



Hillsboro School District 1J

October 24, 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

October 24, 2017

5:15 PM

1. 5:15 PM - Work Session
 - A. Budget Committee Candidates – Introduction / Selection Process 5
Presenter: Michelle Morrison
 - B. Bargaining Process Overview 6
Presenter: Kona Lew-Williams
 - C. Teaching and Learning Report: Bilingual Program Model / Dual Language / Bilingual Seal 7
Presenter: Travis Reiman / Dayle Spitzer
 - D. Discuss Revisions to Policy BDDH: Public Participation in Board Meetings and BDDH-AR: Board Agenda Card 8
Presenter: Mike Scott
 - E. Board Discussion Time
 1. OSBA Promise Scholarship Program - Board Project
Presenter: Mike Scott
 2. OSBA Conference Planning
Presenter: Lisa Allen
 - F. 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. October 2 Enrollment Report (*see written report*) 14
Presenter: Adam Stewart / Mike Scott
 - B. Summer School Program Report (*see written report*) 16
Presenter: Travis Reiman / Olga Acuña
 - C. Financial Report (*see written report*) 20
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 EFAA-AR: Reimbursable Meals and Milk Programs 25
Presenter: Adam Stewart / Nate Roedel
 2. Policy IGBAK: Special Education: Public Availability of State Application 33

Presenter: Adam Stewart	
3. Policy GBA: Equal Employment Opportunity Presenter: Kona Lew-Williams	35
4. Policies Regarding School Admissions / Student Transfers Presenter: Beth Graser	38
a. Policy JC: School Boundary Areas Presenter: Beth Graser	39
b. Policy JECB: Admission of Nonresident Students Presenter: Beth Graser	40
c. Policy JECBB: In-District Transfer Students Presenter: Beth Graser	43
d. Policy JECBD: Homeless Students Presenter: Beth Graser	44
e. Policy JECC: Assignment of Students to Schools Presenter: Beth Graser	45
f. Policy JECF: Interdistrict Transfer of Resident Students Presenter: Beth Graser	47
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 September 12, 2017, Board Meeting	50
B. Approve Minutes of September 26, 2017, Board Meeting	55
C. Approve Routine Personnel Matters	64
D. Accept Donations	66
E. Readopt Board / Superintendent Working Agreements	67
F. Approve Policy Revisions <i>The following policies were presented for first reading on September 26, 2017</i>	
1. Policy IGBC: Title IA / Parental and Family Involvement	68
2. Policy IGBAC: Special Education – Personnel; and Policy GCL/GDL: Staff Development	74
3. Policy IGABA: Identification – Talented and Gifted; and Policy IGABBB: Identification – Talented and Gifted Students among Nontypical Populations (Delete)	77
4. Policy GBH/JECAC: Staff/Student/Parent Relations	80
5. Policy JEA: Compulsory Attendance	83
6. Policy KAB: Parental Rights	87
7. Policy IFF: Citizens' Curriculum Advisory Committee	90
7. Action Items	
A. Proclaim American Education Week Presenter: Lisa Allen	93

B. Appoint Budget Committee Members 95

Presenter: Michelle Morrison

C. Approve the Appointment of Metro Policy Advisory Committee (MPAC) Member 96
/ 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

- November 14, 2017, Regular Session
- December 12, 2017, Regular Session

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
BUDGET COMMITTEE CANDIDATES – INTRODUCTION / 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 are currently vacant. Terms for two of the positions expired on June 30, 2020. 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>
1	June 30, 2020
2	June 30, 2020
4	June 30, 2018
6	June 30, 2019

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.

On September 26, Board members reviewed the applications and discussed the selection process. During tonight's work session, Budget Committee 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 officially appoint the new Budget Committee members.

RECOMMENDATION

The Superintendent recommends that the Board of Directors meet the Budget Committee applicants and identify a slate of candidates to be appointed during the regular session.

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
BARGAINING PROCESS OVERVIEW

SITUATION

Staff will present an overview of collective bargaining, including the purpose of bargaining, the bargaining process, preparations for bargaining, and the role of the school Board.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
TEACHING AND LEARNING REPORT: BILINGUAL PROGRAM MODEL /
DUAL LANGUAGE / BILINGUAL SEAL

SITUATION

Throughout the year, the Board will be presented with program information related to the District's teaching and learning work. Tonight's report will provide information regarding how the District serves emerging bilingual students via the bilingual program model.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
DISCUSS REVISIONS TO POLICY BDDH: PUBLIC PARTICIPATION IN BOARD
MEETINGS; AND BDDH-AR: BOARD AGENDA CARD

SITUATION

District policy BDDH and BDDH-AR outline the protocol for audience members providing public comment during Hillsboro School District Board meetings. The proposed revisions to these documents are based on recommendations recently received from Oregon School Boards Association (OSBA), and input provided by Board members during the July 31 and September 12 Board work sessions.

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss the proposed revisions to policy BDDH: Public Participation in Board Meetings; and BDDH-AR: Board Agenda Card.

Hillsboro School District 1J

Code: BDDH
Adopted: 07/96
Revised: 03/15

Public Participation in Comment at Board Meetings

The Board invites District citizens community members to attend Board meetings to become acquainted with the programs and operations of the District.

The Board meeting is an open meeting held in public to conduct District business.

It is the intent of the Board to ensure that communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids¹ and services.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, an alternative, equally effective means of communication will be used.

Request for an Item on the Agenda

A member of the public may request that the superintendent consider placing an item on the agenda of a regular Board meeting. This request should be made in writing and presented to the superintendent for consideration at least ten working days prior to the scheduled meeting. {See page 2}

Procedures for Public Comment at Meetings

Members of the public are encouraged to share their ideas and opinions with the Board. ~~Anyone wishing to speak before the Board, either as an individual or as a member of a group on any agenda item, may do so by providing the Board secretary with a completed registration card at the Board meetings. This will help the chair provide adequate time for each agenda item. {See item 6, below}~~ During a session of a Board meeting that is open to the public, members of the public may be invited to present comments during the designated portion of the agenda. At the discretion of the Board chair, further public comment may be allowed.

The Board will establish procedures for public comment in open meetings. The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the

¹Auxiliary aids may include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Braille materials and large print.

best interests of the individual, the district and the patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

1. Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the Board chair.
2. A visitor speaking during the meeting may introduce a topic not on the published agenda. The Board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study.
3. At the discretion of the Board chair, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed registration card, prior to the Board meeting in order to allow the chair to provide adequate time for each agenda item.
4. Any individual ~~desiring~~ who is invited by the Board chair to speak to the Board during a meeting shall give state his/her/their name, address, and the group, if any, if speaking for an organization, ~~that is represented~~ the name and identity of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. ~~The presentation~~ Statements by members of the public shall be brief and concise. ~~Normally a speaker~~ An individual shall be limited to three minutes. ~~An individual person~~ speaking on behalf of a group will be allowed five minutes. ~~Total audience participation time shall be limited to 30 minutes, on a first come, first served basis.~~ Written material may be submitted to the Board secretary to give to the Board.
6. Questions asked by the public may, at the discretion of the Board chair, be referred to the superintendent for follow-up.

~~All agenda items shall originate through the Superintendent's office. To request a particular item on an agenda, contact the Superintendent in writing, by phone, or a personal conference in accordance to Board policy BDDC—Board Meeting Agenda. {Moved to first part of page 1}~~

Comments Regarding Staff Members

Speakers may offer objective criticism of school district operations and programs ~~that are of concern to them,~~ but ~~in~~ public sessions, the Board will not hear ~~personal complaints of school personnel nor against any person connected with the school system~~ comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL/KLD—Public Complaints ~~channels provide for Board consideration and disposition of a legitimate complaints involving individuals a staff member, including Board policy KL/KLD—Public Complaints.~~ A hearing conducted before the Board regarding personnel shall take place in an executive session.

The Board vests in its chair or other presiding officer authority to terminate the remarks of any individual when they do not adhere to the rules established above.

A commendation involving a staff member should be sent to the superintendent.

Petitions

Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation.

The Board chair should be alert to see that all visitors have been acknowledged and thanked for their presence and for any contributed comments on agenda issues. Similar courtesy should be extended to members of staff who have been in attendance. Their return for future meetings should be welcomed.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)

[ORS 165.540](#)

ORS 192.610 - 192.690

ORS 332.057

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (20062017); 28 C.F.R. Part 35 (20062017).

Americans with Disabilities Act Amendments Act of 2008.

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Public Comment at Board Meetings

To make a comment or present a topic during public comment, if the opportunity is available on the Board agenda, please complete the Intent to Speak card and submit it to the Board secretary prior to the start of the meeting.

Any person who is invited by the Board chair to speak to the Board during a meeting, should state his/her/their name and, if speaking for an organization, the name of the organization. An individual who has submitted an Intent to Speak card and has been invited to speak by the Board chair, will be allowed three minutes. A spokesperson should be designated to represent a group with a common purpose. The Board requests that a public comment add information or a perspective that has not already been mentioned previously, and that the patron refrains from repeating a similar point.

Please keep in mind that reference to a specific employee or group of employees is prohibited, as follows: Speakers may offer objective criticism of district operations and programs, but in public sessions, the Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL/KLD—Public Complaints for Board consideration of a legitimate complaint involving a staff member. Any hearing conducted before the Board regarding personnel shall take place in an executive session. A commendation involving a staff member should be sent to the superintendent.

Board Agenda Intent to Speak Card

The Board welcomes your input. Please complete this form and submit this completed card to the board secretary prior to the beginning of the Board meeting.

Name _____ Date _____

Address _____

City _____

Email Address _____ Telephone Number _____

Representing _____

(Name of group, self, or organization)

Public participation in Board meetings is governed by Board policy BDDH—Public Participation in Board Meetings. Patrons may comment on specific agenda items at the beginning of the meeting or, at the discretion of the Board chair, may be deferred to the time the item is before the Board as stated in the agenda. Comments about non-agenda items will be heard during audience time at the beginning of the regular Board meeting.

Speakers shall be limited to three minutes. An individual speaking on behalf of a group will be allowed five minutes. Total audience participation time shall be limited to 30 minutes, on a first come, first served basis. Alternative ways of contacting the Board include emailing an individual Board member, or the Board as a

~~whole; mailing written material to the Board; contacting the Board secretary to request that a Board member contact an individual; or submitting written material to the Board secretary to give to the Board. {See above}~~

I WISH TO ADDRESS THE BOARD REGARDING THE FOLLOWING:

I am an: ☐ HSD Student ☐ HSD Parent ☐ HSD Staff Member ☐ Other _____

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
OCTOBER 2, 2017, ENROLLMENT REPORT

SITUATION

On October 2, 2017, the Hillsboro School District had 20,373 registered students. This is a decrease of 129 students from October 3, 2016, and represents a 0.63 percent decrease in student growth.

Level	10/2/2017	Student Growth	Percentage Growth
Kinder	1,527	23	1.51
Grades 1-6	9,597	-8	-0.08
Grades 7-8	3,144	18	0.58
Grades 9-12	6,082	-162	-2.59
TOTALS	20,373	-129	-0.63

Over the past thirteen years, from October 1, 2004, to October 2, 2017, the Hillsboro School District has grown by 1,030 students or 5.3 percent.

HISTORICAL DATA

Date	Total Enrollment
October 1, 2004	19,343
October 1, 2005	19,568
October 2, 2006	19,942
October 1, 2007	19,959
October 1, 2008	20,206
October 1, 2009	20,375
October 1, 2010	20,499
October 1, 2011	20,571
October 1, 2012	20,505
October 1, 2013	20,760
October 1, 2014	20,719
October 1, 2015	20,654
October 3, 2016	20,502
October 2, 2017	20,373

Allocated staffing ratios for October 1, 2011, through October 2, 2017, are shown below.

	Allocated 10/1/11	Allocated 10/1/12	Allocated 10/1/13	Allocated 10/1/14	Allocated 10/1/15	Allocated 10/3/16	Allocated 10/2/17
K-6	29:1	30.5:1	30:1	K: 26:1 1-2: 28:1 3-6: 29:1	K: 26:1 1-2: 28:1 3-6: 29:1	K: 26:1 1-2: 28:1 3-6: 29:1	K: 26:1 1-2: 28:1 3-6: 29:1
7-12	29:1	30.5:1	30:1	29:1	29:1	29:1	29:1

The table below shows race percentages of student enrollment for school years 2013-14 through October 2, 2017.

