schools, due to ongoing funding challenges. Board Chair Lisa Allen asked Assistant Superintendent Reiman to provide a current estimate of the cost of complying with the curriculum adoption requirements.

b. Financial Report

Director of Business Services Michelle Morrison presented the monthly financial report. The report is included in the Board meeting packet.

7. CONSENT AGENDA

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

Director Lisa Allen MOVED, SECONDED by Director Martin Granum, to approve the Consent Agenda as printed. The MOTION CARRIED (7-0).

Consent Agenda items were as follows:

- a. Approve Minutes of June 13, 2017, Board Meeting
- b. Approve Routine Personnel Matters
- c. Accept Gifts and Donations
- d. Establish Tuition Rates for Nonresident Students
- e. Approve Annual Depository, Auditor, Legal Counsel, Newspaper, and Agent Designations
- f. Approve Annual Clerk/Officer Designations
- g. Approve Annual Crime Policy Coverage Limits
- h. Readopt Policy DFAA: Capital Project Fund
- i. Establish Mileage Reimbursement Rate
- j. Approve Parent Organization Activities for Liability Insurance Coverage
- k. Award Contract for Commercial Food Products
- l. Approve Intergovernmental Agreement Between Hillsboro School District and the City of Hillsboro's Parks and Recreation Department

8. ACTION ITEMS

a. Elect Board Chair and Vice Chair

Board Chair Wayne Clift opened the floor to nominations for Board Chair for 2017-18. Director Martin Granum nominated Director Lisa Allen for the position of Board Chair. Director Allen accepted the nomination. Hearing no further nominations, Board Chair Clift closed the nominations. The vote in favor of Director Allen was unanimous (7-0).

Board Chair Wayne Clift then opened nominations for Board Vice Chair for 2017-18. Director Jaci Spross nominated Director Kim Strelchun for the position of Board Vice Chair. Director Strelchun accepted the nomination. Hearing no further nominations, Board Chair Clift closed the nominations. The vote in favor of Director Strelchun was unanimous (7-0).

b. Declare Surplus Equipment and Authorize Disposal by Public Auction

Director of Business Services Michelle Morrison requested that the Board declare surplus a 1994 Chevrolet courier box delivery van, and authorize its disposal by public auction, per Board policy DN: Disposal of District Property. The auction of surplus items (authorized for disposal by the Board on June 13, 2017) is scheduled to take place on July 29.

Director Kim Strelchun MOVED, SECONDED by Director Wayne Clift, that the Board of Directors declare the specified courier box delivery van surplus, and authorize its disposal by public auction. The MOTION CARRIED (7-0).

9. NWRESD/HCU/HEA Reports

HEA President Jill Golay was unable to attend the meeting.

HCU President Devin Hunter discussed his goals as HCU president, the summer work goals of the District’s technology support staff, the benefits of serving on the classified bargaining team, and the impact the classified bargaining team has on classified staff throughout the District. He also discussed the tremendous impact that the Board of Directors has on staff and students, and thanked all of the Board members for their service.

10. Superintendent’s Time

Superintendent Scott welcomed new Board members and commended them for their focus on serving students and staff. He also thanked Director Wayne Clift for his years of service as Board chair, and for presiding with grace and dignity over a number of challenging topics, with a focus on how best to serve the community.

11. Board of Directors’ Time

New Board members thanked the community and said they are honored to have the opportunity to serve on the Board. Continuing Board members welcomed new members and commended Director Clift for his outstanding work as Board chair for the past two years. Director Clift thanked all of the Board members for their service and respect.

12. Follow-Up Items

Agenda Item / Request	Action
<p><u>Curriculum Adoption Cycle: Postpone Selection of Instructional Materials</u> Board Chair Lisa Allen asked Assistant Superintendent Reiman to provide a current estimate of the cost of complying with the curriculum adoption requirements.</p>	<p>The information was provided.</p>
<p><u>Discuss 2017-18 and 2018-19 Board Meeting Dates</u> Board members requested additional information regarding the scheduling of business that is usually conducted by the Board during the July regular session.</p>	<p>Information to be provided.</p>

13. Executive Session

No executive session was called.

14. Adjournment

The meeting was adjourned at 7:36 PM.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
July 31, 2017
The River House, 4000 SE Rood Bridge Road, Hillsboro, OR 97123

DRAFT

WORK SESSION / RETREAT

Board Present:

Lisa Allen, Chair
Kim Strelchun, Vice Chair
Wayne Cliff
Martin Granum
Erika Lopez
Jaci Spross
Mark Watson

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Kona Lew-Williams, Chief Human Resources Officer
Adam Stewart, Chief Financial Officer
Casey Waletich, Executive Director, Safety, Facilities, Operations
Beth Graser, Director, Communications
Michelle Morrison, Director, Business Services
Val Bokma, Assistant to the Board
Sev Flores, Technology Support

Others Present:

Kristen Miles, OSBA
Rick Rainone, Cornerstone
Management Group, Inc.

Board Chair Lisa Allen called the meeting to order at 8:35 AM.

Breakfast and Team-Building Activity 1

Superintendent Mike Scott led the Board in a team-building activity.

The Changing Role of Public Education

Superintendent Scott and District administrators provided information regarding changes that have occurred in education over the years in the areas of leadership, school performance, academic services, facilities, safety, human resources, budgeting, communication, and community outreach. These changes are related to developments in the understanding of students' abilities, the needs and rights of students, and societal expectations.

Strategic Planning – 2016-2021 Strategic Plan

Director of Communications Beth Graser reported on the outcomes of the District's 2016-17 Strategic Plan goals, presented a proposal regarding the 2017-18 work plan and goals, and received feedback from Board members.

Director Graser also received feedback from Board members on proposed metrics for the new District evaluation process, which is being developed to align with the District's Strategic Plan and to complement the District's Superintendent and Board evaluation processes.

Board members will contact Director Graser with any additional questions or suggestions they may have, and a follow-up discussion will be scheduled during the September 12 Board work session. The District evaluation process is scheduled for adoption on September 26.

