



Hillsboro School District 1J

June 26, 2018
Board Meeting

Board of Directors

Lisa Allen • Martin Granum • Erika Lopez • Yadira Martinez • Jaci Spross • Kim Strelchun • Mark Watson

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

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

Board Meeting Agenda

June 26, 2018

5:15 PM

1. 5:15 PM - Executive Session

A. ORS 192.660(2)(d)--Labor Negotiator Consultation

2. 5:30 PM - Work Session

A. Discuss Compensation for Non-Union Employees 6

Presenter: Mike Scott / Kona Lew-Williams

B. Discuss Recommendations for Student Representatives to the Board of Directors 7

Presenter: Kim Strelchun

C. Review Summer Retreat Agenda 8

Presenter: Mike Scott

D. Bond Update 9

Presenter: Adam Stewart

E. Board Leadership Discussion 10

Presenter: Lisa Allen

F. Board Discussion Time

G. Recess Board Meeting

3. 7:00 PM - Regular Session

Call to Order and Flag Salute

4. Approval of Agenda

5. Recess Board Meeting, Convene Budget Hearing

6. Hold Budget Hearing 11

Presenter: Lisa Allen

7. Adjourn Budget Hearing, Convene Meeting of the Local Contract Review Board

A. Public Hearing Regarding Exemptions from Competitive Bidding Requirements
for the Use of a Construction Management / General Contractor (CM/GC)
Process for Summer 2019 Bond Construction Projects

1. Public Testimony

Presenter: Lisa Allen

2. Review and Approve Findings of Fact for Use of a Construction Management / General Contractor (CM/GC) Process for Summer 2019 Bond Construction Projects 12

Presenter: Adam Stewart / Casey Waletich

8. Adjourn Meeting of the Local Contract Review Board; Reconvene Board Meeting

9. Audience Time

10. Reports and Discussion

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Presenter: Michelle Morrison	
B. Announce Citizens' Curriculum Advisory Committee Vacancies	20
Presenter: Travis Reiman	
C. Curriculum Adoption Cycle (Postpone Selection of Instructional Materials)	22
Presenter: Travis Reiman	
D. Communications Department Update	23
Presenter: Beth Graser	
E. Financial Report (<i>see written report</i>)	24
Presenter: Michelle Morrison	
F. Policies - First Reading	
<i>Policies that are scheduled for first reading are included in the Board meeting packet. Staff members will not formally present the first reading of policies, unless the Board requests information that is not already included in the Board meeting packet. If no public comments or questions are received regarding these policies during the review period, they may be placed on the consent agenda for approval during the next regular meeting.</i>	
1. Policy DN: Disposal of District Property	29
Presenter: Adam Stewart / Casey Waletich	
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Presenter: Casey Waletich	
3. Policies Regarding Personnel	34
Presenter: Kona Lew-Williams	
a. Policy GCA: License Requirements	35
b. Policy GCI/GDI: Assignments and Transfers	37
c. Policy GCPB/GDPB: Resignation of Staff	38
4. Policy ECG: Vehicle Idling; and ECG-AR: Idling Reduction Guidance Plan	39
Presenter: Casey Waletich	
11. Consent Agenda	
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F. Approve Annual Depository, Auditor, Legal Counsel, Newspaper, and Agent Designations	63
G. Approve Annual Clerk/Officer Designations	64
H. Approve Annual Crime Policy Coverage Limits	65
I. Establish Mileage Reimbursement Rate	66

J. Approve Workers' Compensation Resolution Regarding Volunteers of Hillsboro School District	67
K. Readopt Policy DFAA: Capital Project Fund	69
L. Readopt Policy IGBC: Title IA/Parental and Family Involvement	74
M. Approve Policy Revisions (<i>presented for first reading on May 22, 2018</i>)	
1. Policy EBBB: Injury / Illness Reports	80
2. Policy JOA: Directory Information	83
3. FF-AR-1: Naming of School Mascots	86
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a. Policy CCG: Evaluation of Administrators	90
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a. Policy IGBA: Students with Disabilities – Child Identification Procedures	97
b. Policy IG BAG-AR: Special Education – Procedural Safeguards	99
c. Policy IG BAH: Special Education – Evaluation Procedures	109
d. Policy IG BAJ: Special Education – Free Appropriate Public Education (FAPE)	112
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12. Action Items	
A. Adopt Resolutions to Adopt the 2018-19 Budget, Appropriate the 2018-19 Budget, and Impose 2018-19 Taxes and Categorize the Tax Levy Presenter: Michelle Morrison	119
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G. Declare Surplus Property and Authorize Demolition of Obsolete Elementary School Playground Equipment and Portable Classroom Building Presenter: Adam Stewart / Casey Waletich	212
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I. Approve Contractor Prequalification: Low-Voltage Electricians Presenter: Don Wolff	219
J. Adjust Appropriations Presenter: Michelle Morrison	220
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L. Approve Revisions to Policy JBB: Educational Equity Presenter: Travis Reiman	224
M. Approve 2018-19 Board Meeting Dates Presenter: Mike Scott	229
N. Elect Board Chair and Vice Chair Presenter: Lisa Allen	230
13. HCU / HEA Reports	
14. Superintendent's Time	
15. Board of Directors' Time	
16. 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.)	
17. Adjourn Regular Session	
18. Next Meetings of the Board of Directors	
• August 6, 2018, Full-Day Work Session / Retreat (tentative)	
• September 11, 2018, Work Session (tentative)	

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
DISCUSS COMPENSATION FOR NON-UNION EMPLOYEES

SITUATION

The executive management, administrators, confidential, and supervisory-technical employees are not included in a bargaining unit. Annually, the Board authorizes their compensation, subsequent to performance review and approval of the planned budget, and after receiving recommendations from the Superintendent. Per state public meeting laws (42 Op Atty Gen 362 [1982]), salaries for non-union employees may not be discussed in executive session. The Board is scheduled to take action regarding compensation for non-union employees during the regular session Board meeting on June 26, 2018.

The recommendation is for a three-year agreement for executive management, administrators, confidential and supervisory-technical employees, to align with the timelines of the agreements reached with the licensed and classified employee groups.

For the 2018-19 school year, it is recommended that:

- The compensation package for executive management, administrators, confidential, and supervisor-technical employees be increased as follows:
 - Cost of living adjustment equivalent to negotiated licensed staff increase
 - All eligible employees receive a step
 - Insurance increase equivalent to negotiated licensed staff increase

For the 2019-20 school year, it is recommended that:

- The compensation package for executive management, administrators, confidential, and supervisor-technical employees be increased as follows:
 - Cost of living adjustment equivalent to negotiated licensed staff increase
 - All eligible employees receive a step
 - Insurance increase equivalent to negotiated licensed staff increase
- The work calendar for elementary school principals, assistant principals, and coordinators be increased by three (3) days

For the 2020-21 school year, it is recommended that:

- The compensation package for executive management, administrators, confidential, and supervisor-technical employees be increased as follows:
 - Cost of living adjustment equivalent to negotiated licensed staff increase
 - All eligible employees receive a step
 - Insurance increase equivalent to negotiated licensed staff increase
- The work calendar for elementary school principals, assistant principals, and coordinators be increased by two (2) days

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
DISCUSS RECOMMENDATION FOR STUDENT REPRESENTATIVES
TO THE BOARD OF DIRECTORS

SITUATION

Because the Board values the input of students on matters that are important to them, Board members have agreed to establish a position of "Student Representative to the Board," beginning with the 2018-19 school year. Up to three students may serve during each one-year term, and no school may be represented by more than one position. The opportunity to serve as a student representative will rotate between schools on an annual basis, with students from Liberty High School, Century High School, and the Hillsboro Online Academy having the opportunity to participate in 2018-19; and students from Glencoe High School, Hillsboro High School, and the Miller Education Center having the opportunity to participate the following year.

This spring, five students applied to serve as Student Representatives to the Board of Directors (four students from Century High School, and one student from Liberty High School). All of the students were invited to interview with a sub-committee of Board members. Interviews were conducted on June 19.

During this evening's work session, the interview team will present its recommendations to the Board, and during this evening's regular session, the Board will be asked to approve the recommendations. The selected Student Representatives will be appointed by the Board and begin their terms of service during the September regular session (tentatively scheduled on September 25).

RECOMMENDATION

The Superintendent recommends that the Board of Directors receive the recommendations of the interview team and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
REVIEW SUMMER RETREAT AGENDA

SITUATION

The Board will review and discuss agenda items planned for the summer extended work session, tentatively scheduled for August 6, 2018.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review and discuss the summer retreat agenda.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
BOND UPDATE

SITUATION

The District's Capital Projects Officer will provide an update regarding the current status of all 2018 bond construction projects and planning for the 2019 bond construction projects. He will also introduce the newly redesigned bond webpage, and answer questions the Board may have regarding the Citizens' Bond Oversight Committee meetings, project budgets, program contingency budgets, and his proposal to create a Bond Contingency C, which would fund District maintenance projects that meet the criteria included in the Bond ballot language, but were not included in the bond program.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
BOARD LEADERSHIP DISCUSSION

SITUATION

The Board takes time each year to discuss the election of the Board Chair and Vice Chair for the subsequent year. During this evening's work session, the Board Chair will facilitate a discussion that allows Board members an opportunity to ask questions, express the qualities they would like to see in the Chair and Vice Chair, consider the decisions they must make for leadership, and express an interest in running for office. All seven Board members are eligible to run for office, and the election of officers will take place during this evening's regular session.

RECOMMENDATION

The Superintendent recommends that the Board of Directors discuss Board leadership planning for 2018-19.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
HOLD BUDGET HEARING

SITUATION

On April 24, 2018, the Superintendent and Chief Financial Officer presented the District's 2018-19 Proposed Budget to the Budget Committee. The 13 committee members who were in attendance approved the Proposed Budget unanimously.

District Policy DBG: Budget Hearing and ORS 294.430 require a public hearing prior to Board adoption of the budget for the upcoming school year. During the hearing, any person may speak for or against items in the budget document. The Board will vote on the Proposed Budget during the "Action Items" portion of this evening's meeting.

RECOMMENDATION

The Superintendent recommends that the Board of Directors hold the budget hearing.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
REVIEW AND APPROVE FINDINGS OF FACT FOR USE OF A
CONSTRUCTION MANAGEMENT/GENERAL CONTRACTOR (CM/GC) FOR
SUMMER 2019 BOND CONSTRUCTION PROJECTS

SITUATION

The pre-design work on the Evergreen Middle School, Glencoe High School, Hillsboro High School, Eastwood Elementary School, Poynter Middle School, Miller Big Picture, Brown Middle School, and Mooberry Elementary School projects is proceeding. At this time, the management team working on these projects has evaluated a method to construct the projects utilizing a Construction Management/General Contractor (CM/GC) process.

Historically, public construction projects are competitively bid and awarded to the responsible low bidder. During recent project coordination meetings, the CM/GC contracting method has been discussed. This process involves the selection of a CM/GC firm during the design phase to acquire a contractor's expertise with the project. The CM/GC method has been successfully implemented by the following public agencies:

- Gresham-Barlow School District
- Salem-Keizer School District
- Philomath School District
- Scappoose School District
- Hillsboro School District
- Forest Grove School District
- Multnomah County
- Parkrose School District
- Pendleton School District
- Portland Development Commission
- The State Department of Administrative Services
- The State Department of Corrections
- Washington County

ORS 279C.335 permits the Local Contract Review Board, which for Hillsboro School District is the Board of Directors, to exempt specific projects from the requirements of ORS 279C. In doing so, the statute specifically says that the Local Contract Review Board shall, "where appropriate, direct the use of alternative contracting and purchasing practices that take account of market realities and modern or innovative contracting and purchasing methods, which are also consistent with the public policy of encouraging competition."

Oregon law and duly adopted resolution of the Hillsboro School District permit the Hillsboro School District Board of Directors, acting as the Local Contract Review Board,

to consider and approve specific findings that lead to the exemption of certain contracts from traditional competitive public bidding. Selection of the CM/GC firms for these projects will utilize a Request for Proposal. The Request for Proposal will identify specific criteria to be utilized for the selection. Proposals from the CM/GC firms will include a competitive bid for their fee, the known general conditions, general requirements, and bond and insurance costs for the project. The CM/GC firms will provide the Hillsboro School District with a preliminary Guaranteed Maximum Price (GMP) and a full performance / payment bond for the work, following a detailed review of the construction documents.

ORS 279C.335(4) requires the Hillsboro School District to hold a public hearing of the Local Contract Review Board to allow comments on the Hillsboro School District draft findings. Notice of this public hearing must be advertised in at least one trade newspaper of general statewide circulation not less than 14 days prior to the hearing. Notice of public hearing was advertised in the Daily Journal of Commerce on June 8, 2018.

FINDINGS OF FACT

1 Description of Projects

- Evergreen Middle School Addition/Improvements
 - Add capacity for additional 200 students
 - Safety and security upgrades to existing areas of the building
 - Seismic upgrades to existing areas of the building
 - Roofing upgrades and/or replacement
 - Upgrade HVAC to existing areas of the building
- Glencoe High School
 - Add capacity for additional 400 students
 - Safety and security upgrades to existing areas of the building
 - CTE infrastructure improvements
 - Seismic upgrades to existing areas of the building
 - Roofing upgrades and/or replacement
 - Upgrade HVAC to existing areas of the building
- Hillsboro High School
 - Safety and security upgrades
 - Upgrades to existing facility
 - CTE infrastructure improvements
 - Seismic upgrades
 - Roofing upgrades and/or replacement
- Eastwood Elementary School
 - Safety and security upgrades
 - Playground upgrades
 - Construct new gymnasium
 - Roofing upgrades and/or replacement
 - Upgrades to HVAC
 - Replace portable classroom

- Poynter Middle School
 - Safety and security upgrades
 - Seismic upgrades
 - Roofing upgrades and/or replacement
 - Upgrade HVAC
 - Domestic water pipe replacement
 - Boiler replacement
 - Direct digital controls
 - Upgrade electrical service
- Miller Big Picture Campus
 - Safety and security upgrades
 - Seismic upgrades
 - Roofing upgrades and/or replacement
 - Upgrade HVAC
 - Boiler replacement
 - Direct digital controls
- Brown Middle School
 - Safety and security upgrades
 - Seismic upgrades
 - Roofing upgrades and/or replacement
 - Upgrade HVAC
 - Domestic water pipe replacement
 - Direct digital controls
- Mooberry Elementary School
 - Safety and security upgrades
 - Seismic upgrades
 - Playground upgrades
 - Roofing upgrades and/or replacement
 - Add air conditioning
 - Domestic water pipe replacement
 - Replace portable classroom
 - Construct new gymnasium

2. **Responsibilities of the CM/GC Firm or Firms**

a) Design Phase

The CM/GC firms will provide assistance for construction scheduling, competitive bid packaging, cost estimating, and the review of design documents from the standpoint of value, long lead procurements, design feasibility, constructability and establishing a negotiated preliminary Guaranteed Maximum Price for the work prior to completion of the construction documents.

b) Bid Process

The CM/GC firms will coordinate the competitive bid process and material procurement process for all work with full oversight and participation by Hillsboro School District. The CM/GC firm or firms will provide a written recommendation to

Hillsboro School District for each subcontract. Upon approval from Hillsboro School District, the CM/GC firm will execute a contract with each approved subcontractor and/or supplier.

c) Construction Phase

The CM/GC firms will be responsible for the construction of the projects, including scheduling of materials procurement, delivery and all work completed by subcontractors. The CM/GC firms will be responsible to complete the projects on schedule, within budget and at, or above, the quality defined in the specifications prepared by the architect.

3. Rationale to Utilize CM/GC Method

a) Competition

It is unlikely that such exemption will encourage favoritism in the awarding of public contracts or substantially diminish competition for public contracts, as the CM/GC firms will be selected through an open, competitive process among qualified contractors. Hillsboro School District will receive written proposals from contractors with the experience and staff required to complete the projects. The process will utilize a Request for Proposal that will be publicly advertised and Hillsboro School District may interview the firms before recommending a firm to the Board.

b) Multiple Construction Packages

The construction will be completed in phases and may require early bid or procurement packages. Completing the projects in phases should result in cost savings.

c) Procurement of Long Lead Items

The CM/GC method will allow the early procurement of long lead material / equipment. Examples include portable structures, mechanical equipment, electrical equipment, windows, and doors. Early procurement should result in cost savings.

d) Schedule Complexity

The projects will face tight construction schedules to achieve timely occupancy. By phasing the completion of construction documents, bidding, award, and construction, the schedule efficiency required can be achieved. The CM/GC process allows the phasing that will be required.

e) Change Order Cost Control

Change orders cost should be controlled in two ways:

1. By utilizing a contractor to provide cost analysis, construction feasibility reviews and long lead procurement, the final number of change orders should be reduced. Reduction of change orders should result in cost savings.