Race	Percentage 2013-14	Percentage 2014-15	Percentage 2015-16	Percentage 2016-17	Percentage 2017-18
Asian	6.40%	6.43%	6.51%	6.69%	6.74%
African American	2.09%	2.31%	2.17%	2.28%	2.18%
American Indian/Alaskan Native	0.85%	0.72%	0.67%	0.70%	0.69%
Native Hawaiian/Other Pacific Islander	0.78%	0.73%	0.78%	0.76%	0.74%
Multiple	4.67%	5.19%	5.59%	5.96%	6.44%
White	49.31%	48.92%	47.86%	47.15%	46.14%
Hispanic	35.92%	35.69%	36.42%	36.46%	37.07%

RECOMMENDATION

The Superintendent recommends that the Board of Directors reviews this report and asks any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
SUMMER SCHOOL PROGRAM REPORT

Each summer, the Hillsboro School District (HSD) offers a variety of options for students to engage in meaningful learning opportunities. The following programs were in place during the summer of 2017.

Dual Language Summer Academy

The Dual Language Summer Academy provided bilingual instruction to elementary students enrolled in the District's dual language programs. This program served 152 students in grades K-6, Monday through Thursday, from July 5 through July 27 (four weeks, for a total of 14 days). The program was held at Lincoln Street Elementary School, which was also the Migrant Summer School site. This allowed collaboration between teachers in the two programs.

There were seven classrooms in the Dual Language Summer Academy:

- Kindergarten: 24 students
- 1st Grade: 22 students
- 1st/2nd Grade: 25 students
- 2nd Grade: 20 students
- 3rd/4th Grade: 20 students
- 3rd/4th Grade: 20 students
- 5th/6th Grade: 21 students

Students enrolled for the entire program, which is a change from the previous year's program, in which students enrolled for one week at a time. Classroom teachers collaborated with teachers from the migrant program for literacy and math instruction, with college and career readiness connections. The focus of the literacy instruction was on "Main Idea" under "Key Ideas and Details." The focus for math was "Operations and Algebraic Thinking." The fifth and sixth grade students also received Science / Technology / Engineering / Math (STEM) instruction provided through a grant and assistance from the District's STEM Teacher on Special Assignment (TOSA). Students received culturally relevant instruction in English and Spanish that focused on the students' needs, based on their pre-assessments. They also participated in the same enriching activities and experiences as the students in the migrant school program.

Summer School Program (Migrant Summer School)

The Migrant Summer School program served 670 migrant students in pre-kindergarten through twelfth grade (478 elementary students plus 192 high school students). Classes for grades PreK-6 were held at Lincoln Street Elementary School, operating Monday through Thursday, July 5 – July 27, for six hours per day. Classes for grades 7-12 were conducted at Century High School, and operated Monday through Thursday, July 5 – August 3, for 3.75 hours per day.

The End of Migrant Summer Program Evaluation made note of many positive elements in this year's program, which included:

- A partnership with the dual language and English language development programs to implement backward curriculum mapping. Working with District TOSAs, who provided PD prior to the start of classes, lessons were developed around the theme of college and career pathways. This focus also provided rich opportunities for guest speakers, field trips, and authentic learning. The plan is to expand on these efforts in the future.
- The secondary program added the perspective of a bilingual/bicultural instructional coach, who incorporated culturally responsive curriculum and practices in revamped language arts lessons in Spanish and English.
- The elementary program benefited greatly from the contributions of Western Oregon University (WOU) Scholars, 13 high school volunteers, Pacific University interns, and ESOL (English for students of other languages) practicum students from several different universities. Their willingness and energy brought great vibrancy to the program.
- The Tooth Taxi screened 84 students and provided almost \$25,000 in dental care during the week they spent between Lincoln Street (elementary students) and Century (high school students). The District is working with Dental 3 to expand services even more next year.
- Four Binational teachers taught classes in the elementary school around culture and the arts. Students, staff, and families thrived on the sharing of pride in culture, and the closing ceremonies demonstrated this, as well as strong community bonding. Additionally, all students received books at this event.

Summer School Program (McKinney Elementary School)

The McKinney Elementary School Summer Program served students from kindergarten through eighth grade, with participation ranging from 25 to 50 students each day. (Average participation was 34 students per day.)

The program was scheduled four days per week, for seven weeks (July 5 through August 17, from 9:30 to 11:30 AM, with lunchtime on the playground afterwards). Students engaged in learning opportunities through differentiated STEM activities. They had independent academic practice in reading and math, facilitated by staff and AmeriCorps volunteers. Students who have attended the summer program return in the fall with gains in reading and math, as evidenced by the MobyMax and Scholastic Reading Inventory assessments.

Summer School Program (Reedville Elementary School)

The Reedville Elementary School summer school program consisted of a focus on pre-K-to-kinder transition, with a kinder jumpstart program the week before school started and a sixth grade team building and jumpstart program.

The goals of the kinder jumpstart program were to introduce students to classroom routines, develop social and emotional skills, and assess pre-literacy and math skills. Teachers also were able to establish communication with parents by having time to interact with them before and after the program. All incoming kindergarten students were invited, and 30 of the 40 students attended. Benefits of the program were noticed

on the first full day for kindergarten students, as they transitioned without anxiety, and knew the teachers, routines, and what to expect. Teachers were able to obtain some baseline information on students' abilities to recognize numbers, colors, and other pre-literacy skills. Students were noticeably happy to come on their first full day to see their teachers. Parents were confident in starting their children on the first day, as they were familiar with the teachers and had seen the routines in place.

Fifteen of thirty sixth graders participated in a jump-start team building and leadership day with teachers. The students participated in team building activities and did goal setting with their teachers. They spent time with the principal, sharing what they wanted to see happen in their sixth grade school year. The teachers reviewed some of the academic expectations, as well. Students signed up for leadership roles for the opening day of school to welcome students, lead morning gym activities, make announcements and support younger students at recess. The program was held for social interactions, literacy skills, STEM- and literacy-related art projects, and healthy lifestyle physical activities each day. The teacher was also able to do some basic assessments of academic skills and begin to develop plans for needed enrichment and intervention.

Both programs helped to prepare students for academic success in the upcoming school year.

Summer Food Program

Nutrition Services contributed to the success of the District's summer programs by providing meals to students, operating the Summer Food Service Program at six Hillsboro parks, two apartment complexes, and eleven school sites. During the eight-week summer season, 7,916 breakfasts, 33,717 lunches, 504 snacks, and 1,435 dinners were served.

Student Services Extended School Year

ESY (Extended School Year) is for students who have a disability and are on IEPs (individual education plans). Whether or not a student attends ESY is determined by the IEP team. This summer program assists students in retaining the skills they have learned over the school year, rather than presenting new material. Data is gathered after the winter, spring, and summer breaks to see if a student regains their previously acquired skills within a reasonable time. If a student does not regain the skills in a typical amount of time, the IEP team may decide to recommend ESY. Participation in ESY can also be determined by the IEP team for extenuating reasons.

ESY took place during the last three weeks of July from 8:00 to 11:30 AM. This year, 111 students participated in the ESY program, and 11 students accessed ESY services in out-of-district placements. The students had many opportunities to practice and maintain the skills they had acquired during the school year.

Summer School Program (Witch Hazel Elementary)

The purpose of the Witch Hazel Kindergarten Jump Start program was to give incoming students a boost for beginning kindergarten. The objective of the program was to provide incoming kindergarten students with readiness skills, including knowledge of the building and kindergarten and school routines (for example, navigating the lunch line), and to ease anxiety regarding school. The camp was held from August 21 through 25, from 8:00 AM to 12:00 PM. Twenty-one students were enrolled, and an average of sixteen students attended each day. Families had the opportunity to sign up during the kindergarten orientation in May. Students who attended demonstrated leadership skills during the beginning of school. They knew the expectations and were able to model for other kindergarten students.

High School 8.5 Summer Program

Two hundred incoming ninth graders from throughout the district spent nine days at their high schools at the beginning of August, making connections to other students, the school, and some of their soon-to-be teachers. Students were invited, based on recommendations from their middle schools and an open application process for all students, and were given breakfast and lunch from the free-and-reduced lunch program. Students attended from 8:00 AM to 12:00 PM each day, and their classes focused on math growth mindset, AVID (Advancement Via Individual Determination) strategies for success, and high school counseling. Additionally, students participated in team building activities every day, including activities with additional high school staff to further their connections. Community support was also present with Dutch Bros providing the students with a free coffee, Orenco Eye care providing free vision screenings at Glencoe High School, and other community partners providing the students with a high school T-shirt and a backpack to start the year. These cohorts of students will continue to connect with the instructors and each other throughout the year, earning an additional .25 elective credit for a full .5 elective credit by the end of the year.

HILLSBORO SCHOOL DISTRICT 1J
October 24, 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 14: Limited Student Support Team

The Business Office serves on the District-level Limited Student Support Team that allocates budgeted FTE specifically for providing one-to-one staff to support students who are in need. The team works to approve requests from schools, based on standard criteria that include an assessment of the student's needs and behavior, building resources, and staff skill levels.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. Finance manager Koral Unger and the Finance team have worked with Technology Services staff to assist in the transition of Infinite Visions, the District's financial software program, to a new server hosted by Cascade Technology Alliance (CTA) at Northwest Regional Education Service District (NWRESA). A detailed timeline with specific benchmarks and testing has optimized the transition. The transition will reduce technology costs and decrease transaction times, and it provides access to additional consortium resources.

Ms. Unger has also provided on-site Infinite Visions training for new office managers and other Infinite Visions users, as needed.

Finance Team – Financial Reporting and Grants. Finance Manager Jeff Jones continues his focus on finalizing the Comprehensive Annual Financial Report, in addition to assisting grant coordinators with budgeting and compliance items. As the District liaison with grantors of restricted funds, Mr. Jones' work is critical to ensure that expenditures meet eligibility requirements, and that they are represented accurately in the District's financial reports. In addition to the account code structure prescribed by the Department of Education, restricted funds are tied to certain student populations, projects, or activities, which adds a layer of complexity beyond general fund reporting requirements.

Payroll Team and Employee Benefits. Payroll supervisor Kim Grannis and the Payroll team successfully issued the first major payroll for the fiscal year. The September payroll is especially challenging each year, due to contract and work calendar updates, staff attrition, open enrollment, and changes in employee names, addresses, and bank accounts, which affect direct deposits.

Employee Benefits Supervisor Lynette Coffman and the Benefits team successfully completed open enrollment on September 15, 2017. This year, the District, in partnership with Hillsboro Education Association (HEA) and Hillsboro Classified United (HCU), focused on maximizing the accessibility and value of an employer-sponsored HRA (Health Reimbursement Arrangement). Seeded by HEA and HCU insurance pools, District HRA plans combine with high-deductible medical plans to reimburse staff for limited out-of-pocket expenses. The HRA plans have a lower premium than comparable plans with lower deductibles, and can save District employees up to \$3,000 in annual premiums. The District also partners with American Fidelity to offer Flexible Spending and Dependent Care Accounts (FSAs) for pre-tax options for staff who choose not to participate in an HRA plan.

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 August 2017.

The District received two workers' compensation claims in August 2017. As of August 31, 2017, there were 53 open claims; 25 were for medical costs only, and 28 included time loss. One employee was on a modified work plan during August.

Workers' Compensation Claims			
	2015-16	2016-17	2017-18
July	3	3	3
August	2	6	2
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	5

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. One student incident was reported in August.

Student Incident Reports			
	2015-16	2016-17	2017-18
July	0	1	8
August	6	14	1
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	9

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 August.