Break

The meeting was recessed at 10:30 AM and reconvened at 10:42 AM.

Team-Building Activity 2

Superintendent Mike Scott led the Board in a team-building activity.

Information / Updates

- Bond Update
Superintendent Mike Scott, Chief Financial Officer Adam Stewart, and Cornerstone Management Group President Rick Rainone presented information regarding the \$408 million bond that was approved by the Board in May to be included on the November 2017 ballot. Key points of the discussion included an overview of the work to be included in the bond, the process / timeline, scheduling / prioritization, finances, and communications plan.
- Safety Responses
Superintendent Mike Scott and Executive Director of Safety, Facilities, and Operations Casey Waletich discussed the District's procedures for responding to school safety threats and assisting principals in ensuring that community members, students, and staff receive accurate, timely information.

Board Professional Development Discussion

Due to scheduling constraints, this discussion was moved to a later time on the agenda.

Break

The meeting was recessed at 1:10 PM and reconvened at 1:23 PM.

Team-Building Activity 3

Superintendent Mike Scott led the Board in a team-building activity.

Oregon School Boards Association (OSBA) Promise Scholarship Program

OSBA Board Development Specialist Kristen Miles presented the first session in a series of workshops for school board members.

Board members discussed the importance of updating District policies and administrative regulations with OSBA's recommended revisions, as they are received. Board members were asked to notify Superintendent Scott if they would like to participate on a policy committee, to assist in prioritizing policy updates, which OSBA generally provides on a quarterly basis.

The meeting was recessed at 2:56 PM and reconvened at 3:08 PM.

Team-Building Activity 4

Superintendent Mike Scott led the Board in a team-building activity.

Board Professional Development Discussion

This discussion was moved from an earlier time on the agenda.

Superintendent Scott discussed professional development opportunities for Board members, and received Board members' suggestions. The discussion included mentoring, attending conferences, topics for Board meeting agendas, field trips, and committee participation.

Review of Board Budget

Chief Financial Officer Adam Stewart and Director of Business Services Michelle Morrison presented the Board's budget for the 2017-18 school year, and provided information regarding purchasing and expense reimbursement procedures. Superintendent Scott outlined the procedure for accessing professional development funds.

ACTION ITEMS:

Board Chair Lisa Allen explained that the Board needs to take action on the following items before the next scheduled Board meeting.

- Approval of Election Resolution and Notice of Measure Election, including the Caption, Question, and Summary, for the November 2017 Bond Election

Chief Financial Officer Adam Stewart explained that, in order to place the \$408 million bond package on the November 2017 ballot, the Board must approve an election resolution and a notice of measure election, which includes the ballot caption, question, and summary; and these documents must be filed with the County Elections Office no later than September 7. The Board is being asked to approve these items during the work session because this is the Board's last meeting prior to the filing deadline.

Chief Financial Officer Stewart explained that District staff and representatives of the District's bond counsel, bond underwriter, and communications consultant worked together to ensure that the documents provide accurate, descriptive information that meets the Secretary of State's specific criteria.

Board members reviewed the documents and requested that the measure summary be revised to eliminate any potential confusion, since it specifically included improvements to Reedville Elementary and Hillsboro High School, but did not appear to include the expansion of Glencoe High School and Evergreen Middle School (which were also part of the approved bond package). Chief Financial Officer Stewart worked with the District's bond counsel to develop the following revision to the original measure summary: "Improvements to Reedville Elementary / Hillsboro High School" was changed to "Improvements to and expansion of existing schools."

Director Kim Strelchun MOVED, SECONDED by Director Jaci Spross, to approve the election resolution and notice of measure election, including the caption, question, and summary, which has been amended to include "improvements to and expansion of existing schools," as read by Chief Financial Officer Stewart, for the November 2017 bond election. The MOTION CARRIED (7-0).

The election resolution and notice of measure election were included in the Board meeting packet.

- Approve Revised 2017-18 Board Meeting Dates

Superintendent Scott presented revisions to the approved 2017-18 Board meeting schedule. The revisions included combining the Budget Committee meeting(s) with the April 24 (and, if needed, May 8) Board meeting(s), and moving the June 12 meeting to June 26. Superintendent Scott explained that these revisions would streamline the meeting schedule and allow additional flexibility for other events.

Director Jaci Spross MOVED, SECONDED by Director Kim Strelchun, to approve the revised Board meeting dates for the 2017-18 school year. The MOTION CARRIED (7-0).

The proposed schedule was included in the Board meeting packet.

Board Discussion Time

Board Chair Lisa Allen requested Board members' feedback on her suggestion that the Board Chair and Superintendent's positions in the Boardroom be moved from the center to the right end of the dais. She explained that technology support staff have confirmed that this is feasible. Board members expressed support for the suggestion.

Superintendent Mike Scott presented the outline of a proposal for establishing a student representative position for the Board, including eligibility criteria, a selection process, and participation guidelines. Students would begin serving in this role in the 2018-19 school year. Board members will review the information and provide feedback during a future meeting. Board / Superintendent Advisory Committee meetings with students will continue.

Board Chair Lisa Allen proposed that the Board proactively seek out dialogue with community groups, inviting a different group to attend Board meetings each month or every other month. Board members discussed various aspects of this proposal, including whether it would be more effective for a team of Board / Cabinet members to visit the community groups, how these interactions relate to bond work, and the importance of maintaining relationships with nonprofit organizations and interacting with local government groups. This topic will be discussed further during a future meeting.

Board members discussed potential changes to the protocol for public comment / audience participation time during Board meetings. Key points of the discussion included the importance of receiving community input, the scheduling of audience time on the agenda, additional venues for receiving community input, topics that may be addressed during public meetings, procedures for inviting written input on topics that cannot be addressed during public meetings, procedures for following up with community members regarding their concerns, and information presented by OSBA during the 2017 summer board conference. The discussion will be continued during a future meeting, after OSBA's specific recommendations for policy revisions are received.

Final Team Builder / Adjourn

Due to time constraints, Board members did not participate in a final team builder.

The meeting was adjourned at 4:56 PM.