2. By proposing a fixed fee for overhead and profit, the CM/GC firm's fixed fee is added to the actual cost of the change. It is expected that this will be less than the standard fee added to change orders on projects awarded to a bondable low bidder. Reduction of overhead and profit on changes should result in cost savings.

f) Acceleration

Utilizing the CM/GC approach will reduce the risk of acceleration expense to complete the project on time. Reduction or elimination of the cost to accelerate construction to complete the project on time should result in cost savings.

g) Improved Cost Management

The financial track record of CM/GC projects with a "Guaranteed Maximum Price" is impressive. The Hillsboro School District, Salem-Keizer School District, McMinnville School District, and Forest Grove School District have used the CM/GC method to complete many construction projects with significant success, considering timeliness of project completion, cost savings, and adherence to budget limitations. Recent examples are Lincoln Elementary School, Witch Hazel Elementary School, Free Orchards Elementary School, Evergreen Middle School, Joseph Gale Elementary School, Scappoose High School, Forest Grove High School, McMinnville High School, Walker Middle School, Richmond Elementary School, and Whiteaker Middle School. These projects were all completed on time and under budget. The project team working on the projects successfully balanced the construction budget during the design and construction phases, utilizing the same CM/GC process proposed for these projects.

h) Subcontractor Bidding and Selection

The CM/GC firms will have adequate time to prepare bid packages, as well as review and analyze bids received from subcontractors. The work subcontracted will be awarded to the lowest responsive bidder. This bid process will not result in favoritism. Utilizing qualified subcontractors should result in better quality and cost savings.

i) Market Conditions

Many general contractors and subcontractors are being impacted by the quantity of work to be bid in the next three years. Currently, the cost of materials and labor is adjusting to the market. Ordering materials and equipment may take longer now, as manufacturers and distributors are not keeping large amounts of inventory in stock. The CM/GC firms will order materials and equipment in a timely manner from manufacturers and distributors that can deliver the materials and equipment on time to avoid delays caused by late shipments.

j) Awareness and Involvement by Local Contractors and Suppliers

The CM/GC firms selected will be required to identify local contractors and suppliers prior to starting the bid process. The project management team and

CM/GC firms will schedule meetings with local contractors and suppliers to review the scope of work and bid dates. This process allows for local contractor and supplier participation in the projects.

k) Qualified Management

The project management team working on these projects is well equipped to manage the complexities of a CM/GC construction process, with experienced and qualified District staff and external project managers with successful CM/GC experience.

4. Operational, Budget, and Financial Data

The projects will result in efficient mechanical and electrical systems, thus minimizing operational costs. Generally, the method of construction will have little effect on the operational budget. However, the CM/GC process may further reduce life cycle costs through the use of life cycle analysis to assist in the selection of systems, finishes, and equipment.

5. Public Benefits

The primary public benefit is a more expeditious completion of the project. The CM/GC process provides for better collaboration to ensure that the projects will be completed on time, on budget, and at or above the quality described in the construction documents. It provides better opportunities for reducing construction time by fast-tracking construction where beneficial.

6. Value Engineering

Because the contractor is working with the design team during the design phase, the contractor will assist the project team to identify and implement possible cost savings. The value engineering process allows the project team to evaluate quality materials and life cycle costs, thereby helping to reduce operating costs.

7. Specialized Expertise

Completing a complicated project on time, on budget, and at or above the quality expected requires the CM/GC firms to dedicate a qualified team with the experience and expertise to work with Hillsboro School District, the architect, and the project manager. With such experience, mistakes are likely to be fewer and disruptions are likely to be minimized. The request for proposals process used to select the CM/GC firms will enable Hillsboro School District to select the best contractors for the project.

8. Public Safety

The CM/GC firms will prepare a construction safety plan for the projects. The construction safety plan will help ensure that the projects are built safely and will help minimize risk to students, staff, neighborhoods, and the projects.

9. Technical Complexity

Completing a fast-track construction project on an occupied site is complex. The CM/GC process will address technical complexity and should save time and reduce the final cost.

10. Funding Sources

The projects will be paid for as part of 2017 capital improvement bond and other funds. The bond measure will also fund other construction projects. Establishment of a preliminary and final Guaranteed Maximum Price will better enable Hillsboro School District to manage resources available to complete all of the projects.

The CM/GC process will provide Hillsboro School District with the following advantages:

- Cost savings, as described above.
- Reduction of schedule risk typically associated with complex construction projects.
- Opportunity to select a qualified CM/GC firm or firms, rather than awarding the project to any bondable low bidder.
- Accurate cost data for project decisions.
- Greatest assurance of timely project completion.
- Higher confidence in obtaining quality construction.

RECOMMENDATION

The Superintendent recommends that the Board of Directors, acting in the capacity of the Local Contract Review Board, conduct a public hearing to allow comments on the Hillsboro School District draft Findings of Fact supporting a specific exemption from competitive bidding requirements for use of the Construction Management / General Contractor process for the summer 2019 bond construction projects; review these Findings of Fact; and take action on the following motion:

I move that the Board of Directors, acting in the capacity of the Local Contract Review Board, approve the Findings of Fact supporting a specific exemption from competitive bidding requirements for use of the CM / GC process for the following projects: Evergreen Middle School, Poynter Middle School, Glencoe High School, Miller Big Picture, Hillsboro High School, Brown Middle School, Eastwood Elementary School, and Mooberry Elementary School.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
ANNOUNCE BUDGET COMMITTEE VACANCIES

SITUATION

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.

Policy DBEA: Budget Committee requires the public announcement of vacancies on the Budget Committee. Each June, the Board identifies and announces vacant Budget Committee positions. Applications from interested persons must be received by September 4, 2018. Such applications will include a signed statement that the applicant is willing to serve as a member of the Budget Committee and adhere to the policies of the District. The Board may appoint Budget Committee members for as many consecutive terms as are deemed appropriate.

In September, the Board will review the names of persons filing applications and persons who have served previously and are willing to be reappointed, and determine the selection process. At the Board meeting in October, the Board will appoint candidates to fill the vacant positions.

Two Budget Committee positions will expire on June 30, 2018:

<u>POSITION</u>	<u>EXPIRES</u>	<u>HELD BY</u>	<u>NOTES</u>
3	June 30, 2018	Nina Carlson	Ms. Carlson was reappointed to a three-year term in 2015.
4	June 30, 2018	Elizabeth Christensen	Ms. Christensen was appointed in 2017 to fill the final year of this term, as a result of the previous incumbent's election to the 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).

RECOMMENDATION

The Superintendent recommends that the Board of Directors announce the Budget Committee vacancies and direct the administration to publicize the vacancies.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
ANNOUNCE CITIZENS' CURRICULUM ADVISORY COMMITTEE VACANCIES

SITUATION

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

CCAC members are appointed by the Board. The term of service for CCAC members is two years, and terms are staggered so that one-half of members' terms end each year.

Each June, the Board identifies and announces vacant CCAC positions. Applications from interested persons must be received by September 4, 2018. Such applications will include a signed statement that the applicant is willing to serve as a member of the CCAC, and adhere to the policies of the District. CCAC members may apply for reinstatement and be appointed by the Board to serve as many consecutive terms as are deemed appropriate.

In September, the Board will review the names of persons filing applications, and persons who have served previously and are willing to be reappointed. During the first regular meeting in September, the Board will appoint persons to fill the vacant positions. The new members will be appointed in time to participate in the first 2018-19 CCAC meeting, which is scheduled for October 1, 2018.

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

Information regarding CCAC members who have remained active on the committee throughout the 2017-18 school year is provided below:

- Seven active CCAC members have continuing terms
- Four CCAC members whose terms are ending have expressed an interest in reapplying

- Last year, the Board appointed all five of the students who applied. Three of the five students became participating members of the committee. Two of the three participating students have graduated, and of those two, one intends to apply as a college student (regular member) and one has not indicated whether she intends to reapply. The third participating student will continue serving on the committee as a high school student.

Based on the baseline of 14 committee members identified in 2014, CCAC leaders and District staff recommend that a combination of seven new and reinstated committee members and three new student members be appointed. Together with the seven continuing members whose terms will not expire until June 2019, this will result in a committee of 14 members plus four student members.

District staff will continue to advertise CCAC openings during the summer, in order to recruit community members with diverse perspectives to serve on the committee.

RECOMMENDATION

The Superintendent recommends that the Board of Directors announce the Citizens' Curriculum Advisory Committee vacancies, direct administration to publicize the vacancies, and nominate candidates by the September 2018 Board meeting.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
CURRICULUM ADOPTION CYCLE:
POSTPONE SELECTION OF INSTRUCTIONAL MATERIALS

SITUATION

Pursuant to [Division 22](#) requirements regarding the adoption of instructional materials, school districts must annually notify both the Board of Directors and the public regarding their intentions to postpone curriculum adoption cycles prescribed by the Oregon Department of Education. The District is currently implementing a K-8 science adoption and a freshman physics adoption, and is on-track to select materials for chemistry and biology. In some other content areas, the District continues to not align with the Oregon Department of Education's established timeline.

At this time, the Hillsboro School District intends to notify the Oregon Department of Education of the need to continue to postpone the adoption of instructional materials for the following academic content areas: World Languages, Health and Physical Education, Social Science, Art, and Language Arts. This postponement is the result of multiple years of budget reductions.

Laws regarding the adoption of instructional materials are changing, due to the broad availability of digital resources, and the ability to access information on the Internet in ways that challenge the lifespan of paper textbooks. The District will continue to report on this requirement annually until the Oregon Department of Education provides revised guidance. The District will also continue to base instruction on adopted State standards.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to this report regarding the postponement of materials, including World Languages, Health and Physical Education, Social Science, Art, and Language Arts, and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
COMMUNICATIONS DEPARTMENT UPDATE

SITUATION

Throughout the year, the Board will be presented with information regarding work that is being performed by various departments throughout the District. Tonight's report will provide information regarding the Communications department.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
FINANCIAL REPORT

Business Office – General Update. 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 20: Operations Leadership Reflection and Sharing of 2017-18 Successes.

K-12 administrators attend professional learning collaboration (PLC) meetings each month. During a recent PLC breakout session, department leaders paired up to discuss the successes of specific projects and services that have had a positive impact in the schools and for principals as instructional leaders. Following the discussion period, each team gave a report to the group, which included at least one success and the perceived indicators of impact.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. The Finance Team is preparing to close the 2017-18 fiscal year and open the 2018-19 fiscal year. According to Generally Accepted Accounting Principles (GAAP), expenses should be recorded during the period in which they are incurred, regardless of when the transfer of cash occurs. The Finance team is working with support staff throughout the District to ensure that goods and services are recorded in the correct fiscal year, which, for reporting purposes, impacts how specific discretionary budgets carry over to the next fiscal year. Revenues received by the District must also be recorded in the correct fiscal year or accrued, if expected.

Finance Team – Financial Reporting and Grants. Manager of Business Services Jeff Jones and Fiscal Planning Specialist Christy Woodard are working with support staff on grant fund purchases and receivables. Planning for the upcoming year includes individual fund balance calculations and budget development. Mr. Jones and Ms. Woodard worked with Human Resource staff during the spring staffing process to determine whether or not funding sources will continue for specific positions. If the District is contractually obligated to provide a position for staff members after a position-funding source has ended, it is critical to take advantage of normal districtwide staff attrition and the staff reassignment process to ensuring a smooth transition to the new fiscal year.

Payroll Team and Employee Benefits. Payroll supervisor Kim Grannis is leading the Payroll team through the four payrolls of June. Salary and benefits for 10-month employees are annualized, which divides their paychecks into 12 equal payments. Nine monthly paychecks are issued from September through May. Three paychecks are issued in June to extend employee benefits through July and August. Salaries and benefits for 12-month employees are also annualized and paid monthly from July through

June. The District payroll process aligns with the processes of other districts throughout the state, and minimizes the financial impact on district staff during the summer months. District contract agreements run concurrently with the July-through-June fiscal year cycle.

Benefits Supervisor Lynette Coffman and the Benefits team are preparing for the upcoming open enrollment period. Ms. Coffman facilitates the District Insurance Committee (Employee Benefits Advisory Group), which guides plan selections and insurance pool management for the upcoming year. In response to feedback received from non-represented personnel (including administrators and supervisory-technical staff) during the annual “Meet and Confer” sessions that Human Resources hosts with them, feasibility calculations are being developed for a “Preferred Plan” and/or insurance pool options for these employee groups, who currently pay tiered rates for insurance coverage.

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 April 2018.

The District received eight workers’ compensation claims in April 2018. As of April 30, 2018, there were 40 open claims; 18 were for medical costs only, and 22 included time loss. There were nine employees on modified work plans during April.

Workers’ Compensation Reports			
	2015-16	2016-17	2017-18
July	3	3	3
August	2	6	2
September	10	7	6
October	8	15	18
November	7	17	13
December	13	7	11
January	11	5	4
February	11	11	10
March	12	12	11
April	10	13	8
May	8	10	
June	9	14	
Yearly Total:	104	120	86

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. There were 255 student incidents reported in April.

Student Incident Reports					
	2016-17 Total Incidents	Average Incidents Per School Day	2017-18 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport
July	1	N/A	8	N/A	0
August	14	N/A	1	N/A	0
September	249	13.1	267	14.0	2
October	291	15.3	298	14.9	1
November	235	14.7	191	11.9	0
December	104	13.0	177	16.1	1
January	150	10.0	324	16.2	1
February	220	12.9	192	11.3	2
March	228	12.7	237	13.9	2
April	216	11.4	255	12.7	0
May	261	11.9			
June	179	14.9			
Yearly Total:	2,148		1950		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 were three bus accidents in April.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
MONTHLY FINANCIAL REPORT - Actual as of May 31, 2018