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
MONTHLY FINANCIAL REPORT - Actual as of September 30, 2017

	July Actual	August Actual	September 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	\$73,309.79	\$326,578.12	\$326,578.12	\$70,221,745.00	0.47%	\$109,310.56	0.16%
Interest	\$37,093.11	\$46,903.66	\$45,716.11	\$129,712.88	\$129,712.88	\$404,635.00	32.06%	\$81,966.99	26.62%
Local Sources	\$152,378.28	\$22,845.94	\$40,207.26	\$215,431.48	\$215,431.48	\$1,790,759.00	12.03%	\$171,595.72	9.05%
Total Local	\$189,471.39	\$323,017.93	\$159,233.16	\$671,722.48	\$671,722.48	\$72,417,139.00	0.93%	\$362,873.27	0.52%
County/ESD	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,554,545.00	0.00%	\$1,231,316.67	37.84%
State Sources	\$21,476,015.00	\$10,819,309.48	\$10,731,488.00	\$43,026,812.48	\$43,026,812.48	\$130,042,910.00	33.09%	\$42,832,700.76	34.45%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$5,377.30	\$297.48	\$11.24	\$5,686.02	\$5,686.02	\$1,000,000.00	0.00%	\$1,299.83	0.00%
Beginning Balance	\$12,985,266.00	\$0.00	\$0.00	\$12,985,266.00	\$12,985,266.00	\$11,598,462.00	111.96%	\$14,558,454.24	106.59%
Total Revenue	\$34,656,129.69	\$11,142,624.89	\$10,890,732.40	\$56,689,486.98	\$56,689,486.98	\$218,613,056.00	25.93%	\$58,986,644.77	28.00%
Expenditures									
Instruction									
Salaries	\$11,382.45	\$118,253.65	\$6,665,907.05	\$6,795,543.15	\$6,795,543.15	\$77,955,932.49	8.72%	\$6,480,126.87	8.35%
Benefits	\$981.42	\$32,719.81	\$3,328,910.06	\$3,362,611.29	\$3,362,611.29	\$38,646,081.96	8.70%	\$2,857,346.21	7.87%
Purchased Service	\$386,713.96	\$112,452.59	\$213,791.45	\$712,958.00	\$712,958.00	\$4,203,855.40	16.96%	\$1,132,357.72	18.97%
Supplies/Materials	\$73,514.53	\$71,186.56	\$266,628.69	\$411,329.78	\$411,329.78	\$1,914,845.70	21.48%	\$471,897.15	32.78%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$3,000.00	0.00%
Other	\$31,949.96	\$3,505.00	\$42,883.21	\$78,338.17	\$78,338.17	\$199,392.45	39.29%	\$92,659.90	50.84%
Total Instruction	\$504,542.32	\$338,117.61	\$10,518,120.46	\$11,360,780.39	\$11,360,780.39	\$122,920,108.00	9.24%	\$11,037,387.85	9.08%
Support Services									
Salaries	\$1,598,950.41	\$1,720,457.70	\$3,368,713.66	\$6,688,121.77	\$6,688,121.77	\$39,746,401.28	16.83%	\$6,794,743.65	17.86%
Benefits	\$906,249.86	\$916,009.17	\$1,862,207.03	\$3,684,466.06	\$3,684,466.06	\$24,893,304.97	14.80%	\$3,338,967.85	18.13%
Purchased Service	\$376,525.73	\$1,924,981.48	\$1,169,501.89	\$3,471,009.10	\$3,471,009.10	\$14,973,635.58	23.18%	\$3,066,862.75	22.70%
Supplies/Materials	\$419,313.34	\$389,637.57	\$655,108.46	\$1,464,059.37	\$1,464,059.37	\$3,407,810.16	42.96%	\$2,184,561.24	32.90%
Capital Purchases	\$5,933.00	\$40,570.00	\$250,732.02	\$297,235.02	\$297,235.02	\$101,962.00	291.52%	\$658,886.00	263.50%
Other	\$20,063.45	\$1,159,038.07	\$9,209.48	\$1,188,311.00	\$1,188,311.00	\$1,625,907.02	73.09%	\$1,125,621.02	81.19%
Total Support	\$3,327,035.79	\$6,150,693.99	\$7,315,472.54	\$16,793,202.32	\$16,793,202.32	\$84,749,021.01	19.82%	\$17,169,642.51	21.94%

<i>Expenditures (continued)</i>	July Actual	August Actual	September 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	\$39,319.49	\$67,930.31	\$67,930.31	\$316,891.23	21.44%	\$70,120.53	26.54%
Benefits	\$6,965.64	\$6,966.32	\$19,141.17	\$33,073.13	\$33,073.13	\$161,434.07	20.49%	\$27,206.11	24.75%
Purchased Service	\$238.20	\$0.00	\$6,000.00	\$6,238.20	\$6,238.20	\$88,964.02	7.01%	\$16,710.96	46.33%
Supplies/Materials	\$71.45	\$1,369.59	\$0.00	\$1,441.04	\$1,441.04	\$6,494.14	22.19%	\$1,974.63	64.89%
Capital Purchases	\$0.00	\$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	\$0.00	\$919.52	0.00%	\$0.00	0.00%
Total Community Services	\$21,580.70	\$22,641.32	\$64,460.66	\$108,682.68	\$108,682.68	\$574,703.00	18.91%	\$116,012.23	27.97%
Capital Projects									
Purchased Service	\$0.00	\$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	0.00%
Total Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Debt Service Payment	\$0.00	\$0.00	\$29,209.42	\$29,209.42	\$29,209.42	\$528,500.00	5.53%	\$38,205.05	4.62%
Transfers	\$0.00	\$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	\$0.00	\$9,840,724.00	0.00%	\$0.00	0.00%
Total Expenditures	\$3,853,158.81	\$6,511,452.92	\$17,927,263.08	\$28,291,874.81	\$28,291,874.81	\$218,613,056.55	12.94%	\$28,361,247.64	13.46%

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
FIRST READING – POLICY EFFA-AR: REIMBURSABLE MEALS
AND MILK PROGRAMS

SITUATION

The proposed revisions to District policy EFFA-AR: Reimbursable School Meals are based on recommendations from Oregon School Boards Association (OSBA) to align the administrative regulation with the requirements of the United States Department of Agriculture (USDA), as well as Oregon House Bill 3454, regarding the availability of information regarding the District's meal service parameters, charging policy, and communications surrounding monies owed for received meals.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy EFFA-AR: Reimbursable Meals and Milk Programs.

Hillsboro School District 1J

Code: EF AA-AR
Adopted: 11/08
Revised: 06/17

Reimbursable School Meals and Milk Programs (National School Lunch Program, School Breakfast Program, and other federal meal programs)

The District's ~~nutrition and food services~~ Nutrition Services Department will be operated in accordance with the following requirements:

Meal Pricing Procedures

1. Reimbursable meals and after-school snacks will be priced as a unit.
2. Reimbursable meals and after-school snacks will be served free or at a reduced price to all children who are determined by the District to be eligible for free or reduced-price meals.
3. Annually, the District will establish prices for reimbursable student meals and after-school snacks. The price charged to students who do not qualify for free or reduced-price meals will be established annually by the District, in compliance with state and federal laws.
4. The price charged to students who qualify for reduced-price meals will be established annually by the District, in compliance with state and federal laws.
5. The District will ~~consider implementing~~ claiming alternative Community Eligibility at schools under its jurisdiction that meet federal, state, and District-identified criteria.

Application Procedures

1. Households receiving Supplemental Nutrition Assistance Programs (SNAP) or Temporary Assistance to Needy Families (TANF) benefits, as identified by Oregon Department of Education (ODE), will be ~~automatically~~ categorically eligible ~~for to~~ receive free meals and after-school snacks for the ~~students attending participating Hillsboro Schools. listed on the official document. Districts must access this document at least three times per year.~~
2. Students ~~officially identified as~~ receiving support through the migrant education program, Runaway and Homeless Youth Act, McKinney-Vento Homeless Assistance Act, federal Head Start and state-funded prekindergarten programs, with income eligibility criteria identical or more stringent than federal Head Start, or are in state or court placement foster care, shall be categorically eligible for free meals and afterschool snacks, ~~for the students listed on the official documents.~~
3. Households that submit a confidential application will be notified of their student's eligibility for free or reduced-price meals. Households that are denied free or reduced-price

benefits will be notified in writing and/or via email, using the ODE-approved content template letter, distributed to the District annually.

4. On a case-by-case basis, when a student is known to be eligible for free or reduced-price meal benefits, and the household fails to submit a confidential application, the Superintendent or designee may complete an application for the student, documenting how he/she knows the household income qualifies the student for free or reduced-price meal benefits. Parents of a student approved for free or reduced-price benefits, when application is made for the student by a school official, will be notified of the decision and given the opportunity to decline benefits.
5. Students who do not qualify for free or reduced-price meals are eligible to participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP), and will be charged “paid” prices set by the District. “Paid” category students will be treated equally to students receiving free or reduced-price benefits in every aspect of the District’s NSLP, SBP, Summer Food Service Program (SFSP), and Child and Adult Care Food Program (CACFP).
6. The District has established a fair hearing process, under which a household can appeal a decision with respect to the household’s application for benefits or any subsequent reduction or termination of benefits.
7. In the event of major employers contemplating large layoffs in the attendance area of the District, the District will provide confidential applications and eligibility criteria for free and reduced-price meals to the employer for distribution to affected employees.

Financial Management of the Nonprofit School Food Service

1. The District will maintain a nonprofit school nutrition and food service operation.
2. Revenues earned by the school nutrition and food services department will be used only for the operation or improvement of the NSLP, SBP, CACFP, and SFSP.
3. Lunch and breakfast meals served to teachers, administrators, custodians, and other adults not directly involved with the operation of the District’s nutrition and food services will be priced to cover all direct and indirect costs of preparing and serving the meal.¹
4. District nutrition and food services revenues will not be used to purchase land or buildings.
5. The District will limit its nutrition and food services net cash resources to an amount that does not exceed three months average expenditures.
6. The District will maintain effective control and accountability for, and adequately safeguard, all nutrition and food services’ cash, real and personal property, equipment, and other assets, and ensure they are used solely for nutrition and food services purposes.

¹For meals with portion sizes equivalent to student meals, the adult meal price will be no less than the amount of reimbursement for a free-eligible meal, plus the value of commodity foods used in the meal preparation.

7. The District will meet the requirements for allowable NSLP, SBP, CACFP, and SFSP costs, as described in 2 C.F.R. § 200.
8. In purchasing nutrition and food services goods or services, the District will not accept proposals or bids from any party that has developed or drafted specifications, requirements, statements of work, invitations for bids, requests for proposals, contract terms and conditions, or other documents for proposals used to conduct the procurement.
9. All procurement transactions for nutrition and food services goods and services will be conducted according to state, federal, and District procurement standards, using the applicable cost thresholds.
10. In the operation of its nutrition and food services program, the District will purchase food products where at least 50 percent of the ingredients are produced or processed in the United States, whenever possible.
11. The District may use facilities, equipment, and personnel supported with nutrition and food services revenue to support a nonprofit nutrition program for the elderly.

Civil Rights and Confidentiality Procedures

1. The District will not discriminate against any student because of his/her eligibility for free or reduced-price meals.
2. The District will not discriminate against any student or any nutrition and food services employee because of race, color, religion, sex, sexual orientation, parental status, national origin, marital status, disability, or age.
3. The District will assure that all students and nutrition and food services employees are not subject to different treatment, disparate impact, or a hostile environment.
4. Established District procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP, SBP, CACFP, and SFSP benefits and services, and employment practices with regard to the operation of its NSLP, SBP, CACFP, and SFSP. The District will forward any civil rights complaint regarding the District's nutrition and food services to ODE's director of Child Nutrition Programs within three days of receiving the complaint.
5. The District will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.
6. The District will maintain strict confidentiality of all information obtained through a confidential application for free and reduced-price meals or direct certification, including students' eligibility for free or reduced-price meals and all household information. The District's NSLP, SBP, CACFP, and SFSP operators are not required to release any information from a student's confidential application for free or reduced-price meals. No information may be released from a student's eligibility information without first obtaining

written permission from the student's parent or legal guardian/adult household member signing the application, except as follows:

- a. An individual student's name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education or state health programs at the state level; persons evaluating state education assessments; or persons who operate or administer any other NSLP, SBP, Special Milk Program (SMP), SFSP, CACFP, or the Supplemental Nutrition Assistance Program (SNAP);
- b. Any other confidential information contained in the confidential application for free and reduced-price meals (e.g., family income, address, etc.) may be released without written consent only to persons who operate or administer the NSLP, SBP, SMP, CACFP, SFSP, and the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); the Comptroller General of the United States for audit purposes; and federal, state, or local law enforcement officials investigating alleged violation of any of the programs listed above.