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends that the Board of Directors:

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

Jennifer Schneider

Assignment: 1.0 FTE 3rd Grade
Location: North Plains Elementary School
Effective Date: June 26, 2017
Years of Service: 30 years

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

TimiSue Abbott

Assignment: 1.0 FTE Elementary Resource Specialist
Location: Farmington View Elementary School
Effective Date: June 26, 2017

Matthew Bailie

Assignment: 1.0 FTE Secondary Resource Specialist
Location: Hillsboro High School
Effective Date: June 26, 2017

Stephanie Blair

Assignment: 1.0 FTE Teacher on Special Assignment
Location: Office for School Performance
Effective Date: June 26, 2017

Brittany Bonnet

Assignment: 1.0 FTE Language Arts
Location: Century High School & Liberty High School
Effective Date: June 26, 2017

Samual Craytor

Assignment: 1.0 FTE Counselor
Location: Brown Middle School
Effective Date: September 8, 2017

Derek Duggan

Assignment: 1.0 FTE Science
Location: Century High School
Effective Date: June 26, 2017

Ashley Fryer

Assignment: 1.0 FTE 3rd Grade
Location: West Union Elementary School
Effective Date: June 26, 2017

Alicia Golec

Assignment: 1.0 FTE Speech Language Pathologist
Location: Quatama Elementary School
Effective Date: June 26, 2017

Paul Hanson

Assignment: 1.167 FTE Science & Teacher on Special Assignment
High School Science Implementation & Support
Location: Liberty High School & Office for School Performance
Effective Date: June 26, 2017

Nancy Hawk

Assignment: 1.0 FTE Nurse
Location: Student Services
Effective Date: June 26, 2017

Rachel Hay

Assignment: 1.0 FTE Kindergarten
Location: Brookwood Elementary School
Effective Date: June 26, 2017

Kellen Hobie

Assignment: 0.8 FTE Physical Education
Location: Butternut Creek Elementary School
Effective Date: June 26, 2017

Joseph King

Assignment: 1.0 FTE Counselor
Location: Poynter Middle School
Effective Date: June 26, 2017

Alisa McDonald

Assignment: 1.0 FTE Social Studies & Instructional Coach
Location: Brown Middle School
Effective Date: June 26, 2017

Rachel McLemore

Assignment: 1.0 FTE 2nd Grade
Location: Free Orchards Elementary School
Effective Date: June 26, 2017

Kristy Mize

Assignment: 1.0 FTE Instructional Coach
Location: Century High School
Effective Date: June 26, 2017

Tiffany Mosqueda

Assignment: 1.0 FTE Alternative Education
Location: Miller Education Center
Effective Date: June 26, 2017

Ji (Kirstin) Park

Assignment: 0.75 FTE Elementary Resource Specialist /
English Language Learner
Location: Ladd Acres Elementary School
Effective Date: June 26, 2017

Brett Phillips

Assignment: 1.0 FTE Physical Education & Health
Location: Hillsboro High School
Effective Date: June 26, 2017

Aarin Pinkstaff

Assignment: 1.0 FTE School to Career Specialist
Location: Liberty High School
Effective Date: September 8, 2017

Amy Pollock

Assignment: 1.0 FTE Secondary Resource Specialist
Location: Liberty High School
Effective Date: June 26, 2017

Andrew Ratzke

Assignment: 1.0 FTE 2nd Grade
Location: Eastwood Elementary School
Effective Date: June 26, 2017

Melissa Shell

Assignment: 1.0 FTE Science
Location: Hillsboro High School
Effective Date: June 26, 2017

Patricia St. Amand

Assignment: 0.6 FTE School Psychologist
Location: Student Services
Effective Date: June 26, 2017

Amanda Standish

Assignment: 0.8 FTE Physical Education
Location: W.L. Henry Elementary School
Effective Date: June 26, 2017

Sarah Stevens

Assignment: 1.0 FTE Counselor
Location: Liberty High School
Effective Date: June 26, 2017

Tanya Stremme

Assignment: 1.0 FTE Counselor
Location: Evergreen Middle School
Effective Date: September 8, 2017

Jane Tesdal

Assignment: 1.0 FTE 3rd Grade
Location: Tobias Elementary School
Effective Date: June 26, 2017

Nate Thacker

Assignment: 1.0 FTE Mathematics
Location: Evergreen Middle School
Effective Date: June 26, 2017

Lindsay Wierdsma

Assignment: 1.0 FTE Secondary Resource Specialist
Location: Century High School
Effective Date: June 26, 2017

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

Alexander Oh

Assignment: Security Supervisor
Location: Facilities
Effective Date: August 14, 2017

- D. Approve the employment of the following licensed personnel in the 2017-18 school year:

Karen Adamczyk

Education: MA – Northeastern Illinois University, Chicago, IL
Experience: 8 years
Assignment: 1.0 FTE Resource Specialist – West Union Elementary School

Kelli Aiken

Education: MA – Lewis & Clark College, Portland, OR
Experience: 15 years
Assignment: 1.0 FTE Counselor – Witch Hazel Elementary School

Danielle Alexander

Education: BA – Oregon State University, Corvallis, OR
Experience: None
Assignment: 0.6 FTE Mathematics – Evergreen Middle School

Viridiana Almanza

Education: MA – Lewis & Clark College, Portland, OR
Experience: None
Assignment: 1.0 FTE Counselor – Liberty High School

Kayleen Alumbaugh

Education: BA – Harding University, Searcy, AR
Experience: 4 years
Assignment: 1.0 FTE 1st Grade – Rosedale Elementary School

Robyn Anderson

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Mathematics – Hillsboro High School

Sara Ascari

Education: MA – St. Mary's University of Minnesota,
Minneapolis, MN
Experience: 6 years
Assignment: 1.0 FTE Spanish / English Language Learner /
Spanish Literature – Brown Middle School

Sindy Avila Gutierrez

Education: BA – Portland State University, Portland, OR
Experience: 4 years
Assignment: 1.0 FTE 5th Grade Dual – Minter Bridge Elementary
School