	1st Quarter Actual	2nd Quarter Actual	3rd Quarter Actual	April Actual	May Actual	4th 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	\$326,579.00	\$68,184,849.00	\$2,252,259.00	\$102,537.00	\$87,826.00	\$190,363.00	\$70,954,050.00	\$70,221,745.00	101.04%	\$67,072,920.86	99.77%
Interest	\$129,715.00	\$203,575.00	\$384,492.00	\$110,416.00	\$104,943.00	\$215,359.00	\$933,141.00	\$404,635.00	230.61%	\$545,193.77	177.04%
Local Sources	\$219,425.00	\$96,795.00	\$399,391.00	\$18,560.00	\$104,627.00	\$123,187.00	\$838,798.00	\$1,790,759.00	46.84%	\$647,140.04	34.15%
Total Local	\$675,719.00	\$68,485,219.00	\$3,036,142.00	\$231,513.00	\$297,396.00	\$528,909.00	\$72,725,989.00	\$72,417,139.00	100.43%	\$68,265,254.67	98.32%
County / ESD	\$1,034,848.00	\$819,324.00	\$919,915.00	\$455,365.00	\$0.00	\$455,365.00	\$3,229,452.00	\$3,554,545.00	90.85%	\$3,666,466.74	112.69%
State Sources	\$43,026,812.00	\$32,480,355.00	\$33,615,636.00	\$10,623,484.00	\$11,332,109.00	\$21,955,593.00	\$131,078,396.00	\$130,042,910.00	100.80%	\$126,547,590.06	101.77%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	\$0.00
Other Sources	\$1,005,685.00	\$4,300.00	\$398.00	\$0.00	\$4,786.00	\$4,786.00	\$1,015,169.00	\$1,000,000.00	0.00%	\$1,703.74	\$0.00
Beginning Balance	\$12,985,264.72	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,985,264.72	\$11,598,462.00	111.96%	\$14,558,454.24	106.59%
Total Revenue	\$58,728,328.72	\$101,789,198.00	\$37,572,091.00	\$11,310,362.00	\$11,634,291.00	\$22,944,653.00	\$221,034,270.72	\$218,613,056.00	101.11%	\$213,039,469.45	101.11%
Expenditures											
Instruction											
Salaries	\$6,796,037.00	\$20,134,807.00	\$20,104,842.00	\$6,673,509.00	\$6,629,946.00	\$13,303,455.00	\$60,339,141.00	\$77,955,932.49	77.40%	\$57,203,806.69	73.70%
Benefits	\$3,376,871.00	\$10,601,390.00	\$10,548,727.00	\$3,515,950.00	\$3,527,374.00	\$7,043,324.00	\$31,570,312.00	\$38,646,081.96	81.69%	\$26,590,015.87	73.28%
Purchased Service	\$1,101,829.00	\$2,004,122.00	\$2,434,898.00	\$720,681.00	\$218,153.00	\$938,834.00	\$6,479,683.00	\$4,203,855.40	154.14%	\$5,201,660.91	87.13%
Supplies / Materials	\$454,788.00	\$501,302.00	\$381,647.00	\$110,020.00	\$152,033.00	\$262,053.00	\$1,599,790.00	\$1,914,845.70	83.55%	\$1,662,967.04	115.53%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$3,000.00	0.00%
Other	\$82,018.00	\$72,032.00	\$20,899.00	\$993.00	\$710.00	\$1,703.00	\$176,652.00	\$199,392.45	88.60%	\$181,998.96	99.86%
Total Instruction	\$11,811,543.00	\$33,313,653.00	\$33,491,013.00	\$11,021,153.00	\$10,528,216.00	\$21,549,369.00	\$100,165,578.00	\$122,920,108.00	81.49%	\$90,843,449.47	74.77%
Support Services											
Salaries	\$6,758,255.00	\$9,720,966.00	\$9,631,189.00	\$3,178,536.00	\$3,258,823.00	\$6,437,359.00	\$32,547,769.00	\$39,746,401.28	81.89%	\$32,633,114.29	85.79%
Benefits	\$3,736,305.00	\$5,753,873.00	\$6,026,172.00	\$1,840,315.00	\$1,883,429.00	\$3,723,744.00	\$19,240,094.00	\$24,893,304.97	77.29%	\$16,899,862.09	91.75%
Purchased Service	\$3,025,669.00	\$2,411,784.00	\$2,504,284.00	\$140,636.00	\$2,304,807.00	\$2,445,443.00	\$10,387,180.00	\$14,973,635.58	69.37%	\$11,441,573.73	84.69%
Supplies / Materials	\$1,510,956.00	\$1,909,518.00	\$1,077,004.00	\$266,896.00	\$388,135.00	\$655,031.00	\$5,152,509.00	\$3,407,810.16	151.20%	\$4,973,717.92	74.91%
Capital Purchases	\$297,235.00	-\$190,971.00	\$204,402.00	\$31,436.00	\$0.00	\$31,436.00	\$342,102.00	\$101,962.00	335.52%	\$418,345.70	167.30%
Other	\$1,188,604.00	\$82,229.00	\$6,130.00	\$436.00	\$100.00	\$536.00	\$1,277,499.00	\$1,625,907.02	78.57%	\$1,216,206.18	87.72%
Total Support	\$16,517,024.00	\$19,687,399.00	\$19,449,181.00	\$5,458,255.00	\$7,835,294.00	\$13,293,549.00	\$68,947,153.00	\$84,749,021.01	81.35%	\$67,582,819.91	86.37%

<i>Expenditures (continued)</i>	1st Quarter Actual	2nd Quarter Actual	3rd Quarter Actual	April Actual	May Actual	4th 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	\$67,929.00	\$96,054.00	\$94,341.00	\$27,165.00	\$38,794.00	\$65,959.00	\$324,283.00	\$316,891.23	102.33%	\$248,885.64	94.19%
Benefits	\$33,139.00	\$52,058.00	\$50,195.00	\$15,929.00	\$19,344.00	\$35,273.00	\$170,665.00	\$161,434.07	105.72%	\$109,206.15	99.36%
Purchased Service	\$6,677.00	\$14,171.00	\$19,094.00	\$9,157.00	\$13,450.00	\$22,607.00	\$62,549.00	\$88,964.02	70.31%	\$90,359.66	250.52%
Supplies / Materials	\$1,441.00	\$1,468.00	\$1,808.00	\$267.00	\$0.00	\$267.00	\$4,984.00	\$6,494.14	76.75%	\$10,318.69	339.08%
Capital Purchases	\$0.00	\$0.00	\$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	\$0.00	\$0.00	\$919.52	0.00%	\$700.00	0.00%
Total Community Services	\$109,186.00	\$163,751.00	\$165,438.00	\$52,518.00	\$71,588.00	\$124,106.00	\$562,481.00	\$574,703.00	97.87%	\$459,470.14	110.77%
Capital Projects											
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Capital Projects	\$0.00	\$0.00	\$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%	\$0.00	0.00%
Debt Service Payment	-\$41.00	-\$726.00	-\$3.00	\$0.00	-\$117.00	-\$117.00	-\$887.00	\$528,500.00	-0.17%	\$531,428.69	64.33%
Transfers	\$0.00	\$0.00	\$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	\$0.00	\$0.00	\$9,840,724.00	0.00%	\$0.00	0.00%
Total Expenditures	\$28,437,712.00	\$53,164,077.00	\$53,105,629.00	\$16,531,926.00	\$18,434,981.00	\$34,966,907.00	\$169,674,325.00	\$218,613,056.01	77.61%	\$159,417,168.21	75.66%

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
FIRST READING – POLICY DN: DISPOSAL OF DISTRICT PROPERTY

SITUATION

Revisions to policy DN: Disposal of District Property have been recommended by Oregon School Boards Association (OSBA) to clarify that district property that was purchased using state, federal or private grants, and has been declared as surplus property, shall be disposed of according to the provisions of the grant or in compliance with state or federal regulations.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy DN: Disposal of District Property.

Hillsboro School District 1J

Code: DN
Adopted: 07/96
Revised: 04/08; _____

Disposal of District Property

The Board may, at any time, declare ~~d~~District property as surplus and authorize its disposal when such property is no longer useful to the ~~d~~District, unsuitable for use, too costly to repair, or obsolete.

If reasonable attempts to dispose of surplus properties fail to produce a monetary return to the ~~d~~District, the ~~s~~Superintendent or designee may dispose of them in another manner.

If the district property was purchased with state, federal or private grant funds, disposal of the property shall be made as outlined in the grant or by state or federal regulations.

END OF POLICY

Legal Reference(s):

ORS 279B.055

ORS Chapters 279A, 279B and 279C

ORS 332.155

EDUCATION, TITLE 34 C.F.R. PART 80 § 80.32(e)

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
FIRST READING – POLICY EEACA: SCHOOL BUS DRIVER EXAMINATION
AND TRAINING

SITUATION

Revisions to policy EEACA: School Bus Driver Examination and Training have been recommended by Oregon School Boards Association (OSBA) to ensure that the policy aligns with legislative changes to Oregon Administrative Rule (OAR) 581-053-0004, Administration of Pupil Transportation, regarding the required training, examination, and testing of school bus drivers.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy EEACA: School Bus Driver Examination and Training.

Hillsboro School District 1J

Code: EEACA
Adopted: 07/96
Revised: 11/08; _____

Bus Drivers

School bus driver selection procedures will be developed to ensure acceptance of drivers whose capabilities are commensurate with job responsibilities. ~~Each~~ All new school bus drivers will be selected for his/her ~~their~~ potential for improving the fleet's record and performance.

1. School bus driver selection will be based on: investigating application references; a motor vehicles report from the Department of Motor Vehicles; a criminal records check; a ~~pre-employment physical~~, drug and alcohol test; other physical requirements; a planned oral interview, tests conducted by the district; and a driver-training program; and verification that the driver's physical examination was certified by a medical examiner. This medical examiner's certificate must have been listed in the Federal Motor Carrier Safety Administration's National Registry of Certified Medical Examiners as of the date of the issuance for the bus driver's examination certificate.
2. No school bus driver shall be placed on a route or in any vehicle transporting students ~~who does not meet the qualifications of the Oregon Revised Statutes, Administrative Rules, and the Oregon Department of Education which include: a Commercial Driver License; an acceptable driving record; and the qualifications listed in District policies, or the written regulations listed by the administrator responsible for the transportation department.~~ without a school bus permit or certificate issued by the Oregon Department of Education (ODE).
3. No school bus driver shall be placed in any vehicle subject to commercial driver's license requirements or permitted to perform any other safety-sensitive functions who does not comply with applicable provisions of the Omnibus Transportation Employee Testing Act of 1991.
- 4 ~~3~~. In emergencies, only school bus drivers who are on the Oregon Department of Education emergency driver's list will be used.

All school bus drivers are required to inform the District within 15 days of any change in their driving or criminal records that could affect their eligibility to maintain the necessary Oregon Department of Education approval for licensing. ~~This includes convictions for moving violations or involvement in a chargeable accident in his/her own personal vehicle.~~

A school bus manufacturer, school bus dealer, or school bus mechanic is not required to have a school bus endorsement while operating a school bus that is not transporting students.

END OF POLICY

Legal Reference(s):

[ORS 659](#).840
[ORS 659A](#).300
[ORS 659A](#).306
ORS Chapters [801](#), [802](#), [807](#), [809](#), [811](#), [813](#)
[ORS 807](#).038
[ORS 820](#).110

[OAR 581-053](#)-0006
[OAR 581-053](#)-0015
OAR 581-053-0002
OAR 581-053-0003
OAR 581-053-0004
OAR 581-053-0031
OAR 581-053-0040
OAR 581-053-0053
OAR 581-053-0060

~~HB 2268~~ (2007)

Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317; 49 C.F.R. Parts 40, 382, 391-395 (200616)

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
FIRST READING – POLICIES REGARDING PERSONNEL:
POLICY GCA: LICENSE REQUIREMENTS;
POLICY GCI/GDI: ASSIGNMENTS AND TRANSFERS; AND
POLICY GCPB/GDPB: RESIGNATION OF STAFF

SITUATION

Revisions to the following policies are based on recommendations from the Oregon School Boards Association (OSBA) to reflect recent legislative changes, including Senate Bill 205, Oregon Administrative Rule 584-050-0020, and the provisions of the Every Student Succeeds Act (ESSA) of 2015:

- Policy GCA: License Requirements
- Policy GCI/GDI: Assignments and Transfers
- Policy GCPB/GDPB: Resignation of Staff

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policies GCA: License Requirements; GCI/GDI: Assignments and Transfers; and GCPB/GDPB: Resignation of Staff.

Hillsboro School District 1J

Code: GCA
Adopted: 7/96
Readopted: 11/25/08
Revised: _____

License Requirements

Licensed personnel must have a valid and appropriate license on file with the District as of the first day of their assignment and must maintain such certification; failure to do so will result in the teacher/administrator being placed on unpaid leave until the appropriate license is obtained or until the employee is terminated. The Board, in adhering to Oregon Revised Statutes, shall require all applicants selected for employment for positions that require Teacher Standards and Practices Commission (TSPC) licensing, to hold a valid Oregon license issued by the TSPC as a condition of employment. The district must be able to verify the current license of applicants offered employment before the Board will consider approving their employment.

If an applicant's license application with the TSPC is pending, the district may allow the applicant to teach for 90 calendar days after the date of submission of the application, if the applicant has:

1. Submitted an application in the manner and form required by the TSPC, including payment of all required fees;
2. Completed a background clearance conducted by the TSPC that includes having:
 - a. Furnished fingerprints, if required;
 - b. Provided satisfactory responses to character questions in the form and manner required by the TSPC; and
 - c. Completed a criminal records check pursuant to state law and a background check through the interstate clearinghouse for revoked or suspended licenses, and is eligible for a teaching license.

The district will complete a review of the applicant's employment history prior to beginning employment.

The district will verify the employee is properly licensed on the 91st calendar day after the application was submitted to the TSPC, if the employee's license application is pending and the employee is teaching in the district.

This 90-day teaching option will only be applied to those positions of high need, specialty areas or emergency assignments as determined by the district.

The verification of TSPC licensure includes all license endorsements. It shall be each licensed staff member's responsibility to keep all endorsements current.

END OF POLICY

Legal Reference(s):

[ORS 339](#).374
[ORS 342](#).120 to-342.203

[OAR 584-050](#)-0035
[OAR 584-200](#)-0020

Hillsboro School District 1J

Code: **GCI/GDI**
Adopted: 7/96
Readopted: 11/25/08; _____

Assignment and Transfer

~~The assignment of employees to positions in the District, the creation of new positions, the deletion of existing positions, the determination of position descriptions and changes thereto, the determination of duration and hours of work including the assignment of overtime, the location of work assignments and other matters related to direction of the work force shall be determined by the Superintendent.~~

~~Requests for a change in an employee assignment may be initiated by the employee or by the Superintendent in accordance with the negotiated agreement.~~

Assignment of all personnel employed by the district will be made under the direction of the superintendent or designee.

The superintendent or designee will develop procedures for the voluntary and involuntary transfer of employees within the district, aligning the procedures with the provisions of the negotiated agreement. These procedures will be based on filling the district's personnel needs.

END OF POLICY

Legal Reference(s):

[ORS 236.610](#) to -236.630
~~[ORS 236.620](#)~~
~~[ORS 236.630](#)~~

[OAR 581-022](#)-1720

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

Hillsboro School District 1J

Code: **GCPB/GDPB**

Adopted: 7/96

Revised/Readopted: 11/25/08; 12/15/09; _____

Resignation of Employees

A licensed staff member who wishes to resign from his/her their position with the dDistrict must give written notice of at least 60 days prior to the date he/she wishes to leave District employment at or upon the time of resignation. The sSuperintendent or designee is authorized to accept the resignation effective the day it is received and either release the teacher immediately from further teaching or administrative obligations, or inform the teacher that he/she must continue teaching for part or all of the 60-day period.

Where less than 60-days notice is given, the Board may request that the Teacher Standards and Practices Commission discipline the licensee. Exceptions due to emergency or other extenuating circumstances may be considered by the Board.

In accordance with the classified-management agreement, a A classified staff member who wishes to resign from his/her their position with the dDistrict must file a written notice in the human resources department at least two weeks prior to the date he/she wishes to leave District employment. The Ssuperintendent or designee is authorized to accept the resignations of classified employees effective the day it is received.

END OF POLICY

Legal Reference(s):

[ORS 342.553](#)

[ORS 652.140](#)

[OAR 581-022-1720](#)

[OAR 584-050-0020](#)

Pierce v. Douglas County Sch. Dist., 297 Or. 363 (1984).

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
FIRST READING – POLICY ECG: VEHICLE IDLING; AND
ECG-AR: IDLING REDUCTION GUIDANCE PLAN

SITUATION

Proposed policy ECG: Vehicle Idling; and ECG-AR: Idling Reduction Guidance Plan have been developed to reflect the district's commitment to maintaining a healthy and safe school environment and ensuring the efficient use of resources, and in response to input from Board and community members. The process of developing the policy and administrative regulation included reviewing the policies of other school districts and local government organizations and the policy samples provided by the Oregon School Boards Association, and considering the needs of students and the operating specifications of the district's vehicles. The guidelines apply to all drivers of district vehicles; community members are also encouraged to refrain from idling their vehicles on district property.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy ECG: Vehicle Idling; and ECG-AR: Idling Reduction Guidance Plan.

Hillsboro School District 1J

Code: ECG
Adopted: ____
Revised / Readopted: ____

Vehicle Idling

The Board recognizes that a safe and healthy school environment is important in contributing to the health of students and adults. Clean air is essential to creating a healthy learning environment for students to participate in the educational process.

Unnecessary vehicle idling emits pollutants, wastes fuel and wastes financial resources. Therefore, a goal of the district is to eliminate unnecessary idling by all district vehicles, and to establish a way to minimize this practice (unnecessary idling) in all vehicles on district property. Appropriate idling times may vary due to weather conditions.

The Superintendent or designee will develop guidelines consistent with this policy and a process for the regular review of the guidelines.

END OF POLICY

Legal Reference(s):

ORS 332.107

Consolidated Appropriations Act, 2005, Pub. L. No. 108-447, 118 Stat. 2809

Idling Reduction Guidance Plan

Idle Reduction Guidance Plan

This plan provides guidance to reduce vehicle and equipment idling time, thereby enhancing fuel efficiency, reducing carbon emissions, enhancing engine life and improving health and safety.