Nutrition and Menu Planning

1. Meals and after-school snacks served for reimbursement will meet the nutrition standards established by the U.S. Department of Agriculture (USDA) and Oregon Smart Snacks Standards.
2. Meals and after-school snacks served for reimbursement will meet at least the minimum NSLP, SBP, SFSP, and CACFP requirements for food item and quantities.
3. Meals served for reimbursement will:
 - a. Meet all calorie range requirements by grade level;
 - b. Meet the maximum required standards set for saturated fat;
 - c. Meet the maximum required standards set for sodium by grade level; and
 - d. Meet the requirement for zero grams of trans fats.
4. The District will use the offer versus serve option when serving NSLP lunches to all students. All students must take at least three of five different food items, including one-half cup of fruit or vegetable offered in program lunches.
5. The District will use the offer versus serve option when serving program breakfasts to all students. All students must take at least two of three menu items, including one-half cup of fruit or vegetable offered in program breakfasts.
6. A copy of the Board minutes adopting the offer versus serve policy for all students in the District for NSLP and SBP, as applicable, will be made available upon request.

Use and Control of Commodity Foods

1. The District will accept and use commodity foods in as large a quantity as may be efficiently utilized in the NSLP, SBP, SFSP, and CACFP.

2. The District will maintain necessary safeguards to prevent theft or spoilage of commodity foods.
3. The value of commodity foods used for any food production other than NSLP, SBP, SFPP, or after-school snacks shall be replaced in the food service inventory.

Accuracy of Reimbursement Claims

1. The District will claim reimbursement only for reimbursable meals and after-school snacks to eligible children.
2. All meals and after-school snacks claimed for reimbursement will be counted at each dining site at a “point of service,” where it can be accurately determined that the meal and afterschool snack meets NSLP, SBP, SFSP, and CACFP requirements for reimbursement.
3. The person responsible for determining reimbursability of meals and after-school snacks will be trained to recognize a reimbursable meal.
4. The District official signing the claim for reimbursement will review and analyze monthly meal and after-school snack counts to ensure accuracy of the claim before submitting the claim to ODE.
5. Annually, by November 15, the District will verify a random sample of applications according to NSLP verification requirements. Instructions for completing the verification process will be sent by ODE to the District in October each year.

Food Safety and Sanitation Inspections

1. The District will maintain necessary facilities for storing, preparing, and serving food and milk.
2. Semiannually, the District will schedule food safety inspections with the county Environmental Health Department for each school or dining site under its jurisdiction.
3. The District will maintain health standards in compliance with all applicable state food safety regulations at each school or dining site under its jurisdiction.

General USDA NSLP/SBP Requirements

1. The District will ensure that no student is denied a meal as a disciplinary action.
2. Breakfast will be served in the morning hours, at or near the beginning of the student’s school day.
3. Lunch will be served between the hours of 10 a.m. and 2 p.m.

4. The District will provide substitute foods for students with a disability² that restricts their diet, when supported by a written statement from a state-licensed health care professional who is authorized to write medical prescriptions. Substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment, so its effect on the student's diet is understood, and what must be done to accommodate the impairment. The District will not charge more than the price of the school meal, as determined by the child's eligibility status, for meals with the accommodation.
5. The District will control the sale of competitive foods.
6. The District will ensure that potable drinking water will be available to students, free of charge, for consumption in the place where meals are served during meal service.
7. ~~The District will notify all households of its meal charge requirements in the student handbooks each school year. The District's meal charging requirements are as follows:~~
 - ~~a. There is no provision for charging at the secondary level.~~
 - ~~b. A charge account for elementary students purchasing meals may be established with the District. An elementary student may charge up to three meals before they are served an alternative meal. Any student failing to keep his or her account current as required by the District shall not be allowed to charge the price of additional meals until the account has been paid in full. Students will be allowed to purchase a single meal if the student pays for the meal when it is received. An automated phone call will inform parents of a negative meal balance. Students or parents of students may prepay meal costs at each site or by using Nutrition Service's on-line payment option.~~

The District will publish and make available meal-charging requirements on the district website. In compliance with Oregon law, as identified in HB3454 (2017), charging of school meals is available at schools that are enrolled to participate in federal meal programs. Further:

- a. Any student who requests a reimbursable meal shall receive said meal
- b. Student account funding or negative balance may not be considered in the receipt of a reimbursable meal.
- c. Communications regarding details of past-due amounts, monies needed to pay for meals, or negative balances of accounts are to be directed to the parent/guardian of the student and not to the student.
- d. Students shall not be required to perform work or other assigned duties to receive a reimbursable meal.

The district will use an automated phone calling system to contact parent/guardian(s) regarding negative balances

²To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

- 8. The sale of foods in competition with the District's Lunch (NSLP) or Breakfast (SBP) programs will be allowed in dining sites during lunch and breakfast periods with Board approval only when all income from the food sales accrues to the benefit of the District's nutrition and food services program, or accrues to a school or student organization approved by the Board, and only when the food items for sale fulfill the Oregon Smart Snacks standards. A copy of the Board minutes approving and defining competitive food sales will be made available upon request. Food sales must be in compliance with state and federal guidelines.
- 9. Students will be charged for second servings of meals or portions of meals served.

Record Keeping

The following documents will be maintained by the District for three years after the current school year or longer, in the event of an unresolved audit(s), until the audit(s) has been completed:

1. All currently approved and denied confidential applications for free and reduced price meals, and all current direct certification documents, eligibility verification documents and school membership or enrollment lists;
2. Financial records that account for all revenues and expenditures of the District's nonprofit nutrition and food services programs, including procurement documents;
3. Records (i.e., recipes, ingredient lists, and nutrition fact labels or product specifications) that document the compliance with nutrition standards for all program and competitive foods available for sale to students at a school campus;
4. Documents of participation data (e.g., meal counts) from each school in the District to support claims for reimbursement;
5. Production and menu records;
6. Records to document compliance with Paid Lunch Equity;
7. Records to document compliance with Revenue from Non-program Foods; and
8. Internal program monitoring documents for the NSLP, SBP, after-school snacks, SFSP, and CACFP.

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
FIRST READING – POLICY IGBAK: SPECIAL EDUCATION –
PUBLIC AVAILABILITY OF STATE APPLICATION

SITUATION

District policy IGBAK addresses the availability of information relating to the District's eligibility for funds under Part B of the Individuals with Disabilities Education Act (IDEA). The proposed revisions to this policy are based on recommendations from Oregon School Boards Association (OSBA) to align the policy with the provisions of the Every Student Succeeds Act of 2015 (ESSA).

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy IGBAK: Special Education – Public Availability of State Application.

Hillsboro School District 1J

Code: **IGBAK**

Adopted: 7/96

Revised/Readopted: 03/18/08

Special Education – Public Availability of State Application

The Superintendent will be responsible for ensuring that the District's applications, evaluations, periodic program plans, reports and all other all documents relating to the District's eligibility for funds under Part B of the Individuals with Disabilities Education Act (IDEA) are available to the parents of children with disabilities and to the general public for inspection, review and comment.

1. In complying with this requirement, the District does not release or make public personally identifiable information.
2. Information available for public review includes, but is not limited to:
 - a. How the District implements policies, procedures and programs for special education consistent with state and federal requirements;
 - b. Performance of students with disabilities on statewide assessments;
 - c. Results of the state's general supervision and monitoring of District programs for special education, including the timeliness and accuracy of required data submissions;
 - d. District achievement of performance targets established in the State Performance Plan (SPP);
 - e. Financial information related to revenue and expenditures for students with disabilities, including but not limited to, District information about:
 - (1) Identifying the Excess costs of educating students with disabilities;
 - (2) Maintaining the financial support for programs and services for students with disabilities (Maintenance of Effort or (MOE)); and
 - (3) Describing available Schoolwide programs under Title I of the Elementary and Secondary Education Act (ESEA) or No Child Left Behind (NCLB) the Every Student Succeeds Act of 2015 (ESSA);
 - (4) Documenting the Annual District application for IDEA funds; and
 - (5) Reporting of Official audit reports, complaints and due process hearings.
 - f. District dispute resolution information, including the resolution of state complaints and due process hearings

END OF POLICY

Legal Reference(s):

State-Administered Programs, 34 C.F.R. § 76.304 (2006).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 34 C.F.R. 300.212 (2006).

Every Student Succeeds Act of 2015, 20 U.S.C. § 1114.

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
FIRST READING – POLICY GBA: EQUAL EMPLOYMENT OPPORTUNITY

SITUATION

The proposed revisions to District policy GBA: Equal Employment Opportunity are based on recommendations from Oregon School Boards Association (OSBA) to update the policy formatting and align the language with Oregon statutes.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy GBA: Equal Employment Opportunity.

Hillsboro School District 1J

Code: **GBA**
Adopted: 7/96
Revised/Readopted: 11/25/08; 08/25/09;
11/18/14; [REDACTED]

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the ~~D~~istrict regardless of race, color, religion, sex, sexual orientation¹, ~~parental status~~, national origin, marital status, age, veteran's status², genetic information, and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The ~~S~~uperintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADA), and Section 504 of the Rehabilitation Act of 1973. The ~~S~~uperintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments of 1972. The Title IX coordinator will investigate complaints communicated to the ~~D~~istrict alleging noncompliance with Title IX. The name, address, and telephone number of the Title IX coordinator will be provided to all students and employees.

The ~~S~~uperintendent will develop other specific recruiting, interviewing, and evaluation procedures as are necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 243.672](#)
[ORS 326.051](#)
[ORS 332.505](#)
[ORS 342.934](#)
[ORS 408.225 to -408.238](#)
[ORS 659.850](#)
[ORS 659.870](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)

[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.109](#)
[ORS 659A.142](#)
[ORS 659A.145](#)
[ORS 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
[ORS 659A.805](#)

[OAR 581-021-0045](#)
[OAR 581-022-1720](#)
[OAR 839-003-0000](#)
[OAR 839-006-0435](#)
[OAR 839-006-0440](#)
[OAR 839-006-0445](#)
[OAR 839-006-0450](#)
[OAR 839-006-0455](#)
[OAR 839-006-0460](#)
[OAR 839-006-0465](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2012).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2006); 29 C.F.R Part 1626 (2006).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2006).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2006).

¹“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated within the individual’s sex at birth.

²The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2006).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).
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).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008.
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212.
Title II of the Genetic Information Nondiscrimination Act of 2008.

Cross Reference(s):

AC - Nondiscrimination
ACA - Americans with Disabilities Act

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
FIRST READING – POLICIES REGARDING
SCHOOL ADMISSIONS / STUDENT TRANSFERS –
POLICY JC: SCHOOL BOUNDARY AREAS
POLICY JECB: ADMISSION OF NONRESIDENT STUDENTS
POLICY JECBB: IN-DISTRICT TRANSFER STUDENTS
POLICY JECBD: HOMELESS STUDENTS
POLICY JECC: ASSIGNMENT OF STUDENTS TO SCHOOLS
POLICY JECF: INTERDISTRICT TRANSFER OF RESIDENT STUDENTS

SITUATION

Revisions to several District policies related to school admissions and student transfers are being proposed in order to update these policies to reflect current District requirements and procedures, and to incorporate recommendations from Oregon School Boards Association (OSBA) to ensure that the policies align with changes in legal requirements. Revisions are recommended for the following policies:

- Policy JC: School Boundary Areas
- Policy JECB: Admission of Nonresident Students
- Policy JECBD: Homeless Students
- Policy JECC: Assignment of Students to Schools
- Policy JECF: Interdistrict Transfer of Resident Students

Additionally, it is recommended that the District adopt policy JECBB: In-District Transfer Students.

Legal requirements that have changed in recent years include:

- House Bill 3681
- House Bill 2747
- Senate Bill 709
- McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. 11431-11435 (2015)

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of these policies, which address school admissions and student transfers.

Hillsboro School District 1J

Code: JC
Adopted: 05/00
Revised: 04/09

School Boundary Areas

Individual School attendance District boundaries shall be established by the superintendent and approved by the Board and/or the Superintendent.

The Superintendent may change boundaries as population conditions warrant or capacities of buildings require adjustment of student load. The Superintendent may also assign and reassign students from one boundary area to another to achieve a balance in enrollments suitable to the capacity of individual schools.