Jennifer Bailey

Education: MA – Pacific University, Forest Grove, OR
Experience: 14 years
Assignment: 1.0 FTE Counselor – Hillsboro High School

April Bailie

Education: MA – University of Portland, Portland, OR
Experience: 8 years
Assignment: 0.5 FTE Literacy – Hillsboro High School

Amanda Bennett

Education: MA – Lewis & Clark College, Portland, OR
Experience: None
Assignment: 1.0 FTE Counselor – Eastwood Elementary School

Kelly Breitenbuecher

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE English Language Learner/Language Arts – Poynter Middle School

Jennifer Brazes

Education: MA – Marylhurst University, Marylhurst, OR
Experience: None
Assignment: 1.0 FTE Language Arts/Yearbook – Liberty High School

Casy Burnsed

Education: MA – Pacific University, Forest Grove, OR
Experience: 2 years
Assignment: 0.75 FTE English – Hillsboro Online Academy

Ana Buthe

Education: MA – Portland State University, Portland, OR
Experience: 13 years
Assignment: 1.0 FTE Bilingual Coach – Lincoln Street Elementary School

Caitlin Bull

Education: BA – St. Olaf College, Northfield, MN
Experience: None
Assignment: 1.0 FTE English Language Learner Specialist – Evergreen Middle School

Andrew Byerley

Education: MA – George Fox University, Newberg, OR
Experience: 16 years
Assignment: 1.0 FTE TOSA: High School Mathematics and Science – Office for School Performance

Helen Cai

Education: MA – University of Connecticut, Storrs, CT
Experience: 3 years
Assignment: 1.0 FTE Social Studies – Brown Middle School

Juan Francisco Cárcelos Martínez

Education: MA – University of Murcia, Murcia, Spain
Experience: 4 years
Assignment: 1.0 FTE 5th Grade Dual – Lincoln Street Elementary School

Julie Christopher

Education: MA – Warner Pacific College, Clackamas, OR
Experience: 6 years
Assignment: 1.0 FTE Instructional Coach – Witch Hazel Elementary School

Joel Cochran

Education: BA – University of Texas, Austin, TX
Experience: 18 years
Assignment: 0.5 FTE Science – Hillsboro High School

Fernando Colondres

Education: MA – University of Washington, Tacoma, WA
Experience: 7 years
Assignment: 1.0 FTE Student Support/Wellness Counselor – Glencoe High School

Casey Connor

Education: MA – Western Oregon University, Monmouth, OR
Experience: None
Assignment: 1.0 FTE Physical Education/Health – South Meadows Middle School

Shane Cooley

Education: MA – George Fox University, Newberg, OR
Experience: None
Assignment: 0.8 FTE Physical Education – Butternut Creek Elementary School

Nandini Das

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Science – Liberty High School

Cindy Davidson

Education: MA – California State University, Sacramento, CA
Experience: 7 years
Assignment: 0.1 FTE STEM Garden – Ladd Acres Elementary School

Melinda De Leon Olson

Education: MA – University of Texas, Austin, TX
Experience: 5 years
Assignment: 0.5 FTE Secondary Resource Specialist – Liberty High School

Krista Dornfeld

Education: BA – Boise State University, Boise, ID
Experience: 5 years
Assignment: 1.0 FTE 1st/2nd Grade – Orenco Elementary School

Jena Duhn

Education: MA – George Fox University, Newberg, OR
Experience: None
Assignment: 1.0 FTE Kindergarten – Mooberry Elementary School

Leah Duncan

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE 3rd Grade – West Union Elementary School

Natasha Echeverria

Education: BA – Western Governors University, Salt Lake City, UT
Experience: None
Assignment: 1.0 FTE 1st Grade – Orenco Elementary School

Jeanine Elzie

Education: MA – San Francisco State University, San Francisco, CA
Experience: 20 years
Assignment: 1.0 FTE Elementary Resource Specialist – Orenco Elementary School

Melissa Emmorey

Education: MA – California Baptist University, Riverside, CA
Experience: 2 years
Assignment: 1.0 FTE Social Studies – Hillsboro High School

Emily England-Staat

Education: MA – George Fox University, Newberg, OR
Experience: None
Assignment: 0.667 FTE Social Studies – Liberty High School

Jessica Firestone

Education: MA – Lewis & Clark College, Portland, OR
Experience: 10 years
Assignment: 1.0 FTE Counselor – Witch Hazel Elementary School

Chelsea Fryer

Education: MA – George Fox University, Newberg, OR
Experience: None
Assignment: 0.5 FTE English Language Arts – Century High School

Bryan Fuss

Education: BA – University of Maryland, College Park, MD
Experience: 2 years
Assignment: 1.0 FTE Mathematics – Liberty High School

Tiffany Gaither

Education: MA – National University, La Jolla, CA
Experience: 3 years
Assignment: 1.0 FTE Music – Eastwood Elementary School

Ruben Garcia-Puga

Education: MA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE Student Support and Wellness Counselor –
Century High School

Montserrat Garcia Ruiz

Education: MA – University of Murcia, Murcia, Spain
Experience: 7 years
Assignment: 1.0 FTE 5th Grade – Minter Bridge Elementary School

Renata Giacomini

Education: MA – Humboldt State University, Arcata, CA
Experience: 7 years
Assignment: 1.0 FTE School Psychologist – Student Services

Juan Carlos Gomez

Education: BA – University of Tolima, Ibague, Colombia
Experience: 2 years
Assignment: 1.0 FTE Science Dual – South Meadows Middle
School

Lacy Gonzalez

Education: BA – University of Phoenix, Portland, OR
Experience: None
Assignment: 1.0 FTE 5th Grade – Groner K-8 School

Kaylee Gutierrez

Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE Language Arts – Liberty High School

Caleb Hall

Education: MA – Portland State University, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE Student Support & Wellness Counselor – Liberty High School

Kathryn Hart

Education: MA – Western Governors University, Salt Lake City, UT
Experience: 6 years
Assignment: 1.0 FTE Mathematics – Hillsboro High School