The following guidelines apply to all Hillsboro School District employees who drive vehicles and/or motorized equipment as part of their regular job duties. Hillsboro School District employees are expected to adhere to these guidelines to help the District in reducing emissions and fuel consumption.

Guidelines

- Vehicle/equipment idling time should be limited to no more than 10 minutes during warm-up and when the vehicle/equipment is being restarted after a prolonged period of shutdown.
- Vehicles should not idle for more than 5 minutes during dismissal at all schools.
- These guidelines do not apply under severe weather conditions; however, when conditions such as the following are present, idling time should be limited to less than 15 minutes:
 - Vehicle windows appear foggy or icy, and warm air is needed in order to clear windows for safe viewing
 - The outside temperature is lower than 40 degrees Fahrenheit or as outlined in a student's medical protocol (for heating)
 - The outside temperature is higher than 80 degrees Fahrenheit or as outlined in a student's medical protocol (for air conditioning)
- Community members will be encouraged to refrain from idling their vehicles on District property

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS – MINUTES

May 08, 2018

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

1. WORK SESSION

Board Present:

Lisa Allen, Chair

Kim Strelchun, Vice Chair

Martin Granum

Erika Lopez

Yadira Martinez

Jaci Spross

Staff Present:

Mike Scott, Superintendent

Adam Stewart, Capital Projects Officer

Val Bokma, Assistant to the Board

Devin Hunter, Technology Support

Board Chair Lisa Allen called the meeting to order at 5:15 PM. Director Mark Watson was unable to attend the meeting.

a. ACTION: Declare Portable Classroom Buildings Surplus and Authorize Demolition

Capital Projects Officer Adam Stewart explained that, as part of the bond program, the District will be replacing several obsolete portable classrooms with modular buildings, and those that are scheduled to be replaced this summer – at Reedville, McKinney, and W. L. Henry elementary schools – are listed in the Board meeting packet. Capital Projects Officer Adam Stewart asked the Board to declare the listed obsolete portable classrooms surplus and authorize their demolition, in accordance with Board policy. He explained that the newer portable classroom at Reedville Elementary School will not be demolished, but moved to North Plains; and the Board will be asked to take action on items for other summer projects during future meetings.

Board members asked that lists of items that are identified as surplus be made available to activity groups, since items that no longer serve their intended purpose might still have other uses (e.g., items that no longer function might be useful as props in a theater production).

Director Kim Strelchun MOVED, SECONDED by Director Jaci Spross, to declare the obsolete portable classroom buildings at Reedville, W. L. Henry, and McKinney elementary schools (as identified in the May 8, 2018, Board meeting packet) as surplus, and authorize their demolition as part of the 2017 bond program. The MOTION CARRIED (6-0).

Board Chair Allen recessed the meeting at 5:19 PM.

2. **EXECUTIVE SESSION**

ORS 192.660(2)(i)—Evaluation of the Superintendent

Board Present:

Lisa Allen, Chair
Kim Strelchun, Vice Chair
Martin Granum
Erika Lopez
Yadira Martinez
Jaci Spross

Staff Present:

Val Bokma, Assistant to the Board

Others Present:

Greg McKenzie, Consultant

Board Chair Lisa Allen reconvened the meeting at 5:19 PM and moved the Board into executive session under ORS 192.660(2)(i)—Evaluation of the Superintendent.

Director Mark Watson was unable to attend the meeting.

The Board discussed the Superintendent's evaluation. Consultant Greg McKenzie facilitated the discussion until he left the meeting (at 6:00 PM). The Board continued the discussion. No action was taken.

Board Chair Allen adjourned the meeting at 7:14 PM.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
May 22, 2018
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

DRAFT

1. EXECUTIVE SESSION

Board Present:

Lisa Allen, Chair
Kim Strelchun, Vice Chair
Martin Granum
Erika Lopez
Yadira Martinez
Jaci Spross
Mark Watson

Administration / Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Beth Graser, Chief Communications Officer
Kona Lew-Williams, Chief Human Resources Officer
Michelle Morrison, Chief Financial Officer
Casey Waletich, Chief Operations Officer
Val Bokma, Assistant to the Board

a. ORS 192.660(2)(i)—Evaluation of the Superintendent

Board Chair Lisa Allen called the meeting to order at 5:15 PM, and moved the Board into executive session under ORS 192.660(2)(i)—evaluation of the Superintendent. The Board discussed the Superintendent's evaluation. Superintendent Mike Scott entered the meeting at 5:21 PM, and the Board discussed the evaluation with him. No action was taken. Board Chair Allen recessed the meeting at 5:33 PM.

b. ORS 192.660(2)(d)—Labor Negotiator Consultation

Board Chair Allen reconvened the meeting at 5:35 PM, and moved the Board into executive session under ORS 192.660(2)(d)—Labor Negotiator Consultation with Cabinet members present. The Board discussed labor negotiations. No action was taken. Board Chair Allen moved the Board out of executive session and recessed the meeting at 5:57.

2. WORK SESSION

Board Present:

Lisa Allen, Chair
Kim Strelchun, Vice Chair
Martin Granum
Erika Lopez
Yadira Martinez
Jaci Spross
Mark Watson

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Beth Graser, Chief Communications Officer
Kona Lew-Williams, Chief Human Resources Officer
Michelle Morrison, Chief Financial Officer
Casey Waletich, Chief Operations Officer
Val Bokma, Assistant to the Board
Diana Kleintob, Technology Support

Board Chair Lisa Allen reconvened the meeting at 5:58 PM.

a. School Safety Discussion

Superintendent Mike Scott presented an overview of the District's planned security measures, continuing the presentation that was made to the Board during the April 24 work session. Plans include maintaining current preventative safety measures; implementing bond-funded security measures; establishing a consultation committee that includes District leaders, staff members, students, parents, and community partners; increasing accountability for the implementation of school safety plans; presenting quarterly safety updates to the Board; and reviewing and updating District security policies.

Board members emphasized the importance of ensuring that students understand that their partnership is vital in the work of keeping schools safe.

b. Discuss Policy JBB: Educational Equity

Assistant Superintendent Travis Reiman presented proposed policy JBB: Educational Equity for the Board's review, explaining that the policy was developed in response to the request of the Hillsboro School District Board of Directors, and is based on the recommendations of the Oregon School Boards Association, modified to reflect the District's values. The process of developing the proposed policy included input from District administrators and Parent Advisory Committee members. Board members discussed various details of the policy and requested additional clarification regarding the impact of using the word "will" or the word "shall" in policy.

The first reading of the policy is scheduled during the May 22 regular session, and the policy will be presented to the Board for approval on June 26. Director Martin Granum asked that approval of the policy be scheduled as an action item, rather than a consent agenda item.

The proposed policy is included in the Board meeting packet.

c. Discuss Revisions to Policy AC: Nondiscrimination

Chief Human Resources Officer Kona Lew-Williams presented the most recent proposed revisions to policy AC: Nondiscrimination, and summarized the steps that had been taken to date. As requested by Board members, the policy references the Immigration and Nationality Act, and this reference was reviewed by the District's legal counsel.

Approval of the policy will be scheduled as an action item on the June 26 Board meeting agenda.

The policy is included in the Board meeting packet.

d. Leadership Planning Discussion

Board Chair Lisa Allen and Vice Chair Kim Strelchun discussed the duties of their roles, and the time commitment that is required. Vice Chair Strelchun explained that having the same Board member serve as Chair for a second year allows the incumbent to maximize their effectiveness and complete the learning process, and she expressed her support for Board Chair Allen to continue in her role in 2018-19. Vice Chair Strelchun also said that she would be willing to step down

from the Vice Chair role, which provides a growth opportunity for Board members who may be interested in eventually serving in the Chair position.

Several Board members expressed their support for the idea of having the Chair serve a second year, and having Board Chair Allen to continue in her role. Board Chair Lisa Allen indicated her willingness to continue in her role, given the support of the Board.

Directors Jaci Spross and Erika Lopez expressed their interest in serving as Vice Chair.

Board Chair Allen explained that elections for the Chair and Vice Chair positions will be conducted during the June 26 regular session, and Board members may express their interest in serving in these roles prior to the elections.

e. Board Discussion Time

1) Student Representatives to the Board

Superintendent Scott explained that the opportunity to serve as a Student Representative to the Board will rotate on an annual basis; Liberty High School, Century High School, and Hillsboro Online Academy students will have the opportunity to serve during the 2018-19 school year; and applications have been received from five students. Directors Jaci Spross, Kim Strelchun, and Erika Lopez volunteered to interview the students and develop a recommendation for the Board. The student representatives' terms will begin in September.

2) Board Discussion

Board members discussed the highly anticipated graduation ceremonies and their other upcoming activities.

f. Recess Board Meeting

The meeting was recessed at 6:56 PM.

REGULAR SESSION

Board Present:

Lisa Allen, Chair
Kim Strelchun, Vice Chair
Martin Granum
Erika Lopez
Yadira Martinez
Jaci Spross
Mark Watson

Others Present:

Donna Servignat, CHS
Laura Wilson, CHS
CHS Students

Don McCoun, KUIK
Chicas Youth Development
Program
Leticia Aguilar
Carina Quintanilla
Chicas Participants
Devin Hunter, HCU
Jill Golay, HEA

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Beth Graser, Chief Communications Officer
Kona Lew-Williams, Chief Human Resources Officer
Michelle Morrison, Chief Financial Officer
Casey Waletich, Chief Operations Officer
Don Wolff, Chief Information Officer
Elaine Fox, Executive Director, Student Services
Olga Acuña, Director, Federal Programs
Val Bokma, Assistant to the Board
Kathy Wilson, Assistant to the Superintendent
Martha Méndez Bolaños, Bilingual Interpreter / Translator
Gaspar Lopez Lopez, Bilingual Interpreter / Translator
Diana Kleintob, Technology Support

3. **Call to Order and Flag Salute**

Board Chair Lisa Allen reconvened the meeting at 7:06 PM and led the Pledge of Allegiance.

4. **RECOGNITION / PRESENTATION**

a. **Presentation: Century High School Wellness Center**

Century High School Assistant Principal Donna Servignat, Coordinator Laura Wilson, and Century High School students shared information about Century High School's Wellness Center and the life-changing support it provides for students who are struggling with attendance and engagement issues related to challenges in their personal lives.

b. **Recognition: Don McCoun, KUIK**

The Board recognized Don McCoun for providing decades of valuable service to local students, their families, and the community, as owner and general manager of Hillsboro's KUIK 1360. Mr. McCoun turned off the station's radio transmitter on March 31, 2018, and retired from more than fifty years of work in the radio industry.

5. **Approval of Agenda**

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

6. Audience Time

The following audience members addressed the Board regarding nonagenda items.

- Regarding idle-free schools: Stephen Kingsbury.
- Regarding the Century High School band program: Josh Brenne (representing Century band students), Lucas Blevins (representing the Century band and signees of a petition), and Kirsten Allen (representing the Century High School marching band and colorguard). Mr. Blevins submitted a petition signed by students, parents, and alumni, requesting that changes in staffing assignments for the 2018-19 school year be reconsidered.

7. REPORTS AND DISCUSSION

a. Chicas Youth Development Program Report

Chicas Youth Development Program Manager Leticia Aguilar, Youth Facilitator Carina Quintanilla, and students who participate in the program shared information regarding elements of the program, participation data, and benefits for students and their families. The Chicas Youth Development Program provides supports and opportunities to help ensure academic success for Latina girls in grades 3 through 12.

b. Student Input Report

This year, Superintendent Mike Scott and members of the Board met with groups of students from each of the District high schools. Superintendent Scott presented a summary of the ideas and feedback that students shared, focusing on patterns and recurring themes in their responses. Board members who participated in the meetings also shared their insights, and the Board discussed potential steps for resolving students' concerns and meeting their needs. The summary report is included in the Board meeting packet.

c. AdvancED Report

Assistant Superintendent Travis Reiman explained that the Hillsboro School District achieved a full systems accreditation through AdvancED (an international accreditation organization) two years ago, and renewed its accreditation this year by completing AdvancED's progress report process. Assistant Superintendent Reiman presented an update on the District's identified improvement priorities and AdvancED's response to the District's accreditation progress report.

d. NSBA Conference Reports

Directors Jaci Spross and Mark Watson shared highlights of the 2018 National School Boards Association (NSBA) annual conference, which they attended in San Antonio, Texas, on April 7 – 9, 2018.

e. Discuss Board Meeting Dates for 2018-19

Board members reviewed the proposed Board meeting dates for the 2018-19 school year. The Board is scheduled to approve the 2018-19 meeting dates on June 26. The proposed schedule is included in the Board meeting packet.

f. Financial Report

Chief Financial Officer Michelle Morrison presented the monthly financial report. The report is included in the Board meeting packet.

g. Policies—First Reading

The following policies were presented for first reading, and are included in the Board meeting packet. If no public comments or questions are received regarding these policies during the review period, they may be placed on the consent agenda for approval during the next regular Board meeting session.

- 1) Policy JBB: Educational Equity
- 2) Policy EBBB: Injury / Illness Reports
- 3) Policy JOA: Directory Information
- 4) FF-AR-1: Naming of School Mascots
- 5) Policies Regarding Evaluations
 - a) Policy CCG: Evaluation of Administrators
 - b) Policy GCN/GDN: Evaluation of Staff
- 6) Policies Regarding Special Education
 - a) Policy IGBA: Students with Disabilities – Child Identification Procedures
 - b) Policy IGBAG-AR: Special Education – Procedural Safeguards
 - c) Policy IGBAH: Special Education – Evaluation Procedures
 - d) Policy IGBAJ: Special Education – Free Appropriate Public Education (FAPE)
 - e) Policy IGBAJ-AR: Special Education – Free Appropriate Public Education (FAPE)

8. CONSENT AGENDA

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

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

Consent Agenda items were as follows:

- a. Approve Minutes of April 10, 2018, Board Meeting
- b. Approve Minutes of April 24, 2018, Board Meeting and Budget Committee Meeting
- c. Approve Routine Personnel Matters
- d. Accept Donations
- e. Approve Consolidated ESEA Subgrants
- f. Approve Policy Revisions (presented for first reading on April 24, 2018)
 - 1) Policies Regarding Controlled Substances
 - a) Policy JFCG/JFCH/JFCI: Use of Tobacco Products, Alcohol, Drugs and Inhalant Delivery Systems
 - b) Policy GBK/KGC: Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems
 - 2) Policies Regarding Medications
 - a) Policy JHCD: Nonprescription Medication (Delete)
 - b) Policy JHCDA: Prescription Medication (Delete)
 - c) Policy JHCD/JHCDA: Medications (Proposed)
 - d) JHCD/JHCDA-AR: Medications (Revised)
 - 3) Policy GBH/JECAC: Staff/Student/Parent Relations
 - 4) Policy EEA: Student Transportation Services

9. ACTION ITEMS

a. Award Contracts for Parent / Bus Drop-Off Improvement Projects at Ladd Acres, Eastwood, McKinney, and Jackson Elementary Schools

Chief Operations Officer Casey Waletich explained that redesigning the parent / bus drop-off areas at Ladd Acres Elementary School, Eastwood Elementary School, McKinney Elementary School, and Jackson Elementary School is part of the 2017 bond program. The District has completed the standard bid process for these projects.

Director Kim Strelchun MOVED, SECONDED by Director Mark Watson, to award the contracts for the summer 2018 parent / bus drop-off improvement projects, as follows:

- Award the Ladd Acres Elementary School contract to Kerr Contractors in the amount of \$1,016,230.00;
- Award the Eastwood Elementary School contract to Kerr Contractors in the amount of \$672,190.00;
- Award the McKinney Elementary School contract to Five Star Buildings, Inc., in the amount of \$568,125.00;
- Award the Jackson Elementary School contract to Kerr Contractors in the amount of \$888,260.00.

The MOTION CARRIED (7-0).

b. Declare Surplus Equipment and Authorize Recycling of Classroom Furniture

Chief Operations Officer Casey Waletich explained that as part of the 2017 bond program, the District will be replacing classroom furniture at all District schools, and eleven of the elementary schools will receive their new furniture this summer. Chief Operations Officer Waletich asked the Board to declare the old classroom furniture at these eleven locations surplus so that it can be recycled. The eleven elementary schools are Butternut Creek, Farmington View, Free Orchards, Groner, Jackson, Lincoln Street, Mooberry, North Plains, Reedville, Tobias, and Witch Hazel. The inventory of furniture is included in the Board meeting packet.