When new school construction necessitates reassigning students from one boundary area to another, the Superintendent will develop a broad-based process that provides for community input. Based on this process, the Superintendent will develop recommendations and submit them to the Board for action.

Students shall attend the school to which they have been assigned by the Superintendent.

Parents of students may request that they be allowed to attend a school in another boundary area in order to take advantage of a special instructional program not available in the school assigned. Transportation would be a family responsibility. The Superintendent shall develop appropriate guidelines and procedures to review such requests.

Schools will endeavor to make a scheduling provision for a student who wishes to travel to other school campuses, ~~using his/her own transportation~~, for a special course offering during part of the school day. District transportation may be provided if resources and schedules allow. Otherwise, transportation will be a family responsibility.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.010](#) - 339.090

Admission of Nonresident Students

The District may enroll nonresident students as follows:

1. **Interdistrict Transfer Agreement.** By written consent from the school board for the district in which the school is located as provided by board policy of the affected school boards. The student becomes a “resident pupil” of the attending district, thereby allowing the attending district to receive State School Fund moneys;
2. **Open Enrollment.** By written consent of the affected school board(s) from the school board with which the student has made application for admission. The student becomes a “resident pupil” of the attending district, thereby allowing the attending district to receive State School Fund moneys;
3. **Tuition Paying Student.** By unilaterally admitting with tuition a nonresident student, whereby neither affected district is eligible for State School Fund moneys;
4. **Court placement.** If a juvenile court determines it is in the student’s best interest, a student placed in a substitute care program outside the District will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may deny admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent by Affected Boards / Tuition for Admission of a Nonresident Student by Interdistrict Transfer or Consent for Admission of a Tuition Paying Student

Annually, by April 30, the Board shall establish the number of student transfer requests into the District, and out of the District, to which consent will be given for the upcoming school year, for the standard interdistrict transfer process.

The Board reserves the right to accept/reject nonresident students based upon the availability of space; and resources personnel, and appropriate programs. The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, ethnicity, national origins, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student

to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or District prior to the District deciding whether to give consent.

The Board may ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (e.g., sibling in the District; change in legal residence; completion of public charter school in the District), information about which schools the student prefers to attend, and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the District; to students who previously received consent for admission and because of a change in legal residence; or to students who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student, the Board must provide a written explanation to the student.

The District may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students who are given consent. The District is not allowed to establish minimum standards for academics as a criterion for the student to remain in the District. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this District in the same or the following school year.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent was given.

The District is not required to provide transportation outside the boundaries of the District. The student will be allowed to use existing bus routes and transportation services of the District within the transportation zone of their assigned school, if space is available and if applied for separately. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for those students on an IEP.

Consent of Board for the District in which the School is Located by the Nonresident District Board for which the Student has applied for Admission (Open Enrollment)

Annually, by March 1, the Board shall establish the number of students to whom consent will be given for the upcoming school year. The Board may choose to limit consent based on school, grade, or the combination of both. The Board may decide not to give consent to any person under this process.

The Board may not deny consent, give priority, nor request student information related to race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, income level, residence, proficiency in the English language, athletic ability, academic records, or eligibility or participation in talented and gifted programs.

1. Applications for consent shall be submitted no later than April 1, for the following school year prior to the school year of requested consent.

2. If the number of students seeking consent exceeds the number of students the Board has determined will be given consent, consent will be based on an equitable lottery selection process.

The District is not required to provide transportation outside the boundaries of the District. The student will be allowed to use existing bus routes and transportation services of the District within the transportation zone of their assigned school, if space is available and if applied for separately. Transportation will be provided if required by federal law.

By May 1, the District shall provide written notification of attendance-admission of a nonresident student into the District by May 1, to the district of the student's legal residence.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 329.485](#)
[ORS 335.090](#)
[ORS 339.115 - 339.133](#)

[ORS 339.141](#)
[ORS 339.250](#)
[ORS 343.221](#)
[ORS 433.267](#)

Letter Opinions, Office of the OR Attorney General (March 15, April 18, June 30 1988).
OR. DEP'T OF EDUC., ODE EXECUTIVE MEMORANDA 23-1988-89, 42-1994-95.

Hillsboro School District 1J

Code: **JECBB**
Adopted:

In-District Transfer Students

With the superintendent's approval, the district may grant the request of a resident student to attend another school in the district, provided the receiving school agrees to that request. The district will not provide transportation for in-district transfers unless required by law.

Students who attend a district school identified as persistently dangerous, or who are victims of a violent criminal offense occurring in or on the grounds of the school the student attends, may transfer to a safe public school in the district, including transfer to a public charter school in the district.

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.133](#)

[OAR 581-021-0045](#)

Every Student Succeeds Act of 2015, 20 U.S.C. § 7912.

Hillsboro School District 1J

Code: **JECBD**
Adopted: 7/04
Readopted: 04/28/09;

Homeless Students

Homeless students in the District will have access to the education and other services needed to ensure that the opportunity for is available to meeting the same academic achievement standards to which all students are held-is available.

A liaison for students in homeless situations will be designated by the District to carry out duties as required by law.

The District will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted, in accordance with the student's best interest, to the District school in the attendance area in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the student's best interest or enrolled in a district school in the attendance area in which the homeless student is actually living, unless contrary to the request of the parent or unaccompanied student. Transportation will¹ be provided to-and from-the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the District's liaison for homeless students in accordance with law.

The Superintendent will develop administrative regulations to implement this policy to remove barriers to access and participation by homeless students.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)

[ORS 339.115\(7\)](#)
[ORS 339.133](#)

[ORS 433.267](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2015).

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).

Cross Reference(s):

JEC - School Admissions

¹McKinney-Vento Homeless Assistance Act (see 42 U.S.C. 11432(g)(1)(J)(iii)).

Hillsboro School District 1J

Code: JECC
Adopted: 6/04
Readopted: 04/28/09; 12/12; _____

Assignment of Students to Schools**

Attendance areas are established by the Superintendent and approved by the Board for all the schools in the District schools. Students are expected to attend the school serving their place of residence unless an option to transfer to another District school approved by the Superintendent/designee has been provided by the District to meet the requirements of the No Child Left Behind Act of 2001 (NCLBA) Every Student Succeeds Act of 2015 (ESSA), state law, or Board policy, or if a transfer request has been granted.

Building administrators are prepared to assist parents/guardians in making an informed choice when an attendance area exception is being considered. This assistance is designed to serve as an act of providing information, not an act to dissuade. Building administrators will ensure appropriate notice is provided to parents/guardians of their right to request a transfer of their student to a safe District school in the event the school the student is attending is identified as persistently dangerous, or the student has been a victim of a violent criminal offense in or on the grounds of the school the student attends.

~~The parent/guardian will be asked to fill out an In-District Transfer Request form and forward it to the Superintendent or designee for review.~~

Students whose residence changes within the District boundaries after April 15 during the regular school year may continue in the school serving the former residence until the end of the school year. Requests to continue in attendance for the following school year will be by application.

For all other types of transfer requests, the parent/guardian will be asked to fill out an In-District Transfer Request form and forward it to the Superintendent or designee for review within established timelines.

Transfer request applications are subject to availability of space, personnel, and resources, except those based on identification of the student's school as persistently dangerous or the student has been a victim of a violent criminal offense. Approved applications will normally be granted for a full school year. The Board may need to establish other criteria from time-to-time.

The parent/guardian will be responsible for providing transportation for his/her their student changing attendance areas for reasons other than those provided by law. Transportation will be the responsibility of the District for all student transfers approved pursuant to the provisions of NCLBA/ESSA or state law.

All transfers are subject to annual review and renewal at the discretion of the District, unless the transfer was required by NCLBA/ESSA.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)⁵⁹⁵

[ORS 332.107](#)

[OAR 581-021-0045](#)

~~No Child Left Behind Act of 2001, 20 U.S.C. §§ 6316, 7912.~~

~~Elementary and Secondary Education Act (ESEA) Flexibility Waiver, July 18, 2012.~~

~~Every Student Succeeds Act of 2015, 20 U.S.C. § 7912.~~

Inter-District Transfer of Resident Students

~~The Board recognizes there may be circumstances that arise under state and federal law when it is necessary to release a student who resides within the boundaries of the District to attend school in another district that agrees to accept the student. A student who resides within District boundaries may make a request to attend school in another district that agrees to accept the student. Inter-district transfers of resident students for other purposes may be permitted, subject to criteria established by the District.~~

~~The Superintendent will develop administrative regulations, as needed, to implement this policy.~~

Interdistrict Transfer

The district offers a variety of programs and services designed to meet the individual needs of its students. Nevertheless, the Board recognizes there may be circumstances that arise in which a resident student may benefit from attendance in another public school in the state. Consequently, a student who resides within district boundaries may be released to attend school in another district that agrees to accept the student. The agreement will be by written consent of the affected school boards or designees whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State School Fund moneys. Any additional fees or tuition costs are the responsibility of the parent.

When the resident district approves the release of a resident student to another district, the student or his /her / their parent(s) will be solely responsible for transportation unless federal or state law requires transportation to be provided by the district. When a resident student, who is on an individualized education plan (IEP), is accepted to another district by an interdistrict transfer, the attending district becomes responsible for a free appropriate public education (FAPE).

Additionally, an interdistrict transfer of a resident student will be permitted, as appropriate, to meet the requirements to provide a safe public school choice in the Every Student Succeeds Act of 2015 (ESSA).

The resident district may not impose any limitations on the length of time for which consent is given to the student requesting release to another district.

The resident district shall not require a student to receive consent more than one time when the student request admission to the same receiving district, regardless of any time limitations imposed by the receiving district.

The district shall allow the student whose legal residence changes to a different district during the school year, to complete the school year in the district if the student chooses to do so.

Open Enrollment

A student who resides within district boundaries may make a request to attend school in another district that agrees to accept the student. The agreement will be by written consent of the attending district only, whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State School Funding. When the attending district approves the admission of the student, the attending district shall notify the district in which the student resides no later than May 1. The student or his / her / their parent(s) will be solely responsible for transportation to the attending/receiving district unless federal or state law requires transportation to be provided by the attending /receiving district. Students under the Individuals with Disabilities Education Act (IDEA) will become the primary responsibility of the attending district.

Safe Public School Choice Transfer Requests

An interdistrict transfer¹ may be permitted in the event a student has been a victim of a violent criminal offense occurring in or on the grounds of a school the student attends, or if the student attends a school identified as persistently dangerous and all other district schools the student may transfer to are also identified as persistently dangerous or there is no other district school to which the student may transfer. The transfer must be to a safe school.

Homeless Student

A homeless student residing in the district and the student’s parent, or in this case of an unaccompanied student, the district’s liaison for homeless students, may request that the student attend his/her/their school of origin², located out-of-district. The request will be considered based on the best interest of the student. The student may continue in his / her / their school of origin for the duration of the student’s homelessness. Transportation will³ be provided in accordance with the law.

The superintendent is directed to establish procedures for the review of any student request to attend school in another district.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)

[ORS 327.006](#)

¹Districts are encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring district to accept transfer students, if there is not another school in the district in which the student legally resides for the transferring student.

²“School of origin” means the school that a student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools.

³McKinney-Vento Homeless Assistance Act (see 42 U.S.C. 11432(g)(1)(J)(iii)).

[ORS 329.485](#)

[ORS 332.107](#)

[ORS 335.090](#)

[ORS 339.115 - 339.133](#)

[ORS 339.141](#)

[ORS 339.250](#)

[ORS 343.221](#)

[ORS 433.267](#)

[OAR 581-021-0019](#)

[OAR 581-022-0705](#)

~~HB 3681 (2011)~~

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 ~~(2006)~~.

McKinney-Vento Homeless Education Assistance Improvements Act of 2001, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (200615).

Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (200615).