Bethany Harvey

Education: MA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE Counselor – Poynter Middle School

Lori Hathorne

Education: MA – Eastern New Mexico University, Portales, NM
Experience: 2 years
Assignment: 1.0 FTE Life Skills – Hillsboro High School

Ceanna Hedges

Education: MA – Portland State University, Portland, OR
Experience: 3 years
Assignment: 1.0 FTE 1st Grade – West Union Elementary School

Katherine Hendricks

Education: MA – Pace University, New York, NY
Experience: 10 years
Assignment: 1.0 FTE 4th Grade – WL Henry Elementary School

Rachael Henry

Education: MA – Roberts Wesleyan College, Rochester, NY
Experience: 3 years
Assignment: 1.0 FTE Language Arts – Liberty High School

Jennifer Hershberger

Education: BA – Iowa State University, Ames, IA
Experience: None
Assignment: 1.0 FTE English Language Learner – Hillsboro High School

Kyle Hibbert

Education: MA – Concordia University, Portland, OR
Experience: None
Assignment: 1.0 FTE Mathematics – Century High School

Mattie Hiles

Education: MA – George Fox University, Newberg, OR
Experience: None
Assignment: 1.0 FTE 5th Grade – Minter Bridge Elementary School

Andrew Johnson

Education: MA – Warner Pacific College, Portland, OR
Experience: 5 years
Assignment: 1.0 FTE Mathematics – Liberty High School

Crystal Jones

Education: BA – Angelo State University, San Angelo, TX
Experience: 1 year
Assignment: 0.5 FTE Kindergarten – Ladd Acres Elementary School

Justin Keeth

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Music – Imlay Elementary School

Sommer Kirk

Education: BA – George Fox University, Newberg, OR
Experience: None
Assignment: 1.0 FTE Kindergarten – Brookwood Elementary School

Alex Langenberg

Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE 6th Grade Dual – WL Henry Elementary School

Kristin LeBeau

Education: BA – University of Idaho, Moscow, ID
Experience: 5 years
Assignment: 0.9 FTE Music/Band – Brookwood Elementary School

Juhee Lee

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 0.7 FTE Speech Language Pathologist – Minter Bridge Elementary School
0.3 FTE Speech Language Pathologist – South Meadows Middle School

Chris Lindley

Education: MA – Concordia University, Portland, OR
Experience: None
Assignment: 1.0 FTE 2nd Grade – Eastwood Elementary School

Edgardo Lomeli

Education: BA – California State University, Fresno, CA
Experience: 5 years
Assignment: 1.0 FTE Mathematics – Evergreen Middle School

Luis Lopez

Education: MA – Portland State University, Portland, OR
Experience: 9 years
Assignment: 1.0 FTE 1st Grade – Minter Bridge Elementary School

Ada Lukas

Education: MA – University of San Diego, San Diego, CA
Experience: 14 years
Assignment: 1.0 FTE 4th Grade – Free Orchards Elementary School

Noor Makboul

Education: MA – Lewis & Clark College, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE English Language Learner – Free Orchards Elementary School

Irina Malinov

Education: MA – University of Haifa, Haifa, Israel
Experience: 1 year
Assignment: 0.5 FTE Behavior Specialist – Student Services

Meghan McCaffrey

Education: MA – Marywood University, Scranton, PA
Experience: 6 years
Assignment: 0.5 FTE Art – Liberty High School

Lindsey Melland

Education: MA – Pacific University, Forest Grove, OR
Experience: 1 year
Assignment: 1.0 FTE Speech Language Pathologist – Quatama Elementary School

Reagan Mergen

Education: MA – Portland State University, Portland, OR
Experience: 6 years
Assignment: 1.0 FTE 6th Grade – Lincoln Street Elementary School

Amanda Middleton

Education: MA – Western Oregon University, Monmouth, OR
Experience: 2 years
Assignment: 1.0 FTE English Language Arts/English Learner Specialist – Liberty High School

Jonathan Mizuta

Education: MA – Concordia University, Portland, OR
Experience: 1 year
Assignment: 0.5 FTE Language Arts – Glencoe High School

Jeniffer Modolo

Education: MA – Portland State University, Portland, OR
Experience: 9 years
Assignment: 1.0 FTE TOSA: Bilingual Programs K-12 – Office for School Performance

Elizabeth Moore

Education: MA – University of Phoenix, Tempe, AZ
Experience: None
Assignment: 1.0 FTE 6th Grade – Patterson Elementary School

Malgorzata Morgan

Education: BA – North Illinois University, DeKalb, IL
Experience: 7 years
Assignment: 1.0 FTE Physical Education – Mooberry Elementary School

Valerie Ouellet

Education: MA – Arizona State University, Tempe, AZ
Experience: 5 years
Assignment: 1.0 FTE English Language Learner/Title 1 – Free Orchards Elementary School

Madelina Parkin

Education: BA – California State University, Chico, CA
Experience: 3 years
Assignment: 1.0 FTE 5th Grade – Lenox Elementary School

Reina Pittman

Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 0.5 FTE Resource Specialist – Free Orchards Elementary School

Morgan Quimby

Education: MA – Pacific University, Forest Grove, OR
Experience: 12 years
Assignment: 1.0 FTE Student Support Systems TOSA – Office for School Performance

Lorena Reyes

Education: BA – Universidad Autónoma de Guerrero, México
Experience: 25 years
Assignment: 1.0 FTE Kindergarten Dual – Free Orchards Elementary School

Therman Rich

Education: MA – Southern Oregon University, Ashland, OR
Experience: 8 years
Assignment: 1.0 FTE Resource Specialist – Butternut Creek Elementary School

David Savage

Education: MA – National Louis University, Chicago, IL
Experience: 27 years
Assignment: 1.0 FTE Science/Physics – Century High School

David Schmitz

Education: MA – University of Phoenix, Phoenix, AZ
Experience: 9 years
Assignment: 1.0 FTE Music – Quatama Elementary School

Katherine Schwartz

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Advanced Mathematics – Glencoe High School

Noah Simonson

Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE Kindergarten – Quatama Elementary School