Director Jaci Spross MOVED, SECONDED by Director Erika Lopez, to declare the obsolete classroom furniture identified in the May 22 Board meeting packet as surplus and authorize the recycling of this furniture through the International Reuse Network, as part of the 2017 bond program. The MOTION CARRIED (7-0).

c. Adjust Appropriations

Chief Financial Officer Michelle Morrison presented appropriations adjustments for the Board's approval, explaining that the specified amounts represent changes that have occurred within the past year, since the adoption of the 2017-18 budget. The list of adjustments is included in the Board meeting packet. Chief Financial Officer Morrison explained that payroll adjustments may be presented to the Board in June.

Director Kim Strelchun MOVED, SECONDED by Director Martin Granum, to approve the adjusted appropriations for the general and special revenue funds listed in the May 22 Board meeting packet. The MOTION CARRIED (7-0).

10. HCU/HEA Reports

HCU President Devin Hunter discussed the impact of reductions in employees' assigned hours, the importance of adequate staffing and fairness in the staffing process, the role of unions, key factors in the process of dealing with employees' behavior issues (including communicating expectations), and the importance of ensuring that adequate training and support is provided and expectations are fulfilled.

HEA President Jill Golay discussed the importance of communication in the transfer process, the status of licensed bargaining, the importance of ensuring that all students and teachers feel safe at school, and the need to resolve the funding issues that impact class size. She also invited Board members to attend the HEA Representative Council meeting on June 13.

11. Superintendent's Time

Superintendent Scott discussed highlights of the District's positive and successful year, and expressed the administration's commitment to addressing the District's current challenges with thoroughness, responsibility, transparency, and integrity.

12. Board of Directors' Time

Board members discussed District events and processes; provided brief summaries of their recent and upcoming activities; and commended District staff for their outstanding work.

13. Follow-Up Items

Agenda Item / Request	Action
<u>Policy JBB: Educational Equity</u> Provide additional clarification regarding the impact of using the word "will" versus "shall" in policy language	Provided

14. Executive Session

No executive session was called.

15. Adjournment

The meeting was adjourned at 9:24 PM.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends that the Board of Directors:

- A. Ratify the acceptance of the resignation of the following administrative personnel:

Sarah Walker

Assignment: Coordinator of Student Services
Location: Administration Center
Effective Date: June 29, 2018

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

Jacey Ageno

Assignment: 1.0 FTE 1st Grade
Location: Rosedale Elementary School
Effective Date: June 18, 2018

Lindsey Bingham

Assignment: 1.0 FTE Math & AVID
Location: Liberty High School
Effective Date: June 18, 2018

Kasey Breuier

Assignment: 1.0 FTE 2nd Grade
Location: Brookwood Elementary School
Effective Date: June 18, 2018

Amanda Burke

Assignment: 1.0 FTE 1st/2nd Grade
Location: Lincoln Street Elementary School
Effective Date: June 18, 2018

Jennifer Cooper Munoz

Assignment: 1.0 FTE Language Arts
Location: South Meadows Middle School
Effective Date: June 18, 2018

Jordan Eagan

Assignment: 0.8 FTE Social Studies
Location: Brown Middle School
Effective Date: June 18, 2018

Tiffany Gaither

Assignment: 1.0 FTE Music
Location: Eastwood Elementary School
Effective Date: June 18, 2018

Zeke Grimes

Assignment: 1.0 FTE Social Studies
Location: South Meadows Middle School
Effective Date: June 18, 2018

Megan Harding

Assignment: 1.0 FTE 2nd Grade
Location: Orenco Elementary School
Effective Date: June 18, 2018

Jon Helmandollar

Assignment: 1.0 FTE Physical Education
Location: Hillsboro High School
Effective Date: May 31, 2018

Sarah Holman

Assignment: 1.0 FTE Mathematics
Location: Century High School
Effective Date: June 18, 2018

Cora Knight

Assignment: 1.0 FTE Child Development Specialist
Location: Orenco Elementary School
Effective Date: June 18, 2018

Kelly Leonard

Assignment: 1.0 FTE 6th Grade
Location: Indian Hills Elementary School
Effective Date: June 18, 2018

Patrick Mendonca

Assignment: 1.0 FTE 3rd Grade
Location: Rosedale Elementary School
Effective Date: June 18, 2018

Anne Plutko

Assignment: 1.0 FTE School Counselor
Location: Evergreen Middle School
Effective Date: June 18, 2018

Tiffany Riendeau

Assignment: 1.0 FTE Instructional Coach, Language Arts,
AVID-Tutorial
Location: Hillsboro High School
Effective Date: June 18, 2018

Milton Scholl

Assignment: 1.0 FTE Mathematics
Location: Liberty High School
Effective Date: June 18, 2018

Katherine Schwartz

Assignment: 1.0 FTE Mathematics
Location: Glencoe High School
Effective Date: June 18, 2018

Kori Shackelford

Assignment: 1.0 FTE Horticulture – CTE Program
Location: Hillsboro High School
Effective Date: June 18, 2018

Leah Stup

Assignment: 1.0 FTE Bilingual Coach
Location: South Meadows Middle School
Effective Date: June 18, 2018

Gabriel Watson

Assignment: 1.0 FTE Physical Education
Location: Evergreen Middle School
Effective Date: June 18, 2018

Jeff Wright

Assignment: 1.0 FTE Support Specialist
Location: Student Services
Effective Date: July 30, 2018

Heather Zehr

Assignment: 1.0 FTE Social Studies
Location: Century High School
Effective Date: June 18, 2018

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

Tammy Heckenliable

Assignment: Human Resources Supervisor
Location: Human Resources
Effective Date: August 31, 2018
Years of Service: 28 years

- D. Approve the employment of the following administrative personnel in the 2018-19 school year:

Amy Blakey

Assignment: Coordinator of Curriculum & Assessment
Location: Office for School Performance
Effective Date: July 1, 2018

Deborah Hunt

Assignment: Principal
Location: Indian Hills Elementary School
Effective Date: July 1, 2018

Janette Johns

Assignment: Assistant Principal
Location: Glencoe High School
Effective Date: July 1, 2018

Julie Kasper

Assignment: Assistant Principal
Location: Century High School
Effective Date: July 1, 2018

Sarah Crane

Assignment: Director
Location: Student Services
Effective Date: July 1, 2018

Alano Ciliberto

Assignment: Coordinator – Bond Technology Integration
Location: Office for School Performance
Effective Date: July 1, 2018

- E. Approve the employment of the following licensed personnel in the 2018-19 school year:

Andrew Ackerman

Education: BA – Linfield College, McMinnville, OR
Experience: 1 year
Assignment: 1.0 FTE Social Studies – Glencoe High School

Sonja Aguilar

Education: BA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE Dual Language Kindergarten – Witch Hazel Elementary

Andrew Bunting

Education: MA – College of New Jersey, Ewing, NJ
Experience: 5 years
Assignment: 1.0 FTE 6th Grade – Groner K-8 School

Laura Conty-Nieves

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

Lorena Encinas Valenzuela

Education: MA – Portland State University, Portland, OR
Experience: 9 years
Assignment: 1.0 FTE Dual Language Chemistry – Hillsboro High School

Alex Ferber

Education: MA – Pacific University, Forest Grove, OR
Experience: 3 years
Assignment: 1.0 FTE Dual Language Arts – South Meadows Middle School

Bryce Giboney

Education: MA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE Secondary Resource Specialist – Century High School

Lauren Hill

Education: MA – Concordia University, Portland, OR
Experience: None
Assignment: 1.0 FTE Language Arts – Glencoe High School

Amy Holznagel

Education: MA – Capella University, Minneapolis, MN
Experience: 9 years
Assignment: 1.0 FTE Social Learning Center – Reedville Elementary School

Daniel Kernan

Education: MA – Southwest Minnesota State University, Marshall, MN
Experience: 2 years
Assignment: 1.0 FTE Life Skills – Century High School

Kendra Kintz

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

Nels Langbauer

Education: MA – San Jose State University, San Jose, CA
Experience: 6 years
Assignment: 0.833 FTE Secondary Resource Specialist – Hillsboro High School

Joshua Licht

Education: BA – University of Wisconsin, La Crosse, WI
Experience: None
Assignment: 0.8 FTE Physical Education – Brookwood Elementary School

Juan Carlos Lopez

Education: MA – Western Governors University, Salt Lake City, UT
Experience: 1 year
Assignment: 1.0 FTE Dual 4th Grade – Witch Hazel Elementary School

Itzia Mendoza

Education: BA – Portland State University, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE Dual Language 1st Grade - Free Orchards Elementary School

Sam Miller

Education: MA – Portland State University, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE Spanish - Glencoe High School

Meghan Ortega

Education: MA – University of Phoenix, Sacramento, CA
Experience: 6 years
Assignment: 1.0 FTE 1st Grade - Groner K-8 School

April Sadler

Education: MA – Portland State University, Portland, OR
Experience: 7 years
Assignment: 1.0 FTE Life Skills - Jackson Elementary School

Kerensa Schantz

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Dual Language 4th Grade - Free Orchards Elementary School

Maria Siasiakis

Education: MA – Lewis and Clark College, Portland, OR
Experience: None
Assignment: 1.0 FTE School Psychologist - Student Services

Caitlyn Smith

Education: MA – Concordia University, Portland, OR
Experience: None
Assignment: 1.0 FTE Dual Language 2nd Grade - Minter Bridge Elementary School

Abigail Sykes

Education: BA – Oregon State University, Corvallis, OR
Experience: None
Assignment: 1.0 FTE Culinary Arts - CTE Program - Liberty High School

Kristin Szmigulski

Education: BA – North Arizona University, Flagstaff, AZ
Experience: None
Assignment: 1.0 FTE Social Learning Center - North Plains Elementary School

David Williams

Education: AS – Portland Community College, Hillsboro, OR
Experience: 16 years
Assignment: 1.0 FTE Technology – Industrial Education – Glencoe High School

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

McKenna Apling

Education: MA – University of Oregon, Eugene, OR
Experience: None
Assignment: 1.0 FTE 5th Grade – Eastwood Elementary School

Laura Chapman

Education: BA – Washington State University, Pullman, WA
Experience: 4 years
Assignment: 1.0 FTE 2nd/3rd Grade – Minter Bridge Elementary

Robert Firpo

Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 0.1 FTE Music Band – Ladd Acres Elementary School

- G. Approve the employment of the following licensed personnel in the 2018-19 school year, who have held temporary status:

Ryan Abshere

Education: MA – California State University, Sacramento, CA
Experience: 4 years
Assignment: 1.0 FTE Student Support and Wellness Counselor – South Meadows Middle School & Brown Middle School

LeAndre Butler

Education: MA – Portland State University, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE 3rd Grade – Imlay Elementary School

Cynthia Davidson

Education: MA – California State University, Sacramento, CA
Experience: 8 years
Assignment: 0.2 FTE STEM Garden – Ladd Acres Elementary School

Izza (Alex) Dye

Education: BA – Oregon State University, Corvallis, OR
Experience: 3 years
Assignment: 1.0 FTE Dual Language 4th Grade – Eastwood Elementary School

Tara Dolan

Education: MA – Montana State University, Bozeman, MT
Experience: 5 years
Assignment: 1.0 FTE Counselor – Brown Middle School

Isabel Flores

Education: BA – Portland State University, Portland, OR
Experience: 4 years
Assignment: 1.0 FTE Dual Language Kindergarten – Free Orchards Elementary School

Juan Francisco Cárceles Martínez

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

Maria Galindo Sanz

Education: MA – Complutense University of Madrid, Madrid, Spain
Experience: 7 years
Assignment: 1.0 FTE Dual Language 4th Grade – Lincoln Street Elementary School

Justin Keeth

Education: MA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE Music – Imlay Elementary School

Meghan McCaffrey

Education: MA – Marywood University, Scranton, PA
Experience: 6 years
Assignment: 0.917 FTE Graphic Design/Marketing/Yearbook – Liberty High School

Reagan Mergen

Education: MA – Portland State University, Portland, OR
Experience: 7 years
Assignment: 1.0 FTE Elementary Resource Specialist – Lincoln Street Elementary School

Miriam Miranda-Diaz

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

Maria Gabby Villamaqua

Education: MA – George Fox University, Newberg, OR
Experience: 7 years
Assignment: 0.8 FTE New Teacher Mentor – Office for School Performance

- H. Approve the employment of the following supervisory/technology personnel in the 2018-19 school year:

Kristina Gantt

Assignment: Human Resources Supervisor
Location: Human Resources
Effective Date: July 31, 2018

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
ACCEPT GIFTS AND DONATIONS
(as of May 31, 2018)

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 \$20,000 from an anonymous donor to Glencoe High School to be used for the construction of a softball batting cage
- Donation of \$30,795 from Groner PTO to Groner K-8 to be used as follows:
 - \$2,000 for Playworks
 - \$2,395 for Brain POP
 - \$8,400 to enhance the school library
 - \$18,000 for Chromebooks
- Donation of \$29,935.51 from Orenco Booster Club to be used as follows:
 - \$199.99 for a Dell printer
 - \$309 for iPad cases
 - \$1,545.00 for iPads
 - \$6,245 for charging carts
 - \$21,884.20 for Chromebooks

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
TUITION RATES FOR NONRESIDENT STUDENTS

SITUATION

Each year, students who are not residents of Hillsboro School District wish to enroll in Hillsboro schools. If an agreement is made with another Oregon school district, Hillsboro is allowed to include the student in Hillsboro School District's enrollment and receive state formula funding. Occasionally, there is a student who does not qualify for state funding, and tuition is charged.

The cost of educating a student increases as the student progresses from the elementary to secondary level. The following calculations are based on actual 2017-18 expenditures and enrollment:

<u>COST CENTER</u>	<u>APPROPRIATIONS</u>	<u>ENROLLMENT FORECAST</u>	<u>BUDGET PER STUDENT</u>
Elementary	\$82,042,258	11,181	\$7,338
Secondary	\$69,982,302	9,030	\$7,750
Districtwide	\$50,543,921	20,211	\$2,501

The recommended tuition rates have been calculated by adding the appropriate grade-level cost to the districtwide cost. The numbers were then rounded down to an even amount.

RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the following tuition rates for non-resident students for whom the District does not receive state formula revenue:

Grade K - 6	\$9,839 per year
Grade 7 - 12	\$10,251 per year
Special needs students	Actual estimated cost

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE ANNUAL DEPOSITORY, AUDITOR, LEGAL COUNSEL,
NEWSPAPER, AND AGENT DESIGNATIONS

SITUATION

Oregon Revised Statutes require an annual designation of Depository, Auditor, Legal Counsel, Newspaper of Record, and Agents of Record for Insurance.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the designations of Depository, Legal Counsel, Bond Counsel, Newspaper of Record, Insurance Agents of Record, and Auditor, as listed in the June 26, 2018, Board meeting packet:

TITLE:	DESIGNEE:
District Depository of Funds	U.S. Bank, Oregon State of Oregon Local Government Investment Pool
District Depository of 2017 Bond Proceeds	Zion Bank Corporate Trust
Legal Counsel	Brisbee and Stockton, LLC The Hungerford Law Firm, LLP
Bond Counsel	Hawkins Delafield & Wood LLP
Newspaper of Record	The Hillsboro Tribune
Insurance Agent of Record – Property / Liability / Casualty	Brown & Brown Northwest - Special Districts Association of Oregon
Insurance Agent of Record – Workers' Compensation Insurance	Brown & Brown Northwest - SAIF Corporation
Insurance Agent of Record – Voluntary Student Accident Insurance	Myers, Stevens, Toohey and Company
District Financial Auditor	Grove, Mueller & Swank, P.C.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE ANNUAL CLERK / OFFICER DESIGNATIONS

SITUATION

Oregon Revised Statutes require an annual designation of District Clerk, Deputy Clerk, Budget Officer, Authorized Signers, Finance Officer, Custodian of Funds, and Surplus Property Authority.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the designations of District Clerk, Deputy Clerk, Budget Officer, Authorized Signers, Finance Officer, Custodian of Funds, and Surplus Property Authority, as listed in the June 26, 2018, Board meeting packet:

TITLE:	DESIGNEE:
District Clerk	Mike Scott, Superintendent
Deputy Clerk	Michelle Morrison, Chief Financial Officer
Budget Officer	Michelle Morrison, Chief Financial Officer
Authorized Signers	Michelle Morrison, Chief Financial Officer, and Mike Scott, Superintendent Facsimile signatures are authorized.
Finance Officer	Michelle Morrison, Chief Financial Officer
Custodian of Funds	Michelle Morrison, Chief Financial Officer
Surplus Property Authority	Michelle Morrison, Chief Financial Officer, and Casey Waletich, Chief Operations Officer
Bond Program Authority	Adam Stewart, Capital Projects Officer

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE CRIME POLICY COVERAGE LIMITS
TO COMPLY WITH ORS 332.525

SITUATION

Oregon Revised Statute 332.525 requires the District to annually establish fidelity-bond amounts for those authorized to handle District funds, and ensure they are bonded by a surety company authorized in Oregon. The Oregon Secretary of State's office accepts the Property and Casualty Coverage for Education (PACE) Crime Policy as meeting this statutory requirement:

Comprehensive Crime Policy	Coverage Limit
National Union Fire Insurance Company	\$750,000

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the comprehensive crime policy designation and coverage limit, as listed in the June 26, 2018, Board meeting packet.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
ESTABLISH 2018-19 MILEAGE REIMBURSEMENT RATE

SITUATION

Board Policy DLC: Expense Reimbursement states that “approved mileage will be reimbursed at the IRS rate in effect July 1 for the July through June fiscal year. The rate will be renewed annually.”