~~No Child Left Behind Act of 2001~~ Every Student Succeeds Act of 2015, 20 U.S.C. §§ ~~6316~~, 7912.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
September 12, 2017
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

DRAFT

1. **WORK SESSION**

Board Present:

Lisa Allen, Chair
Kim Strelchun, Vice Chair
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, Facilities, Safety, Operations
Beth Graser, Director, Communications
Michelle Morrison, Director, Business Services
Alex Oh, Supervisor of Security
Val Bokma, Assistant to the Board
Devin Hunter, Technology Support

Board Chair Lisa Allen called the meeting to order at 5:19 PM. Director Wayne Clift was unable to attend the meeting.

a. **ACTION ITEMS:**

1) **Adopt Resolution Designating the Hillsboro School District Public Safety Office as a Law Enforcement Agency**

Casey Waletich, Executive Director of Facilities, Safety, and Operations, asked the Board to approve a resolution designating the Hillsboro School District Public Safety Office as a law enforcement agency. Executive Director Waletich described the benefits to the District, including reduced expenses and improved services, compared with obtaining these services through a contractor. He also cited Oregon Revised Statutes that relate to this matter; explained that the Public Safety departments of both Beaverton School District and Portland Public Schools have been designated as law enforcement agencies; and introduced Alex Oh, the District's new Supervisor of Security, who has extensive experience as a Hillsboro police officer and a supervisor of Hillsboro School District's school resource officers.

Director Martin Granum MOVED, SECONDED by Director Jaci Spross, to adopt the resolution designating the Hillsboro School District Public Safety Office as a law enforcement agency. The MOTION CARRIED (6-0).

2) **Award Contracts for Architectural Services and Athletic Field Design Consulting Services**

Chief Financial Officer (CFO) Adam Stewart asked the Board to award contracts for the following services:

- Architectural services for high school additions, renovations, and Career Technical Education (CTE) projects

- Architectural services for one replacement and two new elementary schools
- Athletic field design consulting services

He explained that the District has been recommended to take steps early to hire consultants and contractors in the current, very competitive, construction market, in preparation for the November election. Requests for proposals (RFPs) were published for these services, and proposals were received and reviewed. CFO Stewart described the screening and interviewing processes and answered Board members' questions regarding the contractors' experience and qualifications.

- a) Award Contract for Architectural Services for High School Additions, Renovations, and CTE Projects
Director Kim Strelchun MOVED, SECONDED by Director Martin Granum, to award the contract for architectural services for high school additions, renovations, and CTE projects at Century, Liberty, Glencoe, and Hillsboro High Schools to BLRB Architects. The MOTION CARRIED (6-0).
- b) Award Contract for Architectural Services for One Replacement and Two New Elementary Schools
Director Jaci Spross MOVED, SECONDED by Director Erika Lopez, to award the contract for architectural services for one replacement and two new elementary schools to DLR Group. The MOTION CARRIED (6-0).
- c) Award Contract for Athletic Field Design Consulting Services
Director Kim Strelchun MOVED, SECONDED by Director Jaci Spross, to award the contract for athletic field design consulting services to AKS Engineering. The MOTION CARRIED (6-0).

CFO Stewart explained that next steps include developing interim agreements regarding time and materials, and working out the terms of the contracts, which will be presented to the Board for approval if the election is successful.

- b. Bond Update / CTE Areas of Study
Chief Financial Officer Stewart reported on information that is being shared throughout the District regarding bond projects.

Assistant Superintendent Travis Reiman presented an overview of the CTE program investments that are included in the bond; discussed the importance of collaborating with businesses and agencies in the community to provide internship opportunities for students; and explained the challenges to be resolved in creating a system where students are able to travel to different campuses during their school day (including scheduling, registration, staffing, and transportation).

Director Kim Strelchun shared the highlights of recent accomplishments of the bond Political Action Committee.

- c. Discuss Citizens' Curriculum Advisory Committee Applications
Assistant Superintendent Travis Reiman recommended that the Board review the eleven Citizens' Curriculum Advisory Committee (CCAC) applications that were received, provide an opportunity for candidates to introduce themselves to the Board

during the September 26 work session, and appoint nine candidates to the committee, returning the number of committee members to 14, which was the baseline number agreed upon by Board in 2014. Assistant Superintendent Reiman also requested that the Board appoint all five students who applied, if they attend the September 26 work session to introduce themselves to the Board.

Board members discussed the selection process and recommendation. Key points of the discussion included possible selection methods, the level of participation of student committee members, and the number of students to appoint.

CCAC members will be appointed by the Board on September 26.

d. Strategic Planning – Year 2 Goals / District Evaluation

Director of Communications Beth Graser presented proposed metrics for the new District evaluation process and a work plan and goals for year two of the 2016-2021 strategic plan, incorporating feedback received during the July 31 Board retreat. The proposed District evaluation metrics align with the annual report of student achievement, with additional data points. The proposed goals for year two of the Strategic Plan align with the Strategic Plan agreements and commitments, and the tracking of progress and priorities will align with the District's budgeting process. Some previous goals are no longer listed separately, but incorporated into the new goals. In addition to the Strategic Plan SMART goals, much other important work is being accomplished throughout the District.

Board members asked clarifying questions and provided additional input. The impact of attendance on graduation rates, technology needs, measure 98 funds, and wellness rooms were also discussed.

The documents presented by Director Graser are included in the Board meeting packet.

The meeting was recessed at 7:04 PM, and reconvened at 7:14 PM.

e. Student Achievement / Assessment Update

Assistant Superintendent Dayle Spitzer reported on general trends in the latest student achievement assessment data, and presented an overview of the District's assessment plan for the 2017-18 school year. Key aspects of the discussion included strategies in the areas of instructional focus and improvement, teacher support, technology support, training for school testing coordinators, and preparing students for testing. Principals have provided feedback on the plan.

Board members discussed the impact of the testing location (physical environment), and asked about strategies for parents to help support students.

f. Student Representatives on the School Board

Superintendent Mike Scott briefly summarized previous Board discussions regarding student representatives serving as ad hoc members of the school Board, and outlined a plan for receiving input from students on matters that are important to them. The plan included continuing the Board / Superintendent Advisory Committee meetings with students from the four comprehensive high schools, Miller Education Center, and Hillsboro Online Academy; and selecting three students each year to serve as representatives to the Board (two students from the comprehensive high schools and one student from either Miller Education Center or Hillsboro Online

Academy, rotating each year). Superintendent Scott recommended that applications for the student representative positions be provided to the schools in March 2018, and student representatives begin their service in the 2018-19 school year. The students will serve in advisory, non-voting roles. Eligibility criteria, a selection process, and participation guidelines were discussed.

A Board policy regarding student representatives will be drafted and scheduled for review, first reading, and approval.

g. Discuss Procedures for Public Comment / Audience Participation

Continuing a discussion that began during the Board retreat, Superintendent Mike Scott and Board members discussed potential changes in the District's protocol for receiving public comment during Board meetings. Board members discussed at length a recommendation that no public comments regarding personnel be received during public meetings, but that alternative methods of providing this input be readily available to community members. Key aspects of the discussion included the importance of having a readily accessible, structured process for receiving public input, while ensuring that the venue is appropriate for the topic; the importance of maintaining confidentiality and ensuring fairness (legally and ethically); and the importance of communicating clearly regarding the protocol for public comment, acceptable topics, and the Board's role in resolving concerns.

Board members also discussed the 30-minute time limit on audience participation that is currently specified in policy BDDH: Public Participation in Board meetings, and the advantages and disadvantages of scheduling extended periods of audience time near the beginning of the meeting. Key aspects of the discussion included past practice, the importance of ensuring that the process for receiving input from the community is fair and equitable, the importance of ensuring that community members understand that their input is welcome and valued, and the importance of ensuring that the Board has time to conduct the business it needs to accomplish during the meeting. The consensus was that the 30-minute time limit should be removed from the policy.

h. Discuss Board / Superintendent Working Agreements and Communication / Meeting Protocols

Superintendent Mike Scott received input from Board members regarding the Board / Superintendent working agreements, which are annually updated and readopted by the Board. Suggested edits will be made to the draft document, which Oregon School Boards Association (OSBA) Board Development Specialist Kristen Miles will review with the Board during the OSBA professional development session on September 26.

i. Board Discussion Time

1) NSBA 2018 Conference

Board members discussed attending the National School Boards Association conference in San Antonio, Texas, on April 7-9. Directors Jaci Spross and Mark Watson will consider attending the conference.

2) Dialogue with Community Groups

Board members continued a discussion that began during the Board retreat regarding dialoguing with community groups. Superintendent Scott explained that the original suggestion was that community groups be invited to share

information with the Board during Board meetings, but work session agendas are filling up quickly, with Board development and regular agenda topics. Board members discussed going out to meet with community groups, beginning in the spring, but the consensus was that it would be best to begin this project next school year. A list of organizations / agencies will be compiled, in preparation for scheduling these meetings.

3) Board Discussion

Board members discussed District and community events, and provided brief summaries of their recent and upcoming activities.

Director Martin Granum requested information regarding seismic upgrades and resiliency.

Superintendent Scott discussed the schedule for updating policies, based on recommendations from OSBA. Board Chair Lisa Allen and Director Jaci Spross will work with staff on prioritizing the policies.

j. Adjourn Board Meeting

The meeting was adjourned at 9:05 PM.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
September 26, 2017
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

DRAFT

1. WORK SESSION

Board Present:

Lisa Allen, Chair
Wayne Clift
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
Martha Méndez Bolaños, Bilingual Interpreter / Translator
Val Bokma, Assistant to the Board
Devin Hunter, Technology Support

Others Present:

Kristen Miles, OSBA

CCAC Candidates Present:

Ray Anderson	Rebecca Nelson
Marisol Cariño	Linda Osuna
April Davis	Lauren Stillman-Smith
Heriberta Diaz	Kimberly Wenger
Joe Everton	Jennifer Cruz Hernandez
Laura Gomez	Maria de los Angeles Mejia
Jose Luis Nava	Pedro Roman

Board Chair Lisa Allen called the meeting to order at 5:17 PM.

a. Introduction of Citizens' Curriculum Advisory Committee Applicants

Assistant Superintendent Travis Reiman introduced the following Citizens' Curriculum Advisory Committee (CCAC) candidates, who spoke to the Board regarding their qualifications and interest in serving on the committee.

Ray Anderson	Rebecca Nelson
Marisol Cariño	Linda Osuna
April Davis	Lauren Stillman-Smith
Heriberta Diaz	Kimberly Wenger
Joe Everton	Jennifer Cruz Hernandez (student)
Laura Gomez	Maria de los Angeles Mejia (student)
Jose Luis Nava	Pedro Roman (student)

The following CCAC candidates were unable to attend the meeting:

Stephanie Blair	Angel Benitez Jimenez (student)
Meghan McCrary	Grace Parra (student)

The number of candidates (13 adults and five students, including five candidates applying for reinstatement) exceeded the number of vacant positions on the committee (seven two-year positions, two one-year positions, and four two-year student positions). Therefore, it was agreed that Board members would select their preferred candidates, in order to identify a slate of candidates to be appointed to the open positions.

Director Mark Watson selected Marisol Cariño, Heriberta Diaz, Joe Everton, Laura Gomez, Jose Luis Nava, Rebecca Nelson, Linda Osuna, Lauren Stillman-Smith, Kimberly Wenger, Jennifer Cruz Hernandez, Maria de los Angeles Mejia, Grace Parra, and Pedro Roman.

Director Wayne Clift selected Ray Anderson, Marisol Cariño, April Davis, Heriberta Diaz, Joe Everton, Laura Gomez, Jose Luis Nava, Rebecca Nelson, Lauren Stillman-Smith, Jennifer Cruz Hernandez, Angel Benitez Jimenez, Grace Parra, and Pedro Roman.

Director Jaci Spross selected Marisol Cariño, Heriberta Diaz, Joe Everton, Laura Gomez, Jose Luis Nava, Rebecca Nelson, Linda Osuna, Lauren Stillman-Smith, Kimberly Wenger, Jennifer Cruz Hernandez, Maria de los Angeles Mejia, and Pedro Roman.

Director Erika Lopez selected Ray Anderson, Stephanie Blair, Marisol Cariño, April Davis, Heriberta Diaz, Laura Gomez, Jose Luis Nava, Rebecca Nelson, Linda Osuna, Jennifer Cruz Hernandez, Maria de los Angeles Mejia, Grace Parra, and Pedro Roman.

Director Kim Strelchun selected Marisol Cariño, April Davis, Heriberta Diaz, Joe Everton, Laura Gomez, Jose Luis Nava, Rebecca Nelson, Linda Osuna, Kimberly Wenger, Jennifer Cruz Hernandez, Maria de los Angeles Mejia, Angel Benitez Jimenez, Grace Parra, and Pedro Roman.