Denice Smith

Education: BA – California State University, Bakersfield, CA
Experience: 11 years
Assignment: 1.0 FTE Kindergarten – Patterson Elementary School

Molly Smith

Education: MA – University of Portland, Portland, OR
Experience: None
Assignment: 1.0 FTE 1st/2nd Grade – North Plains Elementary School

Wendy Steele

Education: MA – Northwestern University, Evanston, IL
Experience: 21 years
Assignment: 0.6 FTE Music – Reedville Elementary School

Kathryn Stilwell

Education: MA – University of Hawaii, Honolulu, HI
Experience: 8 years
Assignment: 1.0 FTE Academic Options – Liberty High School

Anne Story

Education: MA – Pacific University, Forest Grove, OR
Experience: 7 years
Assignment: .75 FTE Resource – Minter Bridge Elementary School

Leah Stup

Education: MA – University of Nebraska, Lincoln, NE
Experience: 4 years
Assignment: 1.0 FTE English Language Learner – South Meadows Middle School

Judd Stutzman

Education: MA – University of Nebraska, Lincoln, NE
Experience: 4 years
Assignment: 1.0 FTE 4th Grade – Orenco Elementary School

Katherine Sweeney

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Elementary Resource Specialist – Jackson Elementary School

Todd Thomas

Education: BA – University of California, Riverside, CA
Experience: 11 years
Assignment: 1.0 FTE Mathematics – Century High School

Jessica Tillman

Education: MA – Indiana State University, Terre Haute, IN
Experience: 6 years
Assignment: 1.0 FTE Bilingual Coach – Minter Bridge Elementary School

Alexander Trethewy

Education: MA – University of Portland, Portland, OR
Experience: None
Assignment: 1.0 FTE Science – Hillsboro High School

Marisa VanderPlaat

Education: MA – George Fox University, Newberg, OR
Experience: None
Assignment: 1.0 FTE 3rd Grade – Tobias Elementary School

Alba Veredas Urbaneja

Education: MA – University of Granada, Granada, Spain
Experience: 10 years
Assignment: 1.0 FTE 4th Grade Dual – Witch Hazel Elementary School

Ruth Viera Rodriguez

Education: MA – University of Puerto Rico, San Juan, PR
Experience: 19 years
Assignment: 1.0 FTE 2nd Grade – Minter Bridge Elementary School

Maria Gabby Villamaqua

Education: MA – George Fox University, Newberg, OR
Experience: 6 years
Assignment: 1.0 FTE Beginning Teacher Mentor – Office for School Performance

Nichole Volz

Education: MA – Lewis & Clark College, Portland, OR
Experience: 6 years
Assignment: 0.8 FTE Secondary Resource Specialist/Band – Groner K-8

Christi Watson

Education: MA – University of Texas at Dallas, Richardson, TX
Experience: 9 years
Assignment: 1.0 FTE Instructional Coach/Science – Brown Middle School

Aimi Wallberg

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Counselor – Hillsboro High School

Sylvia Weir

Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE English Language Learner – Century High School

Maya Wheeler

Education: MA – Marylhurst University, Marylhurst, OR
Experience: None
Assignment: 1.0 FTE Kindergarten – Rosedale Elementary School

Amber Willett

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Social Learning Center – West Union Elementary School

Andrea Wright

Education: MA – University of North Carolina, Chapel Hill, NC
Experience: 12 years
Assignment: 0.8 FTE School Psychologist – Student Services

Denise Young

Education: BA – University of the West Indies, Kingston, Jamaica
Experience: 21 years
Assignment: 1.0 FTE English Language Arts – South Meadows Middle School

- E. Approve the employment of the following licensed personnel in the 2017-18 school year, who have held temporary status:

Mark Bernhardt

Education: MA – Concordia University, Portland, OR
Experience: 11 years
Assignment: 1.0 FTE Social Communications Center – Butternut Creek Elementary School

Jordan Bruemmer

Education: BA – Oregon State University, Corvallis, OR
Experience: 1 year
Assignment: 2.0 FTE Kindergarten – Tobias Elementary School

Brian Koch

Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0FTE Art – Century High School

Roseanna Ling

Education: MA – University of Oregon, Eugene, OR
Experience: 1 year
Assignment: 1.0 FTE 2nd Grade – Quatama Elementary School

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
APPROVE RESOLUTION FOR INCLUSION UNDER THE STATE OF OREGON
DEFERRED COMPENSATION PLAN

SITUATION

On August 10, Jack Schaffroth of the Oregon Savings Growth Plan presented to the District Insurance Committee (Employee Benefits Advisory Group) information regarding the State of Oregon Deferred Compensation Investment Program. In order to participate in this program, the District must appoint its governing body as Trustee of its Plan, as required by Section 457(g) of the Internal Revenue Code (IRC), 26 USC 457(g)(2).

The Oregon Savings Growth Plan is a deferred compensation plan type available to local governments and administered by Public Employee Retirement System staff. There are several attractive features of the plan for employees to expand and diversify their retirement portfolios:

- The system is administered by agency staff (not commission or sales staff) and managed by the Oregon Investment Council with lower fees than other deferred compensation programs.
- There is an option to withdraw from available balances upon severance of employment without pre-retirement penalty fees of 10%, although income tax obligations are not waived.
- Participants can “max-out” contributions to a 403(b) Tax Sheltered Annuity and 457 Plan.
- Maximum annual contributions are \$18,000 for employees under the age of 50, \$24,000 for those over the age of 50, and \$36,000 for those within 3 years of retirement.

The 457 Plan concept was well received by the Employee Benefits Advisory Group, which includes representatives of all classifications of District staff. The District Benefits Team is enthusiastic about offering this new optional benefit to staff.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review and approve the resolution for inclusion under the State of Oregon Deferred Compensation Plan.