As of July 1, 2018, the IRS mileage reimbursement rate is \$0.545 per mile.

RECOMMENDATION

The Superintendent recommends that the Board of Directors establish the District’s mileage reimbursement rate for the 2018-19 school year at \$0.545 per mile.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE CHANGES IN WORKERS' COMPENSATION COVERAGE

SITUATION

Pursuant to Oregon Revised Statutes (ORS) 656.031, the Board annually approves a workers' compensation resolution regarding volunteers of the Hillsboro School District. Board members are covered under the District's workers' compensation policy for any injuries they sustain while performing their authorized duties as elected officials. For injuries that may occur to other volunteers (including student volunteers, classroom volunteers, parents volunteering for activities, etc.), if the District is liable, the District's Property and Casualty Coverage for Education (PACE) liability policy will cover the District.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the resolution regarding coverage of District volunteers under workers' compensation.

**WORKERS' COMPENSATION RESOLUTION REGARDING VOLUNTEERS OF
HILLSBORO SCHOOL DISTRICT**

WHEREAS the Hillsboro School District elects the following:

Pursuant to ORS 656.031, workers' compensation coverage will be provided to the classes of volunteer workers as indicated below (checked "Applicable").

Board Members Applicable ☒ Not Applicable ☐
Public Officials on unpaid boards will be covered only for administrative and clerical functions while performing their authorized duties as elected officials.

Public Safety Volunteers Applicable ☐ Not Applicable ☒
Public Safety Volunteers are covered at the assumed monthly wage indicated on the attached Volunteer Election Form(s).

Other Volunteers Applicable ☐ Not Applicable ☒
Non-public safety volunteers and board members volunteering for duties other than administration and clerical functions will use the Volunteer Election Form(s) to keep track of their hours and have their assumed payroll reported in the correct Class Code for all their types of work using Oregon minimum wage.

A roster of active board member volunteers will be kept monthly for reporting purposes and submitted to SAIF upon request.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of HILLSBORO SCHOOL DISTRICT to provide workers' compensation coverage as indicated above.

ADOPTED by the Board of Directors of HILLSBORO SCHOOL DISTRICT on June 26, 2018.

Lisa Allen, Chair, Board of Directors

Attested By: _____
Mike Scott, Superintendent

Date

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
READOPT POLICY DFAA: INVESTMENT POLICY – CAPITAL PROJECT FUND

SITUATION

District Policy DFAA provides for the investment of the Capital Project Fund. This fund receives the proceeds from bond sales, and makes the payments for the construction and purchases authorized at the bond election. The time period from a bond sale to completion of a project often extends over several years. This policy allows the District to make investments with maturities that match the planned expenditures over the extended time period. The policy requires annual readoption. Attached is a copy of the current policy.

RECOMMENDATION

The Superintendent recommends that the Board of Directors readopt Policy DFAA: Investment Policy - Capital Project Fund.

Hillsboro School District 1J

Code: DFAA
Adopted: 07/96
Revised: 04/08
Readopted: 07/17

Investment Policy – Capital Project Fund

Scope

This investment policy applies to activities of the Hillsboro School District with regard to investing the financial assets of the Capital Project Fund.

Funds will be invested in compliance with the provisions of ORS 294.035 through 294.048, ORS 294.125 through 294.155, ORS 294.155, ORS 294.810, and other applicable statutes. Investments will be in accordance with these policies and written administrative procedures. Investment of tax-exempt borrowing proceeds will comply with the "arbitrage" restrictions of Section 148 of the Internal Revenue Code of 1986.

Objectives

The District's investment objectives are:

1. Preservation of capital and the protection of investment principal;
2. Conformance with federal, state, and other legal requirements;
3. Maintenance of sufficient liquidity to meet operating requirements.

Delegation of Authority

The Chief Financial Officer (CFO) is designated as the investment officer of the District and is responsible for investment decisions and activities, under the direction of the Superintendent.

Prudence

The standard of prudence to be used by the investment officer in the context of managing the overall portfolio shall be the prudent investor rule, which states, "Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived."

Investment Diversification

The CFO will diversify the portfolio to avoid incurring unreasonable risks inherent in over investing in specific instruments, individual financial institutions, or maturities.

Percent of Diversification by Instrument	Maximum Portfolio
US Treasury Obligations (Bills, notes, and bonds)	100%
US Government Agency Securities and Instrumentalities of Government- Sponsored Corporations	100%
Certificates of Deposit (CD) Commercial Banks	25%
Certificates of Deposit (CD) Savings and Loan Associations	10%
State of Oregon Investment Pool	100%

Diversification by Financial Institutions

Certificates of Deposit (CDs) - Commercial Banks
No more than 15 percent of the total portfolio with any one financial institution.

Certificates of Deposit (CDs) - Savings and Loan Associations
Amount per institution based on capital adequacy guidelines; in any case not to exceed 10 percent of the total portfolio with any one institution.

State of Oregon Investment Pool - State Pool
With the exception of pass-through funds (in and out within 10 days), no more than \$34 million total or 100 percent of the total portfolio.

Investment Maturity

Investment maturities for the Capital Project Fund shall be scheduled to coincide with projected cash flow needs. Investments which exceed 18 months shall be limited to US Treasury Obligations and US Government Agency Securities and Instrumentalities of Government Sponsored Corporations.

Qualified Institutions

The CFO shall maintain a list of all authorized dealers and financial institutions which are approved for investment purposes. Any firm is eligible to make an application to the investment officer and upon due consideration and approval will be added to the list. Additions or deletions to the list will be made at the director's discretion. At the request of the CFO the firms performing investment services for the District shall provide their most recent financial statements or Consolidated Report of Condition (call report) for review. At minimum, the CFO

shall conduct an annual evaluation of each firm's credit worthiness to determine whether it should be on the authorized list. Securities dealers not affiliated with a bank shall be required to have an office located in Oregon or Washington.

Safekeeping and Collateralization

Investment securities purchased by the District will be delivered by either book entry or physical delivery, and held in third-party safekeeping by a bank designated as primary agent. The trust department of the bank designated as primary agent will be considered to be a third party for the purposes of safekeeping of securities purchased from that bank. The purchase and sale of securities will be on a payment versus delivery basis. The primary agent shall issue a safekeeping receipt to the District listing a specific instrument, rate, maturity, and other pertinent information.

Deposit-type securities (e.g., certificates of deposit) shall be collateralized through the state collateral pool as required by ORS for any amount exceeding FDIC or FSLIC coverage, recognizing that ORS requires only 25 percent collateral. Other investments shall be collateralized by the actual security held in safekeeping by the primary agent.

Monitoring and Adjusting the Portfolio

The investment officer will routinely monitor the contents of the portfolio, the available markets, and the relative values of competing instruments and will adjust the portfolio accordingly.

Internal Controls

The investment officer shall maintain a system of written internal controls, which shall be reviewed annually by the independent auditor. The controls shall be designed to prevent loss of public funds due to fraud, error, misrepresentation, or imprudent actions.

Accounting Method

Investments will be carried at amortized cost. Gains or losses from investments will be credited or charged to investment income at the time of sale. Premiums or discounts on securities shall be amortized / accreted over the life of the securities. The District shall comply with Generally Accepted Accounting Principles (GAAP).

Reporting Requirements

The investment officer shall generate daily and monthly reports for management purposes. In addition, the Board will be provided quarterly reports which will include data on investment instruments being held, as well as any narrative necessary for clarification.

Review and Adoption

This policy shall be reviewed not less than annually, and shall expire if not readopted annually.

END OF POLICY

Legal Reference(s):

ORS 294.135a

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
READOPT 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. In October 2017, the Board approved revisions to policy IGBC to align the policy with the provisions of the Every Student Succeeds Act of 2015 (ESSA).

RECOMMENDATION

The Superintendent recommends the Board of Directors readopt Policy IGBC: Title IA / Parental and Family Involvement.

Title IA/Parental and Family Involvement **

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

The 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 581-037](#)-0005 to -0025

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

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE REVISIONS TO POLICY EBBB: INJURY / ILLNESS REPORTS

SITUATION

Revisions to policy EBBB: Injury / Illness Reports have been recommended by the Oregon School Boards Association (OSBA) to align with the revised reporting rules of the Occupational Safety and Health Administration (OSHA). The revised version of the policy includes accidents involving staff, students, visiting members of the public, and District property.

Recommended revisions to policy EBBB were presented to the Board for first reading on May 22, 2018. No public comments or questions were received regarding this policy during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy EBBB: Injury / Illness Reports.

Hillsboro School District 1J

Code: **EBBB**

Adopted: 7/96

Revised/Readopted: 11/03/08; 11/24/14; _____

Injury/Illness Reports

All injuries/illnesses sustained by the employee while in the actual performance of the duty of the employee, occurring on District premises, in District vehicles, at a District-sponsored activity; or involving staff members who may be elsewhere on District business; will be reported immediately to a supervisor. All accidents involving students, visiting public or district property will be reported immediately to a supervisor.

A written report will be submitted within 24 hours to the risk manager. Reports will cover property damage as well as personal injury. Copies of such reports will be forwarded to the District's agent-of-record and legal counsel.

In the event of a work-related¹ illness or injury to an employee resulting in overnight hospitalization for medical treatment² other than first aid, the risk manager shall inform report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA). A this report will be made within 24 hours after notification to the District of an illness or injury. Fatalities or catastrophes³ shall be reported to OSHA within eight hours.

All injuries/illnesses sustained by the an employee, while in the actual performance of the duty of the employee, or by a student or visiting public will be promptly investigated. As a result of the investigation, any corrective measures needed will be acted upon.

~~Monthly records will be maintained. An analysis of the data and trends will be made at least semi-annually by the risk manager.~~

The risk manager will notify the Superintendent and chief financial officer as soon as possible after serious accidents. ~~The risk manager will also prepare semi-annual statistical reports on the number and types of accidents occurring in the District, as well as on the measures being taken to prevent such accidents in the future.~~

~~The Board will receive~~ risk manager will maintain records and reports on serious injuries/illnesses, including accidents involving District property, or employees, students, or the visiting public, and annual periodic statistical reports on the number and types of injuries/illnesses occurring in the District, as well as on the measures being taken to prevent such injuries/illnesses in the future.

¹An injury or illness is work related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a preexisting condition.

²Medical treatment includes managing or caring for a patient for the purpose of combating disease or disorder. The following are not considered medical treatment: visits to a doctor or health-care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid.

³A catastrophe is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility.

The records will include monthly reporting information and an analysis of the data and trends will be conducted at least annually. Such reports will be submitted to the superintendent or designee for review annually.

END OF POLICY

Legal Reference(s):

[ORS 339.309](#)

[OAR 437-001-0700](#)

[OAR 437-001-0760](#)

[OAR 437-001-0015](#)

[OAR 581-022-2225](#)

Cross Reference(s):

EH - Electronic Data Management

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE REVISIONS TO POLICY JOA: DIRECTORY INFORMATION

SITUATION

Revisions to policy JOA: Directory Information are recommended by Oregon School Boards Association (OSBA) to align the policy with legislation added by House Bill 3464 (2017) regarding the disclosure of personal information and the Every Student Succeeds Act of 2015.

Recommended revisions to policy JOA were presented to the Board for first reading on May 22, 2018. No public comments or questions were received regarding this policy during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy JOA: Directory Information.

Directory Information**

Directory information means those items of personally identifiable information contained in a student education record which are not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. The following directory information may be released to the public through appropriate procedures:

1. Student's name;
2. Student's address;
3. Student's telephone listing;
4. Student's electronic address;
5. Student's photograph;
6. Date and place of birth;
7. Major field of study;
8. Participation in officially recognized sports and activities;
9. Weight and height of athletic team members;
10. Dates of attendance;
11. Grade level
12. Degrees, honors or awards received;
13. Most recent previous school or program attended.

Public Notice

The District will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the District's option to release such information, and the requirement that the District must, by law, release secondary students' names, addresses, and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request that the District withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age, or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the District from disclosing or requiring a student to disclose their names, identifier, username, or institutional email address in a class in which the student is enrolled, or from requiring a student to disclose a student ID card or badge that

exhibits information that has been properly designated directory information by the District in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the District to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)

[ORS 107.154](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 336.187](#)

[OAR 581-021](#)-0220 to -0430

[OAR 581-022](#)-1660

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006~~17~~).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2014~~7~~); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2014~~7~~).

~~No Child Left Behind Act of 2001, 20 U.S.C. § 7908 (2006).~~

Every Student Succeeds Act of 2015, 20 U.S.C. § 7908 (2017).

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE REVISIONS TO ADMINISTRATIVE REGULATION
FF-AR-1: NAMING OF SCHOOL MASCOTS

SITUATION

With the approval of the District's capital construction bond, it is timely to update administrative regulation FF-AR-1: Naming of School Mascots. Recommended revisions were presented to the Board for first reading on May 22, 2018. No public comments or questions were received regarding this administrative regulation during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to administrative regulation FF-AR-1: Naming of School Mascots.

Naming of School Mascots

School mascots will be determined through a process involving student and staff input. In determining a mascot for a new school or changing an existing mascot, the principal will follow the process below:

- ~~1. Solicit suggestions for a mascot from the student body;~~
 - ~~2. Students will be encouraged to avoid mascot names currently in use in the District;~~
 - ~~3. Included along with the solicitation of names, entries must include a reason or explanation for the entry;~~
 - ~~4. Names viewed as disruptive or having a negative connotation will not be considered (the school administrative team will make this determination);~~
 - ~~5. Classrooms or selected groups of students will narrow the slate of names prior to voting;~~
 - ~~6. Names will be placed on the ballot for a vote by the student body and staff of the school;~~
 - ~~7. The selected name will be announced upon the completion of the tally;~~
 - ~~8. The scores of all voting will be retained for inspection (upon request) for one year.~~
1. The principal will select a colors / mascot committee that will include students and staff from the school.
 2. Selection of school colors and mascot will occur in concert with the naming process, with a final decision being made after the naming process has been completed. The school colors and mascot committee will be largely student-driven with guidance from the principal or superintendent / designee.
 3. The colors / mascot committee will research all relevant information (colors and mascots already in use in the region and the state), generate objectives for colors and mascot consistent with community values and culture (e.g., past, present and future), and generate lists of possible colors and mascots that meet stated criteria.
 4. The colors / mascot committee will solicit community input and feedback on ideas, and narrow the selection to ten semi-finalist options, then three finalist options. The superintendent or designee will formulate a recommendation consisting of a minimum of the top three most popular choices, in ranked order.