Board Chair Lisa Allen selected Ray Anderson, Marisol Cariño, April Davis, Joe Everton, Laura Gomez, Jose Luis Nava, Rebecca Nelson, Linda Osuna, Kimberly Wenger, Jennifer Cruz Hernandez, Maria de los Angeles Mejia, Angel Benitez Jimenez, Grace Parra, and Pedro Roman.

Director Martin Granum selected Marisol Cariño, April Davis, Heriberta Diaz, Joe Everton, Laura Gomez, Jose Luis Nava, Linda Osuna, Lauren Stillman-Smith, Kimberly Wenger, Jennifer Cruz Hernandez, Maria de los Angeles Mejia, Grace Parra, and Pedro Roman.

Based on these selections the following slate of candidate was identified, to be appointed during the regular session:

Two-year positions:

- Marisol Cariño
- Heriberta Diaz
- Joe Everton
- Laura Gomez
- Jose Luis Nava
- Rebecca Nelson
- Linda Osuna

One-year positions:

- April Davis
- Kimberly Wenger

Student positions:

- Jennifer Cruz Hernandez
- Maria de los Angeles Mejia
- Angel Benitez Jimenez
- Grace Parra
- Pedro Roman

Board members discussed whether to limit the number of student positions to the baseline number of four, or appoint all five of the students who applied. Factors that were discussed included the quality of the applications, past practice, and students' commitments that may impact their ability to attend all meetings. The consensus of the Board, following this discussion, was to appoint all five students.

The appointment of CCAC members was scheduled to take place during the regular session.

Director Kim Strelchun asked Assistant Superintendent Reiman to inform CCAC candidates who were not selected for appointment that the Board would like them to be informed of other volunteer opportunities that align with their interests and skills.

b. Review Budget Committee Applications and Determine Selection Process

Director of Business Services Michelle Morrison explained that there are four vacant positions on the Budget Committee: two with terms ending on June 30, 2020; one with a term ending on June 30, 2019; and one with a term ending on June 30, 2018. Nine applications have been received, including one application for reinstatement. The eligibility of all applicants has been confirmed with the Washington County Elections Office, and the applications are available for the Board to review. Board members discussed options for selecting candidates to be appointed to these positions, with a consensus that using a selection process similar to that used to select CCAC candidates would be preferable this year, considering Board members' current time commitments.

c. OSBA Promise Scholarship Program: Board Members' Roles and Responsibilities (Intermediate)

OSBA Board Development Specialist Kristen Miles presented the second session in a series of workshops for school board members. Key aspects of the discussion included a review of the Board / Superintendent working agreements document (including how the document was developed, how it is used, and suggestions for additional revisions); the importance of Board culture, teambuilding, and developing an understanding of each members' strengths, communication style, and priorities; the Board's process and schedule for self-evaluation; and the Board's project for the OSBA Promise Scholarship Program.

The Board / Superintendent working agreements will be updated as a result of this discussion. The document is scheduled for readoption on October 24.

The Board will identify a project for the Promise Scholarship Program prior to the third training session.

d. Board Discussion Time

Director Lisa Allen informed the Board that an action item was added to the regular session (approving the nomination of Mark Watson to the Metro Policy Advisory Committee), and seven policies were on the agenda for first reading.

1) Board Meeting Recordings / Meeting Start Time

This item was moved to the regular session, due to time constraints.

e. Recess Board Meeting

The meeting was recessed at 6:58 PM.

REGULAR SESSION

Board Present:

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

Others Present:

Jill Golay, HEA
Melody Hansen, HCU

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Kona Lew-Williams, Chief Human Resources Officer
Olga Acuña, Director, Federal Programs
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
Devin Hunter, Technology Support

Hillsboro Schools Foundation

Matt Brennan
Harvey Berkey
Aron Carleson
Sue Voigt
Ginny Watson
Nadine Zimmerlund

2. Call to Order and Flag Salute

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

3. Approval of Agenda

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

4. Audience Time

No requests to address the Board were submitted.

5. REPORTS AND DISCUSSION

a. Hillsboro Schools Foundation – Annual Report

Hillsboro Schools Foundation (HSF) President Matt Brennan presented an overview of HSF's recent contributions to benefit District students, through the funding of innovative programs and curriculum at schools throughout the District. Fundraising efforts include HSF's annual gala (scheduled for February 24, 2018); the annual phone-a-thon, with hundreds of high school students participating; and partnerships with local businesses and organizations. Following the report, HSF staff presented the District with a \$134,000 check for Science-Technology-Engineering-Math (STEM) kits that coordinate with the new Amplify Science curriculum.

Superintendent Scott thanked HSF for their tremendous contributions over the years, the benefits they have provided for students, and their engagement of the community.

b. Present Superintendent's Goals

Superintendent Mike Scott presented his goals for the 2017-18 school year. Superintendent Scott's goals are included in the Board meeting packet.

c. Financial Report

Chief Financial Officer Stewart presented the monthly financial report, which is included in the Board meeting packet.

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

Director of Federal Programs Olga Acuña presented revisions to policy IGBC: Title IA / Parental and Family Involvement for first reading. She explained that OSBA has recommended the revisions in order to align the policy with the Every Student Succeeds Act of 2015 (ESSA). Director Acuña briefly outlined the requirements for ensuring that parents and families are engaged in the education of their students, adding that Hillsboro School District's processes already align with most of the policy requirements.

The policy is included in the Board meeting packet.

2) Policy IGBAC: Special Education – Personnel; and Policy GCL/GDL: Staff Development

Chief Human Resources Officer Kona Lew-Williams presented revisions to policy IGBAC: Special Education – Personnel; and policy GCL/GDL: Staff Development for first reading. She explained that the proposed revisions are based on OSBA's recommendations to align the policies with ESSA requirements, and on Teacher Standards and Practices Commission (TSPC) requirements. Chief Human Resources Officer Lew-Williams also explained that the District is transitioning into the use of an electronic system that streamlines the process of submitting professional development units to TSPC.

These policies are included in the Board meeting packet.

3) Policy IGGBA: Identification – Talented and Gifted; and Policy IGBBB: Identification – Talented and Gifted Students among Nontypical Populations (Delete)

Assistant Superintendent Travis Reiman presented revisions to policy IGGBA: Identification – Talented and Gifted for first reading, explaining that OSBA recommends that language regarding under-represented populations (currently included in policy IGBBB) be incorporated into policy IGGBA, so that a single policy addresses the identification process for all talented and gifted students, and that policy IGBBB be deleted.

These policies are included in the Board meeting packet.

4) Policy GBH/JECAC: Staff/Student/Parent Relations

Assistant Superintendent Dayle Spitzer presented policy GBH/JECAC: Staff/Student/Parent Relations for first reading, explaining that the revisions clarify and update the policy regarding the rights of noncustodial parents. The policy is included in the Board meeting packet.

5) Policy JEA: Compulsory Attendance

Assistant Superintendent Dayle Spitzer presented policy JEA: Compulsory Attendance for first reading, explaining that the revisions include references to

Oregon Revised Statutes regarding emancipated minors. The policy is included in the Board meeting packet.

6) Policy KAB: Parental Rights

Assistant Superintendent Dayle Spitzer presented policy KAB: Parental Rights for first reading, explaining that the revisions reflect the provisions of ESSA, and the District's practices already align with these requirements. The policy is included in the Board meeting packet.

7) Policy IFF: Citizens' Curriculum Advisory Committee

Assistant Superintendent Travis Reiman presented policy IFF: Citizens' Curriculum Advisory Committee for first reading, explaining that the revisions reflect the District's current process, which allows for a more extensive recruitment. In response to a question from Director Erika Lopez regarding eligibility requirements, Assistant Superintendent Reiman explained that CCAC members must be community members who live within the District boundaries. The version of the policy that will be presented for approval on October 24 will be updated to clarify this. The policy is included in the Board meeting packet.

6. CONSENT AGENDA

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

Director Kim Strelchun MOVED, SECONDED by Director Jaci Spross, to approve the Consent Agenda as printed. The MOTION CARRIED (7-0).

Consent Agenda items were as follows:

- a. Approve Minutes of July 11, 2017, Board Meeting
- b. Approve Minutes of July 31, 2017, Board Meeting
- c. Approve Routine Personnel Matters
- d. Approve Resolution for Inclusion under the State of Oregon Deferred Compensation Plan

7. ACTION ITEMS

a. Appoint Citizens' Curriculum Advisory Committee Members

Director Jaci Spross MOVED, SECONDED by Director Erika Lopez, that the Board appoint the following candidates to the seven two-year positions on the CCAC: Marisol Cariño, Heriberta Diaz, Joe Everton, Laura Gomez, Jose Luis Nava, Rebecca Ann Nelson, and Linda Osuna; and appoint the following candidates to the two one-year positions: April Ann Davis and Kimberly Wenger. The MOTION CARRIED (7-0).

Director Kim Strelchun MOVED, SECONDED by Director Mark Watson, that the Board appoint the slate of all five candidates as student members of the CCAC. The MOTION CARRIED (7-0). The student candidates were Jennifer Cruz Hernandez, Maria de los Angeles Mejia, Angel Benitez Jimenez, Grace Parra, and Pedro Roman.

Board members thanked all CCAC applicants and encouraged those who were not appointed to stay involved by volunteering in other roles.

b. Appoint Audit Committee

Board Chair Lisa Allen MOVED, SECONDED by Director Kim Strelchun, to appoint Directors Jaci Spross, Martin Granum, Erika Lopez, and Mark Watson to the audit committee. The MOTION CARRIED (7-0).

c. Nominate Oregon School Boards Association (OSBA) Board Members

Board Chair Lisa Allen opened the floor to nominations for position 16 on the OSBA board of directors. No Board members expressed interest in this opportunity, although support was expressed for the incumbent, Maureen Wolf, who reportedly has expressed an interest in reapplying. Board Chair Allen closed the nominations.

d. Nominate OSBA Legislative Policy Committee Members

Board Chair Lisa Allen MOVED, SECONDED by Director Martin Granum, to nominate Kim Strelchun to position 15 on the OSBA Legislative Policy Committee (LPC). The MOTION CARRIED (7-0).

There was no nomination for position 16 on the LPC.

OSBA elections will be conducted during the December 12 Board meeting, and newly elected OSBA board members will officially take office on January 1, 2018.

e. Adopt District Evaluation Process

Director of Communications Beth Graser asked the Board to adopt the District evaluation process, explaining that the process previously presented to the Board for review and feedback has been revised in response to Board members' input, and the process framework is integrated with accountability tools that are already in place. The first report will be included with the Key Academic Achievement Indicators brochure that will be released in March, after graduation data is received, and it may be possible to reference other documentation on the District website to provide additional context.

Director Erika Lopez MOVED, SECONDED by Director Kim Strelchun, to adopt the District evaluation process. The MOTION CARRIED (7-0).

f. Award Contracts for Architectural Services

Chief Financial Officer Adam Stewart explained that, in preparation for the November 2017 bond election, the District has published requests for proposals (RFPs) for the six types of projects that will be included in the bond. Three contracts were approved by the Board on September 12 and the remaining three are now being presented to the Board for approval

1) Award Architectural Services Contract for Middle School Addition and Renovation Projects

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

2) Award Architectural Services Contract for Satellite Transportation / Maintenance Facility

Director Mark Watson MOVED, SECONDED by Director Jaci Spross, to award the contract for architectural services for a satellite transportation / maintenance facility to BBL Architects. The MOTION CARRIED (7-0).

3) Award Architectural Services Contract for Elementary School Renovation Projects

Director Kim Strelchun MOVED, SECONDED by Director Jaci Spross, to award the contract for architectural services for elementary school renovation projects at all Hillsboro School District elementary schools to Mahlum Architects. The MOTION CARRIED (7-0).

- g. Approve the Nomination of Metro Policy Advisory Committee (MPAC) Member / Alternate
Board Chair Lisa Allen explained that a position on the Metro Policy Advisory Committee (MPAC) has become vacant because the previous MPAC member is no longer serving on a local school board. Nominations are due by October 6, and regional school boards will be asked to vote on nominees at a future date. Board Chair Allen explained that Director Mark Watson has expressed an interest in serving on the MPAC.