**RESOLUTION FOR INCLUSION UNDER THE STATE OF OREGON
DEFERRED COMPENSATION PLAN**

RESOLUTION NO. 092617

LOCAL GOVERNMENT PROGRAM

Whereas the (Governing Body) of Hillsboro School District 1J (Employer), pursuant to the provisions of Oregon Revised Statute (ORS) 243.474, which provides in part that “A local government that establishes a deferred compensation plan may invest all or part of the plan’s assets through the deferred compensation investment program established by the Oregon Investment Council (OIC) under ORS 243.421,” is hereby determined to be included in the State of Oregon Deferred Compensation Investment Program, also known as the Oregon Savings Growth Plan, established by the OIC under ORS 243.421 and administered by the Public Employees Retirement Board according to ORS 243.435 for its eligible personnel.

Now, therefore, be it resolved that the proper officers are herewith authorized and directed to take all actions and make such reductions and submit such deferrals as are required by the Public Employees Retirement Board of the State of Oregon, pursuant to ORS 243.478 (1); and

Be it further resolved that the Employer agrees to be bound by the terms and conditions of the contracts between the State, its investment providers and recordkeeping company, and the “Plan Document,” as identified in ORS 243.401 to 243.507 and TPA (Third Party Administrator) services, as amended from time to time. Specifically, without limitation, the Employer agrees to appoint its governing body as Trustee of its Plan, as required by Section 457(g) of the Internal Revenue Code (IRC), 26 USC 457(g)(2). The Employer certifies that it is an “eligible employer” under IRC Section 457(e)(1) and has received a copy of the Plan Document and TPA Services.

Be it further resolved that the Employer shall submit a certified copy of this resolution and “Notification Memo” to the State of Oregon, Public Employees Retirement System (PERS), as the Plan Administrator.

Be it further resolved that the Governing Body and the Employer recognize the PERS Board’s responsibility for maintaining the integrity of the Plan and hereby agree to cooperate fully with the Plan Administrator in accordance with procedures established by PERS, including without limitation in processing requests for withdrawal in case of an unforeseeable emergency, as defined in IRC Sec. 457(b)(5) and Treasury Regulations 1.457-2(h)(4) and (5).

PASSED AND ADOPTED this 26th day of September, 2017.

Lisa Allen
Chair, Board of Directors

Attested by:

Mike Scott
Superintendent

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
APPOINT CITIZENS' CURRICULUM ADVISORY COMMITTEE MEMBERS

SITUATION

In accordance with policy IFF, the Board of Directors has established the Citizens' Curriculum Advisory Committee (CCAC) to provide for citizen involvement in the development of the schools' curriculum and instructional programs, and input into those curricular areas identified by the Board. The CCAC consists of parents and/or citizens who reside in the District attendance area, and includes student representation, as appropriate.

CCAC members are appointed by the Board. The term of service for CCAC members is two years, and terms are staggered so that one-half of members' terms end each year. The Board may appoint CCAC members to as many consecutive terms as it deems appropriate.

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

Current information regarding CCAC positions is provided below:

- Five CCAC members have continuing terms
- The terms of seven CCAC members ended in June
- Two one-year positions are vacant, due to the following circumstances (these positions will be filled through the remainder of the original two-year terms)
 - One member resigned in the first year of the term
 - One member became a District employee, and is, therefore, no longer eligible to serve
- Four CCAC student positions are open, as a result of student members graduating

CCAC openings were advertised during the summer. Thirteen membership applications were received – including five applications for reinstatement and eight new applications – plus five student applications.

During tonight's work session, CCAC applicants were introduced to Board members and shared their reasons for applying to serve on the committee. During tonight's regular session, the Board will appoint members to fill the open positions. A majority vote will result in the appointment of members to fill committee vacancies. New members who are

appointed by the Board this evening will be able to participate in the first CCAC meeting of the 2017-18 school year on October 2.

RECOMMENDATION

The Superintendent recommends that the Board of Directors appoint members to the open positions on the CCAC.

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
APPOINT AUDIT COMMITTEE

SITUATION

The Board appoints an Audit Committee annually to maintain communication between the Board and the District's audit firm. This committee includes one or more Board members, the Chief Financial Officer, and supporting staff. The Audit Committee will meet with the auditors before they begin their major field work, and again after they conclude their work in the fall. The second meeting will include a report on the 2016-17 audit, and a conversation about the District's fiscal management. The Audit Committee reports to the Board following the second meeting. The Audit Committee may also meet at other times, if needed.

RECOMMENDATION

The Superintendent recommends that the Board of Directors appoint one or more Board members to the Audit Committee for the 2016-17 school year.

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
NOMINATE MEMBERS TO OSBA BOARD OF DIRECTORS—POSITION 16

SITUATION

Oregon School Boards Association (OSBA) is seeking nominations for several positions on the OSBA board of directors. Nominations are open until September 29, 2017.

Washington County school districts (Banks, Beaverton, Forest Grove, Gaston, Hillsboro, Sherwood, and Tigard-Tualatin) are represented by positions 15 and 16, which are staggered, two-year terms. Last year, position 15 was filled on schedule for a two-year term. This year, elections will be held for position 16.

Any local board (district, education service district, or community college) may nominate an individual for a vacant position in their geographic area, using an official nomination form, within the timelines specified by OSBA, and based on the following provisions:

- Candidates must be active members of a local board that is a dues-paying member of OSBA within the represented area.
- The nomination must be an official action of the local board in the represented area.
- Candidates must complete an OSBA board of directors candidate questionnaire and personal / professional resume form.

In October, OSBA will distribute official ballots to member boards. Each member board shall have one vote for each open OSBA board position in their geographic area. Voting will open on November 13, and close on December 15. Newly elected members of the OSBA board will officially take office on January 1, 2018.

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss potential nominees for OSBA board service, and take action to formally nominate Board members who express an interest in serving.

HILLSBORO SCHOOL DISTRICT
September 26, 2017
NOMINATE MEMBERS TO OSBA LEGISLATIVE
POLICY COMMITTEE—POSITIONS 15 AND 16

SITUATION

Oregon School Boards Association (OSBA) is seeking nominations for the OSBA Legislative Policy Committee (LPC). Nominations are open until September 29, 2017.