5. Time permitting, mockups of finalist colors and mascots will be created and presented by student representatives. Final selection of the mascot and colors will be based on the vote of the student committee described above, with final approval given by the superintendent.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE REVISIONS TO POLICIES REGARDING EVALUATIONS:
CCG: EVALUATION OF ADMINISTRATORS; AND
GCN/GDN: EVALUATION OF STAFF

SITUATION

Revisions to policies CCG: Evaluation of Administrators and GCN/GDN: Evaluation of Staff are based on recommendations from Oregon School Boards Association (OSBA) to align these policies with the provisions of the Oregon Administrative Rule (OAR) 581-022-2410, as revised by the Oregon Board of Education, and to include information specific to Hillsboro School District's staff evaluation schedule.

Recommended revisions to these policies were presented to the Board for first reading on May 22, 2018. No public comments or questions were received regarding these policies during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policies CCG: Evaluation of Administrators; and GCN/GDN: Evaluation of Staff.

Hillsboro School District 1J

Code: CCG
Adopted: 10/30/07
Revised/Readopted: 11/25/14; _____

Licensed-Evaluation - of Administrators

The Superintendent/designee will implement and supervise an evaluation system for administrative personnel. He/she will report to the Board annually on the performance of all administrators, and The purpose of administrator evaluations is to assist an administrator with developing and strengthening his/her professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

The purpose of administrator evaluations is to assist administrators to develop and strengthen their professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

Each administrator will receive a formal evaluation from his/her immediate supervisor at least every two years. Formal The evaluations will shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the Superintendent and/or a qualified designee with an administrative license;
3. Evaluations will be in writing, and discussed with the administrator by the person who makes conducts the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation and right of appeal through established grievance procedures, if applicable.

An Administrator's² evaluations shall be customized based on collaborative efforts, and include use the following educational leadership-administrator standards¹ adopted by the State Board of Education. The standards include:

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership;

¹These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

6. Socio-political context.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;

And Evaluations using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of administrators;
2. Refine the support, assistance, and professional growth opportunities offered to an administrator, based on the individual needs of the administrator and the needs of the students, the school and the district;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other administrators; and
5. Use evaluation methods and professional development, support, and other activities that are based on curricular standards and are targeted to the needs of the administrator; and
6. Address ways to help all educators strengthen their culturally responsive practices.

The administrative evaluation system will also include provisions for initiating dismissal or contract non-extension procedures, if the need for such procedures is indicated. Evaluation and support systems established by the district must evaluate administrators on a regular cycle. The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

Contract administrators shall be evaluated at least every other year.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\),\(8\)](#)
[ORS 332.505](#)
[ORS 342.513](#)

[ORS 342.815](#)
[ORS 342.850](#)
[ORS 342.856](#)

[OAR 581-022-2405](#)
[OAR 581-022-2410](#)
[OAR 581-022-2420](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

Hillsboro School District 1J

Code: GCN/GDN
Adopted: 7/96
Revised/Readopted: 11/25/08; 10/28/14; _____

Evaluation of Staff

An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under Board policy, administrators are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract non-extension, contract renewal or nonrenewal, dismissal, and discipline.

~~The evaluation of staff members will consist of the following components:~~

- ~~1. The observation of each employee in the performance of their assigned duties by an appropriate supervisor;~~
- ~~2. A written evaluation of the employee's performance as an employee of the District;~~
- ~~3. A conference between the employee and the evaluating supervisor during which the employee's weaknesses and strengths are discussed;~~
- ~~4. When performance is unacceptable, the supervisor will identify in writing, areas needing improvement, suggestions for improvement, and an adequate time to show substantial improvement;~~
- ~~5. An opportunity during the conference for the employee to record a disclaimer to the evaluation.~~

~~Supervisors will make every effort to assist any employee in the remediation of deficiencies disclosed by observation and evaluation, and may conduct additional observations and evaluations for employees who are performing below expectations.~~

Licensed Staff

~~Evaluation of licensed staff shall be conducted to conform with applicable Oregon Revised Statutes and any applicable collective bargaining provisions.~~

Teachers' The evaluations for licensed staff shall be based on the core teaching standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts, and include the core teaching standards adopted by the State Board of Education with teachers and any exclusive representatives of the licensed staff.

Evaluation and support systems established by the district for teachers must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;

2. Classroom-level student learning and growth goals set collaboratively between the teacher and the evaluator;
3. Consideration of multiple measures of teacher practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
4. Consideration of evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, that is both formative and summative. Evidence may also include other indicators of student success;
5. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities and student learning and growth to determine the teacher's professional growth path;

Annex E Evaluations using the core teaching standards must attempt to:

1. Strengthen the knowledge, skills, disposition, and classroom practices of teachers;
2. Refine the support, assistance, and professional growth opportunities offered to a teacher, based on the individual needs of the teacher and the needs of the student, the school and the district;
3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including the classroom and other assignments;
4. Establish a formative growth process for each teacher that supports professional learning and collaboration with other teachers;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards, and are targeted to the needs of the teacher; and
6. Address ways to help all educators strengthen their culturally responsive practices.

Evaluation and support systems established by the district must evaluate teachers on a regular cycle. The superintendent shall regularly report to the Board on implementation of the evaluation and support systems and educator effectiveness.

Each probationary teacher shall be evaluated at least annually, but with multiple observations. The purpose of the evaluation is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities. Evaluations shall be based upon at least two observations and other relevant information developed by the district.

Contract teachers shall be evaluated at least every other year.

Classified Staff

All classified employees will be formally evaluated by their immediate supervisor in accordance with the classified bargaining agreement.

Supervisory / Technical Staff

All supervisory / technical employees shall be formally evaluated by their immediate supervisor in accordance with the memorandum of agreement.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 332.505](#)
[ORS 342.850](#)

[ORS 342.856](#)
[OAR 581-022-2405](#)

[OAR 581-022-2410](#)
[OAR 581-022-2415](#)

HILLSBORO SCHOOL DISTRICT 1J

June 26, 2018

APPROVE REVISIONS TO POLICIES REGARDING SPECIAL EDUCATION:

POLICY IGBA: STUDENTS WITH DISABILITIES –

CHILD IDENTIFICATION PROCEDURES;

POLICY IGBAG-AR: SPECIAL EDUCATION – PROCEDURAL SAFEGUARDS;

POLICY IGBAH: SPECIAL EDUCATION – EVALUATION PROCEDURES;

POLICY IGBAJ: SPECIAL EDUCATION –

FREE APPROPRIATE PUBLIC EDUCATION (FAPE);

POLICY IGBAJ-AR: SPECIAL EDUCATION –

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

SITUATION

Revisions to the following policies are based on the recommendations of Oregon School Boards Association (OSBA) and the District's special education legal advisor to align these policies with the provisions of Senate Bill 20 and Senate Bill 1522. Senate Bill 20 included updates related to the Every Student Succeeds Act of 2015 (ESSA) and regarding modified diplomas; and Senate Bill 1522 included updates to ensure that students who receive modified diplomas continue receiving additional assistance for transitioning to life after high school, and that school districts continue receiving state school funds to provide needed transition services.

- Policy IGBA: Students with Disabilities – Child Identification Procedures
- Policy IGBAG-AR: Special Education – Procedural Safeguards
- Policy IGBAH: Special Education – Evaluation Procedures
- Policy IGBAJ: Special Education – Free Appropriate Public Education (FAPE)
- Policy IGBAJ-AR: Special Education – Free Appropriate Public Education (FAPE)

Recommended revisions to these policies were presented to the Board for first reading on May 22, 2018. No public comments or questions were received regarding these policies during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policies IGBA, IGBAG-AR, IGBAH, IGBAJ, and IGBAJ-AR.

Hillsboro School District 1J

Code: **IGBA**

Adopted: 7/96

Revised/Readopted: 03/18/08; 1/22/13; _____

Students with Disabilities – Child Identification Procedures

The District implements an ongoing system to locate, identify, and evaluate all children birth to age 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education, (EI/ECSE) or special education services. For preschool children, the District is responsible for the evaluation(s) used to determine eligibility; the designated referral and evaluation agency, Northwest Regional Education Service District, is responsible for determining the eligibility of children for EI/ECSE services in accordance with Oregon Administrative Rule (OAR) 581-015-2100. The District identifies all children with disabilities, regardless of the severity of their disabilities, including those who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. ~~Indian~~ Native American preschool children living on reservations;
4. Suspected of having a disability even though they ~~have not failed, been retained in a course or a grade, and are advancing~~ advance from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending a private school (religious or secular) ~~school~~ located within the boundaries of the District;
7. Attending a public charter school located in the District;
8. Below the age of compulsory school attendance; or
9. Above the age of compulsory school attendance who have not graduated from high school with a regular or modified diploma and have not completed the school year in which they reach their 21st birthday.

The District determines residency in accordance with Oregon Revised Statutes (ORS) Chapter 339 and, for the purposes of charter school students with disabilities, in accordance with ORS Chapter 338 and ORS Chapter 339. The District enrolls all students who are five by September 1 of the school year. Students with disabilities are eligible to enroll in the District through the school year in which they reach the age of 21 if they have not graduated with a regular diploma. If they have graduated with a modified diploma and have a current special education eligibility, they are eligible to enroll through the school year in which they reach the age of 21.

The District shall annually submit data to the Oregon Department of Education (ODE) regarding the number of resident students with disabilities who have been identified, located, and evaluated; and are receiving special education and related services. The District conducts an annual count of the total number of private school children attending private schools located within the boundaries of the District, and a count of all children with disabilities attending private schools located within the boundaries of the

District, in accordance with OAR 581-015-2465. The District reports any additional data to ODE as required by the ODE to meet the requirements of federal or state law and the applicable reporting dates.

END OF POLICY

Legal Reference(s):

ORS 332.075	ORS 343.517	OAR 581-015-2190
ORS 338.165	ORS 343.533	OAR 581-015-2195
ORS 339.115 to -137		OAR 581-015-2315
ORS 343.151	OAR 581-015-2040	OAR 581-015-2480
ORS 343.157	OAR 581-015-2045	OAR 581-021-0029
ORS 343.193	OAR 581-015-2080	OAR 581-022-2315
ORS 343.221	OAR 581-015-2085	

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1412 (a)(3) (2017).

Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. Part 303 (2017).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.111 (2017).

Special Education – Procedural Safeguards**

1. Procedural Safeguards

a. The District provides procedural safeguards to:

- (1) Parents, guardians (unless the guardian is a state agency), or persons in parental relationship to the student;
- (2) Surrogate parents; and
- (3) Students who have reached the age of 18, the age of majority, or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called “eligible students”).

b. The District gives parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education (ODE):

- (1) At least once a year; and
- (2) At the first referral or parental request for evaluation to determine eligibility for special education services;
- (3) When the parent (or adult student) requests a copy;
- (4) To the parent and the student one year before the student’s 18th birthday or upon learning that the student is ~~considered~~ emancipated.

c. The *Procedural Safeguards Notice* is:

- (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
- (2) If the native language or other mode of communication of the parent is not a written language, the District takes steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in his/her native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the District has met these requirements.

2. Content of *Procedural Safeguards Notice*

The procedural safeguards notice includes all of the content provided in the *Procedural Safeguards Notice* published by the ODE.

3. Parent or Adult Student Meeting Participation

a. The District provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education program (IEP), and

- educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
- b. The District provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
- (1) States the purpose, time, and place of the meeting and who is invited to attend;
 - (2) Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - (3) Advises the parents or adult student that the team may proceed with the meeting even if they are not in attendance;
 - (4) Advises the parents or adult student who to contact before the meeting to provide information if they are unable to attend; and
 - (5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
 - (a) Indicates that the student will be invited; and
 - (b) Identifies any agencies invited to send a representative.
- c. The District takes steps to ensure that one or both of the parents of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
- (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
- d. If neither parent can participate, the District will use other methods to ensure participation, including, but not limited to, individual or conference phone calls, or home visits.
- e. The District may conduct an evaluation planning or eligibility meeting without the parents or adult student if the District provided meeting notice to the parents or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The District may conduct an IEP or placement meeting without the parents or adult student if the District is unable to convince the parents or adult student that they should participate. Attempts to convince the parents to participate will be considered sufficient if the District:
- (1) Communicates directly with the parents or adult student and arranges a mutually agreeable time and place and sends written notice to confirm the arrangement; or
 - (2) Proposes a time and place in the written notice stating that a different time and place might be requested and confirms that the notice was received.
- g. If the District proceeds with an IEP meeting without a parent or adult student, the District must have a record of its attempts to arrange a mutually agreed upon time and place such as:
- (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents and any responses received; and
 - (3) Detailed records of visits made to the parents' home or place of employment and the results of those visits.
- h. The District takes whatever action is necessary to ensure that the parents or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents or adult students who are deaf or whose native language is other than English.

- i. After the transfer of rights to an adult student at the age of majority, the ~~D~~district provides written notice of meetings to the adult student and parents, if the parents can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the ~~D~~district.
- j. An IEP meeting does not include:
 - (1) Informal or unscheduled conversations involving ~~D~~district personnel;
 - (2) Conversations on issues such as teaching methodology, lesson plans, or coordination of service provision if those issues are not addressed in the student's IEP; or
 - (3) Preparatory activities that ~~D~~district or public personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

4. Surrogate Parents

- a. The ~~D~~district protects the rights of a student with a disability, or suspected of having a disability, by appointing a surrogate parent when:
 - (1) The parent cannot be identified or located after reasonable efforts;
 - (2) The student is a ward of the state or an unaccompanied homeless youth and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
 - (3) The parent or adult student requests the appointment of a surrogate parent.
- b. The ~~D~~district secures nominations of persons to serve as surrogates. The ~~D~~district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- c. The ~~D~~district will only appoint a surrogate who:
 - (1) Is not an employee of the ~~D~~district or the ODE;
 - (2) Is not an employee of any other agency involved in the education or care of the student;
 - (3) Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
 - (4) Has the necessary knowledge and skills that ensure adequate representation of the student in special education decisions. The ~~D~~district will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- d. The ~~D~~district provides all special education rights and procedural safeguards to appointed surrogate parents.
- e. A surrogate will not be considered an employee of the ~~D~~district solely on the basis that the surrogate is compensated from public funds.
- f. The duties of the surrogate parent are to:
 - (1) Protect the special education rights of the student;
 - (2) Be acquainted with the student's disability and the student's special education needs;
 - (3) Represent the student in all matters relating to the identification, evaluation, IEP, and educational placement of the student; and
 - (4) Represent the student in all matters relating to the provision of a FAPE to the student.
- g. A parent may give written consent for a surrogate to be appointed.

- (1) When a parent requests that a surrogate be appointed, the parent shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the District appoints a surrogate at parent request, the District will continue to provide to the parent a copy of all notices and other information provided to the surrogate.
 - (2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The District will treat the surrogate as the parent unless and until the parent revokes consent for the surrogate's appointment.
 - (3) If a parent gives written consent for a surrogate to be appointed, the parent may revoke consent at any time by providing a written request to revoke the surrogate's appointment;
- h. An adult student to whom rights have transferred at the age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The District will treat the surrogate as the parent unless and until the adult student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- i. The District may change or terminate the appointment of a surrogate when:
- (1) The person appointed as surrogate is no longer willing to serve;
 - (2) Rights transfer to the adult student or the student graduates with a regular or modified diploma;
 - (3) The student is no longer eligible for special education services;
 - (4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
 - (5) A foster parent or other person is identified who can carry out the role of parent;
 - (6) The parent, who previously could not be identified or located, is now identified or located;
 - (7) The appointed surrogate is no longer eligible;
 - (8) The student moves to another school district; or
 - (9) The student is no longer a ward of the state or unaccompanied homeless youth.
- j. The District will not appoint a surrogate solely because the parent or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

5. Transfer of Rights at Age of Majority

- a. When a student with a disability reaches the age of majority, marries, or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the student. A student for whom rights have transferred is considered an "adult student" under Oregon Administrative Rule (OAR) 581-015-2000(1).
- b. The District provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
 - (1) At least one year before the student's 18th birthday;
 - (2) More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or

- (3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The District provides written notice to the student and to the parent at the time of the transfer.
- d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- e. After transfer of rights to the student, the District provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.
- f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the District.