Director Martin Granum MOVED, SECONDED by Director Erika Lopez, to nominate Director Mark Watson to serve on the Metro Policy Advisory Committee. The MOTION CARRIED (7-0).

8. HCU/HEA Reports

HCU Vice President of Bargaining Melody Hansen discussed the importance of every classified staff member and the considerable impact on staff when substitutes are not available to cover absences. She requested that the causes of the limited availability of substitutes be examined and resolved.

HEA President Jill Golay discussed the importance of the school bond, and the need to find ways to reduce class sizes.

9. Superintendent's Time

Superintendent Scott discussed District events, programs, and processes, and provided a brief summary of his recent and upcoming activities. He also thanked the District's community partners for their work, which is resulting in increasingly significant benefits for students; and he commended Facilities Department staff for all of the important projects they accomplish every summer.

10. Board of Directors' Time

Board members discussed District events, programs, and processes, and provided brief summaries of their recent and upcoming activities. Their comments focused on the work that is being accomplished by Board and community members to promote the bond, the work of District committees on which Board members are participating; meetings at schools and throughout the community; and community events that benefit students.

1) Board Meeting Recordings / Meeting Start Time

This discussion was moved from the work session due to time constraints.

Board members discussed the possibility of beginning work sessions at 5:00 PM, to allow additional time during work sessions that are followed by regular sessions. Since not all Board members would be available at 5:00 PM, work sessions will continue to begin at 5:15 PM. Regular sessions may begin a bit later than 7:00 PM on some evenings, if this is necessary to allow additional time during the work session. Superintendent Scott noted that the OSBA training sessions are valuable, and after this program is completed, there will be fewer challenges with the work session schedules.

Board Chair Lisa Allen explained that a community member pointed out that the 2016 Board retreat was audio recorded, but the 2017 Board retreat was not. The 2017 retreat was the second retreat that has taken place since the District began posting audio recordings of work sessions on the Board's web page, and this year's retreat took place at an off-site location, and contained a large professional development segment. Board Chair Allen asked the Board to determine what the practice should be regarding audiotaping Board retreats.

Board members discussed the matter at length, considering factors that included business versus training segments of the meeting, the number of community members who access the posted work session recordings, the importance of transparency and consistency, the fact that Board retreats are public meetings, the amount of effort required by staff to prepare and post the recordings, and the feasibility of recording sections of the meeting that may involve different types of discussions (for example, group activities that may take place outdoors). The consensus was that, in the future, Board retreats would be audio taped in their entirety.

11. Follow-Up Items

Agenda Item / Request	Action

12. Executive Session

No executive session was called.

13. Adjournment

The meeting was adjourned at 8:27 PM.

HILLSBORO SCHOOL DISTRICT 1J
October 24, 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:

Cheryl McClure

Assignment: 1.0 FTE Kindergarten
Location: North Plains Elementary School
Effective Date: October 31, 2017
Years of Service: 21 years

Malea Naylor Bluemmel

Assignment: 1.0 FTE 4th Grade
Location: Imlay Elementary School
Effective Date: December 18, 2017
Years of Service: 19 years

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

Joel Cochran

Assignment: 1.0 FTE Science
Location: Hillsboro High School
Effective Date: September 13 , 2017

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

Ryan Abshere

Education: MA – California State University, Sacramento, CA
Experience: 3 years
Assignment: 1.0 FTE Counselor – South Meadows Middle School

Shelly Binoeder

Education: BA – Oregon Health and Science University,
Portland, OR
Experience: 13 years
Assignment: 1.0 FTE Nurse – Student Services

Tara Dolan

Education: MA – Montana State University, Bozeman, MT
Experience: 4 years
Assignment: 1.0 FTE Counselor – Brown Middle School

Mark Ganter

Education: MA – George Fox University, Newberg, OR
Experience: None
Assignment: 0.75 FTE Secondary Resource Specialist – Hillsboro High School

Ronald Jensen

Education: MA – Portland State University, Portland, OR
Experience: 24 years
Assignment: 0.83 FTE Secondary Resource Specialist – Century High School

Angelique Nieves

Education: BA – California State University, East Bay, CA
Experience: None
Assignment: 0.5 FTE Spanish – Century High School

Dottie Passmore

Education: MA – Oregon State University, Corvallis, OR
Experience: 2 years
Assignment: 1.0 FTE Science – Hillsboro High School

Sara Stollberg

Education: MA – George Fox University, Newberg, OR
Experience: 4 years
Assignment: 0.5 FTE Student Support and Wellness Counselor – Miller Education Center West
0.5 FTE Student Support and Wellness Counselor – Hillsboro Online Academy

Julie Tramelli

Education: MA – Montana State University, Bozeman, MT
Experience: 31 years
Assignment: 1.0 FTE Secondary Resource Specialist – Hillsboro High School

Courtney Webster

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE 2nd/3rd Grade – McKinney Elementary School

Tyler White

Education: MA – Concordia University, Portland, OR
Experience: None
Assignment: 1.0 FTE Physical Education/Health – Hillsboro High School

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
ACCEPT GIFTS AND DONATIONS
(as of September 30, 2017)

SITUATION

District Policy KH states that the District may receive donations of gifts that may serve to enhance and extend the work of the District, subject to Board approval. Individuals who desire to make contributions are encouraged to consider donations for equipment or services that are not likely to be acquired from public fund expenditures.

The purpose of this report is to describe to the Board the donations received that are valued at \$5,000 or more.

- Donation of \$5,000 from The Oregon Community Foundation to Groner K-8 to be used for English language and literacy curriculum
- Donation of \$10,000 from Synopsys Silicon Valley Science & Technology to Hillsboro School District to be used for the District science fair and science projects
- Donation of \$10,153.59 from Ovations Food Services to Century High School for the band program
- Donation of \$19,650 from West Union Community Club to West Union Elementary School to be used as follows:
 - \$10,000 for Chromebooks
 - \$9,650 for Technology
- Donation of \$122,575 from Hillsboro Schools Foundation for purchase of STEM (Science, Technology, Engineering, and Math) kits for all elementary school classrooms in the District

RECOMMENDATION

The Superintendent recommends that the Board of Directors accept these donations.

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
READOPT BOARD / SUPERINTENDENT WORKING AGREEMENTS

SITUATION

The Board of Directors is the educational policy-making body for the Hillsboro School District. In order to effectively meet the District's challenges, it is essential that the Board and Superintendent function together as a leadership team. The Board / Superintendent working agreements, a tool that facilitates unity among the team members, is annually reviewed and readopted by the Board. The Board reviewed and recommended updates to the working agreements during the September 12 and September 26, 2017, work sessions.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
APPROVE REVISIONS TO POLICY IGBC: TITLE IA /
PARENTAL AND FAMILY INVOLVEMENT

SITUATION

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. The proposed revisions to this policy are based on recommendations from the Oregon School Boards Association (OSBA) to align the policy with the provisions of the Every Student Succeeds Act of 2015 (ESSA).

The revised policy was presented to the Board for first reading on September 26, 2017. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy IGBC: Title IA / Parental and Family Involvement.

Hillsboro School District 1J

Code: IGBC
Adopted: 07/96
Revised: 05/09

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
October 24, 2017
APPROVE REVISIONS TO POLICY IGBAC: SPECIAL EDUCATION – PERSONNEL;
AND POLICY GCL/GDL: STAFF DEVELOPMENT

SITUATION

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 the Oregon School Boards Association (OSBA) to align the policies with the provisions of the Every Student Succeeds Act of 2015 (ESSA).

The revised policies were presented to the Board for first reading on September 26, 2017. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy IGBAC: Special Education – Personnel; and policy GCL/GDL: Staff Development.

Hillsboro School District 1J

Code: **IGBAC**

Adopted: 7/96

Revised/Readopted: 12/2000; 12/16/08

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
October 24, 2017
APPROVE REVISIONS TO POLICY IGBBA: IDENTIFICATION – TALENTED AND GIFTED; AND POLICY IGBBB: IDENTIFICATION – TALENTED AND GIFTED STUDENTS AMONG NONTYPICAL POPULATIONS (DELETE)

SITUATION

District policies IGBBA and IGBBB 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 IGBBB be deleted.

These policy recommendations were presented to the Board for first reading on September 26, 2017. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy IGBBA: Identification – Talented and Gifted; and the deletion of policy IGBBB: Identification – Talented and Gifted Students among Nontypical Populations.

Hillsboro School District 1J

Code: IGBBA
Adopted: 07/96
Revised: 11/14

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](#)

Hillsboro School District 1J

Code: IGBBB
Adopted: 12/08

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
October 24, 2017
APPROVE REVISIONS TO 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.

These revisions were presented to the Board for first reading on September 26, 2017. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy GBH/JECAC: Staff / Student / Parent Relations.

Hillsboro School District 1J

Code: GBH/JECAC
Adopted: 7/96
Readopted: 11/25/08; 06/09/09

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
October 24, 2017
APPROVE REVISIONS TO 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.

These revisions were presented to the Board for first reading on September 26, 2017. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy JEA: Compulsory Attendance.

Hillsboro School District 1J

Code: **JEA**
Adopted: 2/26/02
Readopted: 09/23/08; 10/12; 5/01/16

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
October 24, 2017
APPROVE REVISIONS TO 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.

These revisions were presented to the Board for first reading on September 26, 2017. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to 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 old 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 (-20062015); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (-20062015).

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

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
APPROVE REVISIONS TO 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.

These revisions were presented to the Board for first reading on September 26, 2017. No public comments or questions were received during the review period. However, additional revisions have been made to improve clarity, based on input from Board members.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy IFF: Citizens' Curriculum Advisory Committee.

Hillsboro School District 1J

Code: IFF
Adopted: 07/96
Revised: 08/14

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 of the committee must be citizens who reside community members living 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 1J
October 24, 2017
PROCLAIM AMERICAN EDUCATION WEEK

SITUATION

The week of November 13 – 17, 2017, has been designated American Education Week. The theme “*Great Public Schools: A Basic Right and Our Responsibility*” serves as a reminder that the future of the community, the state, and the nation is in classrooms now. The education of over 20,000 students in the Hillsboro School District is an important responsibility for every employee, substitute, Board member, volunteer, community partner, and patron. During American Education Week, all partners in the education environment will be acknowledged and recognized.

RECOMMENDATION

The Superintendent recommends that the Board of Directors proclaim November 13 – 17, 2017, as American Education Week in the Hillsboro School District.

PROCLAMATION

WHEREAS public schools are the backbone of our society, providing young people with the tools they need to maintain our nation's precious values of freedom, civility, and equality; and

WHEREAS, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

WHEREAS education employees, be they licensed, classified and technical support staff, or administrators, work tirelessly to serve our children and communities with care and professionalism; and

WHEREAS our nation is celebrating the week of November 13-17, 2017, as American Education Week;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Hillsboro School District does proclaim the week of November 13-17, 2017, as American Education Week in Hillsboro School District, with the theme "Great Public Schools: A Basic Right and Our Responsibility."

The Board of Directors further encourages all citizens to extend their commitment to public education and to the future of our children by supporting our community's schools through the contribution of time and energy.

Dated this 24th day of October, 2017

Lisa Allen, Board Chair

Attested By: Mike Scott, Superintendent



HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
APPOINT BUDGET COMMITTEE MEMBERS

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 are currently vacant. Terms for two of the positions expired on June 30, 2020. 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>
1	June 30, 2020
2	June 30, 2020
4	June 30, 2018
6	June 30, 2019

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.

On September 26, Board members reviewed the applications and discussed the selection process. During tonight's work session, Budget Committee 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 officially appoint the new Budget Committee members.

RECOMMENDATION

The Superintendent recommends that the Board of Directors appoint the selected candidates to the Budget Committee.

HILLSBORO SCHOOL DISTRICT 1J
October 24, 2017
APPROVE THE APPOINTMENT OF METRO POLICY ADVISORY
COMMITTEE (MPAC) MEMBER / ALTERNATE

SITUATION

The Metro Policy Advisory Committee (MPAC) 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.

Nominations for these positions were open through Friday, October 6, and Hillsboro School District Board member Mark Watson was nominated by the Hillsboro School District Board of Directors to serve on the committee.

After nominations close, the Metro Council Office asks that represented school boards 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 appointment of Mark Watson to the Metro Policy Advisory Committee to represent regional school boards.