The LPC consists of the voting members of the OSBA board of directors and 19 representatives nominated and elected by local school boards from 14 regions throughout the state. Washington County school districts are represented by positions 15 and 16, both of which are up for election. The term of office is two calendar years.

Any local board (district, education service district, or community college) may nominate an individual for a vacant position in their geographic area, using an official nomination form, within the timelines specified by OSBA, and based on the following provisions:

- Candidates must be active members of a local board that is a dues-paying member of OSBA within the represented area.
- The nomination must be an official action of the local board in the represented area.
- Candidates must complete an OSBA LPC candidate questionnaire and personal / professional resume form.

In October, OSBA will distribute official ballots to member boards. Each member board shall have one vote for each open OSBA LPC position in their geographic area. Voting will open on November 13, and close on December 15. Newly elected members of the LPC will officially take office on January 1, 2018.

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss potential nominees to the OSBA Legislative Policy Committee, and take action to formally nominate Board members who express an interest in serving.

HILLSBORO SCHOOL DISTRICT
September 26, 2017
ADOPT DISTRICT EVALUATION PROCESS

SITUATION

In August 2016, Board members reaffirmed their interest in implementing a District evaluation process that would be developed to align with the District Strategic Plan and would constitute the final element of an integrated evaluation system that includes the Superintendent and Board evaluation processes. During Board work sessions in May, July, and September 2017, Board members provided input on draft versions of the District evaluation process. The Board is scheduled to adopt the District evaluation process during this evening's regular session.

RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the District evaluation process.

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
AWARD ARCHITECTURAL SERVICES CONTRACT FOR MIDDLE SCHOOL
ADDITION AND RENOVATION PROJECTS

SITUATION

In preparation for the November 2017 bond election, the Hillsboro School District published a Request for Proposals (RFP) for the architectural services related to addition and renovation projects at Evergreen, Poynter, R. A. Brown, and South Meadows Middle Schools.

On September 14, an interview team consisting of School Board Vice Chair Kim Strelchun; Executive Director of Safety, Facilities, and Operations Casey Waletich; Facilities Coordinator Jim Peterson; Cornerstone Construction Management Principal Rick Rainone; and Chief Financial Officer Adam Stewart interviewed two firms for this work. These firms were BB&L Architects and Soderstrom Architects. Following the interviews, the team met to discuss the interviews and rank the firms. The result of this process is a recommendation to award the contract for the design of middle school addition and renovation projects at Evergreen, Poynter, R.A. Brown, and South Meadows Middle Schools to Soderstrom Architects.

RECOMMENDATION

The Superintendent recommends that the Board of Directors award the contract for architectural services for middle school addition and renovation projects at Evergreen, Poynter, R.A. Brown, and South Meadows Middle Schools to Soderstrom Architects.

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
AWARD ARCHITECTURAL SERVICES CONTRACT FOR SATELLITE
TRANSPORTATION / MAINTENANCE FACILITY

SITUATION

In preparation for the November 2017 bond election, the Hillsboro School District published a Request for Proposals (RFP) for architectural services related to the construction of a satellite transportation / maintenance facility.

On September 14, an interview team consisting of School Board Vice Chair Kim Strelchun; Executive Director of Safety, Facilities, and Operations Casey Waletich; Facilities Coordinator Jim Peterson; Cornerstone Construction Management Principal Rick Rainone; and Chief Financial Officer Adam Stewart interviewed two firms for this work. These firms were BB&L Architects and Soderstrom Architects. Following the interviews, the team met to discuss the interviews and rank the firms. The result of this process is a recommendation to award the contract for design of a satellite transportation / maintenance facility to BBL Architects.

RECOMMENDATION

The Superintendent recommends that the Board of Directors award the contract for architectural services for a satellite transportation / maintenance facility to BBL Architects.

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
AWARD ARCHITECTURAL SERVICES CONTRACT FOR ELEMENTARY SCHOOL
RENOVATION PROJECTS

SITUATION

In preparation for the November 2017 bond election, the Hillsboro School District published a Request for Proposals (RFP) for architectural services related to renovation projects at all Hillsboro School District elementary schools.

On September 14, a review team consisting of Executive Director of Safety, Facilities, and Operations Casey Waletich; Facilities Coordinator Jim Peterson; Cornerstone Construction Management Principal Rick Rainone; and Chief Financial Officer Adam Stewart reviewed proposals from six architectural firms. These firms were Bassetti Architects, BB&L Architects, Deca Architects, Mahlum Architects, Paul L. Bently Architects, Soderstrom Architects, and YGH Architects. Following the review of the proposals and a discussion of the contracts already awarded for other architectural work, the review committee determined to recommend the contract for the design of elementary school renovation projects at all Hillsboro School District elementary schools to Mahlum Architects.

RECOMMENDATION

The Superintendent recommends that the Board of Directors award the contract for architectural services for elementary school renovation projects at all Hillsboro School District elementary schools to Mahlum Architects.

HILLSBORO SCHOOL DISTRICT 1J
September 26, 2017
APPROVE THE NOMINATION OF METRO POLICY ADVISORY
COMMITTEE (MPAC) MEMBER / ALTERNATE

SITUATION

Hillsboro School District Director Mark Watson has expressed his interest in serving on the Metro Policy Advisory Committee (MPAC), a committee that advises the Metro Council on a range of topics, including regional transportation and land use planning, management of the urban growth boundary (UGB), and other planning matters of regional concern. MPAC's membership consists of 27 voting and non-voting members, including representation by cities, counties, school districts, special districts, and the public.

MPAC's governing bodies of the school district member and alternate positions are currently vacant. According to the committee bylaws, the member and alternate positions representing school districts are to be appointed jointly by the governing bodies of the school districts represented, which include Hillsboro School District. The member and the alternate must be from different districts. The Metro Council Office will accept nominations through Friday, October 6, and will then ask school districts to vote on the nominees.

Additional information regarding MPAC is available online at the following link: <http://www.oregonmetro.gov/regional-leadership/metro-advisory-committees/metro-policy-advisory-committee>.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the nomination of Mark Watson to serve on the MPAC to represent regional school boards.