6. Prior Written Notice

- a. The District provides prior written notice to the parent of a student, or student, within a reasonable period of time, before the District:
 - (1) Proposes to initiate or change the identification, evaluation, or educational placement of the student, or the provision of a FAPE to the child; or
 - (2) Refuses to initiate or change the identification, evaluation, or educational placement of the student, or the provision of a FAPE to the child.
- b. The content of the prior written notice will include:
 - (1) A description of the action proposed or refused by the District;
 - (2) An explanation of why the District proposed or refused to take the action;
 - (3) A description of each evaluation procedure, test, assessment, record, or report used as a basis for the proposal or refusal;
 - (4) A statement that the parents of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the *Procedural Safeguards Notice* may be obtained;
 - (5) Sources for parents to contact to obtain assistance in understanding their procedural safeguards;
 - (6) A description of other options the IEP team considered and the reasons why those options were rejected; and
 - (7) A description of other factors that are relevant to the agency's proposal or refusal.
- c. The prior written notice is:
 - (1) Written in language understandable to the general public; and
 - (2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so;
 - (3) If the native language or other mode of communication of the parent is not a written language, the District shall take steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the requirements of this rule have been met.

7. Consent – Initial Evaluation

- a. The District provides notice and obtains informed written consent from the parent or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the District to provide special education and related services.
- b. The District makes reasonable efforts to obtain informed consent from a parent for an initial evaluation to determine a child's eligibility for special education services. If a parent does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the District may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The District does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

8. Consent – Initial Provision of Special Education Services

- a. The District provides notice and obtains informed written consent from the parent or adult student before the initial provision of special education and related services to the student.
- b. The District makes reasonable efforts to obtain informed consent, but if a parent or adult student does not respond or refuses consent for initial provision of special education and related services, the District does not convene an IEP meeting, develop an IEP, or seek to provide special education and related services through mediation or due process hearing procedures. The District will not be considered to be in violation of the requirement to make FAPE available to the student under these circumstances. The District stands ready to serve the student if the parent or adult student later consents.

9. Consent – Reevaluation

- a. The District obtains informed parent consent before conducting any re-evaluation of a child with a disability, except:
 - (1) The District does not need written consent for a reevaluation, if, after reasonable efforts to obtain informed consent, the parent does not respond. However, the District does not conduct individual intelligence tests or tests of personality without consent.
 - (2) If a parent refuses to consent to the reevaluation, the District may, but is not required to, pursue the re-evaluation by using mediation or due process hearing procedures.
- b. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

10. Consent – Other Requirements

- a. The District documents its reasonable efforts to obtain parent consent, such as phone calls, letters, and meeting notes.
- b. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the re-evaluation, or if the parent does not respond to a request for consent, the District:
 - (1) Does not use mediation or due process hearing procedures to seek consent; and
 - (2) Does not consider the child as eligible for special education services.

- c. If a parent or adult student refuses consent for one service or activity, the ~~D~~district does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.
- d. If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the ~~D~~district:
 - (1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
 - (2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
 - (3) The ~~D~~district will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
 - (4) The ~~D~~district is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

11. Exceptions to Consent

- a. The ~~D~~district does not need written parent or adult student consent before:
 - (1) Reviewing existing data as part of an evaluation or re-evaluation;
 - (2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;
 - (3) Conducting evaluations, tests, procedures, or instruments that are identified on the student's IEP as a measure for determining progress; or
 - (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.
- b. The ~~D~~district does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
 - (1) Despite reasonable efforts to do so, the ~~D~~district has not been able to find the parent;
 - (2) The parent's rights have been terminated in accordance with state law; or
 - (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
- c. The ~~D~~district does not need written parental consent if an administrative law judge (~~ALJ~~) determines that the evaluation or reevaluation is necessary to ensure that the student is provided with a FAPE.

12. Independent Educational Evaluations

- a. A parent of a student with a disability has a right to an independent educational evaluation (~~IEE~~) at public expense if the parent disagrees with an evaluation obtained by the ~~D~~district.
- b. If a parent requests an ~~IEE~~ independent educational evaluation at public expense, the ~~D~~district provides information to parents about where an ~~IEE~~ independent educational evaluation may be obtained, and the ~~D~~district criteria applicable for ~~IEEs~~ independent educational evaluations.

- c. If a parent requests an ~~IEE~~ independent educational evaluation at public expense, the ~~D~~district, without unnecessary delay, either:
 - (1) Initiates a due process hearing to show that its evaluation is appropriate; or
 - (2) Ensures that an ~~IEE~~ independent educational evaluation is provided at public expense unless the ~~D~~district demonstrates in a hearing that the evaluation obtained by the parent did not meet ~~D~~district criteria.
- d. The ~~D~~district criteria for ~~IEEs~~ independent educational evaluations are the same as for ~~D~~district evaluations including, but not limited to, location, examiner qualifications; and cost.
 - (1) Criteria established by the ~~D~~district do not preclude the parent's access to an ~~IEE~~ independent educational evaluation.
 - (2) The ~~D~~district provides the parents the opportunity to demonstrate the unique circumstances justifying an ~~IEE~~ independent educational evaluation that does not meet the ~~D~~district's criteria.
 - (3) A parent may be limited to one ~~IEE~~ independent educational evaluation at public expense each time the ~~D~~district conducts an evaluation with which the parent disagrees.
- e. If a parent requests an ~~IEE~~ independent educational evaluation, the ~~D~~district may ask why the parent disagrees with the public evaluation. The parent may, but is not required to, provide an explanation. The ~~D~~district may not:
 - (1) Unreasonably delay either providing the ~~IEE~~ independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
 - (2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an ~~IEE~~ independent educational evaluation at public expense.
- f. The ~~D~~district considers an ~~IEE~~ independent educational evaluation submitted by the parent, in any decision made with respect to the provision of a FAPE to the student, if the submitted independent evaluation meets ~~D~~district criteria.

13. Dispute Resolution – Mediation

- a. The ~~D~~district or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The ~~D~~district acknowledges that:
 - (1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques, and may not be used to deny or delay a parent's right to a due process hearing or filing a complaint.
 - (2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
 - (3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - (a) States the terms of the agreement;
 - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and

- (c) Is signed by the parent and a representative of the ~~D~~district who has the authority to bind the ~~D~~district to the mediation agreement.
- (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
- (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

14. Dispute Resolution – Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a ~~school~~ district or education service district (ESD) is violating or has violated the Individuals with Disabilities Education Act (IDEA) or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, the ODE forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.
- b. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.
- d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligations in a timely manner.
- f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

15. Due Process Hearing Requests

- a. The ~~D~~district acknowledges that parents may request a due process hearing if they disagree with a ~~D~~district proposal or refusal relating to the identification, evaluation, educational placement, or provision of a FAPE to a student who may have a disability and be eligible for special education.
- b. The ~~D~~district may request a due process hearing regarding the identification, evaluation, educational placement, or provision of a FAPE to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the ~~D~~district or the attorney representing the ~~D~~district provides notice to the parent and to ODE.
- d. The party, including the ~~D~~district, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the ~~D~~district's proposal or refusal, the ~~D~~district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
 - (1) An explanation of why the ~~D~~district proposed or refused to take the action raised in the hearing request;

- (2) A description of other options that the Ddistrict considered and the reasons why those options were rejected;
- (3) A description of each evaluation procedure, assessment, record, or report the Ddistrict used as the basis for the proposed or refused action; and
- (4) A description of the factors relevant to the Ddistrict's proposal or refusal.

16. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the Ddistrict will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- b. This meeting will include a representative of the Ddistrict who has decision-making authority for the Ddistrict.
 - (1) The Ddistrict will not include an attorney unless the parent brings an attorney.
 - (2) The Ddistrict will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the Ddistrict has an opportunity to resolve the dispute.
 - (3) The Ddistrict and parent may agree in writing to waive the resolution meeting. If so, the 45-day hearing timeline will begin the next business day, unless the Ddistrict and parent agree to try mediation in lieu of the resolution session.

17. Time Limitations and Exception

- a. A parent must request a due process hearing within two years after the date of the Ddistrict act or omission that gives rise to the parent's hearing request.
- b. This timeline does not apply to a parent if the Ddistrict withheld relevant information from the parent or incorrectly informed the parent that it had resolved the problem that led the parent's hearing request.

18. Hearing Costs

- a. The Ddistrict reimburses the ODE for costs related to conducting the hearing, including pre-hearing conferences, scheduling arrangement, and other related matters.
- b. The Ddistrict provides the parent with a written or, at the option of the parent, an electronic verbatim recording of the hearing, within a reasonable time of the close of the hearing.
- c. The Ddistrict does not use IDEA funds to pay attorney's fees or other hearing costs.

19. Discipline and Placement in Interim Alternative Setting

See Board policy JGDA – Discipline of Disabled Students.

Special Education – Evaluation Procedures

Consistent with its child find and parent consent obligations, the District responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.

A full and individual evaluation of a student's educational needs that meets the criteria established in the Oregon Administrative Rules will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The District implements an ongoing system to locate, identify, and evaluate all children birth to 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education, (EI/ECSE) or special education services.

The District identifies all children with disabilities, regardless of the severity of their disabilities, including children who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. ~~Indian~~ Native American preschool children living on reservations;
4. Suspected of having a disability even though they advance from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, Attending private school (religious or secular) school located within the boundaries of the District;
7. Attending a public charter school located in the District;
8. Below the age of compulsory school attendance; or
9. Above the age of compulsory school attendance who have not graduated from high school with a regular or modified diploma and have not completed the school year in which they reach their 21st birthday.

The District is responsible for evaluating and determining eligibility for special education services for school age children. The District is responsible for evaluating children who may be eligible for Early Intervention/Early Childhood Special Education (EI/ECSE) services. The District's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or reevaluation, the District:

1. Plans the evaluation with a group that includes the parent(s);
2. Provides prior written notice to the parent that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtains informed written consent for evaluation.

The District conducts a comprehensive evaluation or re-evaluation before:

1. Determining that a child has a disability;
2. Determining that a child continues to have a disability;
3. Changing the child's eligibility;
4. Providing special education and related services;
5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular or modified diploma or exceeding the age of eligibility for a free appropriate public education.

Upon completion of the evaluation, the District provides the parent or eligible child a copy of the evaluation report at no cost. The evaluation report describes and explains the results of the evaluation. Upon completion of the eligibility determination, the District provides the parent or eligible child documentation of eligibility determination at no cost.

The District ensures that assessments and other evaluation materials, including those tailored to assess specific areas of education need, used to assess a child:

1. Are selected and administered so as not to be racially or culturally discriminatory;
2. Are provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it is clearly not feasible to do so;
3. Are used for purposes for which assessments or measures are valid and reliable;
4. Are administered by trained and knowledgeable personnel; and
5. Are administered in accordance with any instructions provided by the producer of such assessments.

Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

A student must meet the eligibility criteria established in the Oregon Administrative Rules.

The District conducts reevaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance, of the child warrants a re-evaluation;
2. When the child's parents or teacher requests a re-evaluation; and
3. At least every three years, unless the parent and the District agree that a re-evaluation is unnecessary.

The District does not conduct reevaluation more than once a year, unless the parent and District agree otherwise, and at least once every three years, unless the parent and District agree that a re-evaluation is unnecessary.

If a parent has previously revoked consent for special education and related services and subsequently requests special education and related services, the District will conduct an initial evaluation of the student to determine eligibility for special education.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)

[ORS 343.157](#)

[ORS 343.164](#)

[OAR 581-015-2000](#)

[OAR 581-015-2095](#)

[OAR 581-015-2105 to -2190](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.530-300.534, 300.540-300.543, 300.7 (2017).

Hillsboro School District 1J

Code: **IGBAJ**

Adopted: 07/96

Revised/Readopted: 03/18/08; 08/25/09; 7/22/14;

Special Education – Free Appropriate Public Education (FAPE)**

1. The District admits all resident school age children with disabilities and makes special education and related services available at no cost to those:
 - a. Who have reached 5 years of age, but have not yet reached 21 years of age, on or before September 1 of the current school year, even if they have not failed or have not been retained in a course or grade or are advancing from grade-to-grade;
 - b. Who have not graduated with a regular diploma;
 - c. Who have graduated with a modified diploma and whose IEP team has determined that transition services are necessary;
 - d. Who have been suspended or expelled in accordance with special education discipline provisions; or
 - e. Who reach age 21 before the end of the school year. These students remain eligible until the end of the school year in which they reach 21.
2. The District determines residency in accordance with Oregon law.
3. The District takes steps to ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the District and provides a continuum of services to meet the individual special education needs of all resident children with disabilities, and children with disabilities who are enrolled in public charter schools located in the District.
4. The District may, but is not required to, provide special education and related services to a student who has graduated with a ~~regular~~ modified diploma.
5. State law prohibits the District from recommending to parents, or requiring a child to obtain, a prescription for medication to affect or alter thought processes, mood, or behavior as a condition of attending school, receiving an evaluation to determine eligibility for early childhood special education or special education, or receiving special education services.
6. If the individualized education program (IEP) team determines that placement in a public or private residential program is necessary to provide FAPE, the program, including nonmedical care and room and board, must be at no cost to the parents of the child.
7. If a parent revokes consent for a student receiving special education and related services, the District will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further special education and related services.

END OF POLICY

Legal Reference(s):

[ORS 338.165](#)
[ORS 339.115](#)
[ORS 343.085](#)
[ORS 343.224](#)

[OAR 581-015-2020](#)
[OAR 581-015-2035](#)
[OAR 581-015-2040 to-2065](#)
[OAR 581-015-2050](#)
[OAR 581-015-2075](#)

[OAR 581-015-2530](#)
[OAR 581-015-2600](#)
[OAR 581-015-2605](#)
[OAR 581-021-0029](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.17, 300.101-110, 300.113, 300.300 (2017).

Hillsboro School District 1J

Code: IGBAJ-AR

Adopted: 08/01

Revised/Readopted: 04/22/08; 10/22/13; _____

Special Education – Free Appropriate Public Education (FAPE)**

1. ~~Free Appropriate Public Education (FAPE)~~ and Age Ranges

The ~~D~~district provides special education and related services to all resident school-age students with disabilities, including students enrolled in public charter schools located in the ~~D~~district, except as provided below:

- a. “School-age children” are children who have reached 5 years of age but have not yet reached 21 years of age on or before September 1 of the current school year.
- b. The ~~D~~district will admit an otherwise eligible student who has not yet reached 21 years of age on or before September 1 of the current school year.
- c. An otherwise eligible person whose 21st birthday occurs during the school year will continue to be eligible for FAPE for the remainder of the school year.
- d. The ~~D~~district provides FAPE to students with disabilities who have been suspended or expelled from school in accordance with the special education discipline rules.

2. Nonacademic Services

- a. The ~~D~~district provides equal opportunity for students with disabilities for participation in nonacademic and extracurricular services and activities.
- b. Nonacademic and extracurricular services and activities may include meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the ~~D~~district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the ~~D~~district and assistance in making outside employment available.
- c. The ~~D~~district ensures that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of each individual child.

3. Graduation

- a. A student graduating with a regular high school diploma is no longer entitled to FAPE.
- b. A student who has graduated with a modified diploma and whose IEP team has determined that transition services are necessary is entitled to FAPE.
- c. The ~~D~~district provides prior written notice a reasonable time before a student with a disability graduates with a regular or modified high school diploma.
- d. The ~~D~~district is not required to conduct a reevaluation before terminating eligibility due to graduation with a regular high school diploma.
- e. Graduation with an alternative document:
 - (1) The ~~D~~district may award an alternative document meeting the criteria of the State Board of Education to a student with a disability.
 - (2) Graduation with an alternative document does not terminate eligibility, require an evaluation, or require prior written notice.

- f. The District may, but is not be required to, provide special education and related services to a student who has graduated with a regular modified diploma.

4. Incarcerated Youth

- a. The District has a plan, approved by the local Board, to provide or cause to be provided, appropriate education for children placed in a local or regional correctional facility located in the District.
- b. The District provides FAPE for students with disabilities ages 18 through 21 incarcerated as adults in an adult correctional facility if, in the last educational setting before their incarceration:
 - (1) Were identified as students eligible for special education; and
 - (2) Had an Individualized Education Program (IEP).
- c. The District's provision of FAPE does not include:
 - (1) The requirements relating to participation of children with disabilities in statewide and District assessments.
 - (2) For students whose eligibility for services will end before their release, the requirements related to transition planning and transition service do not apply. The District makes this determination based on considerations of the sentence and eligibility for early release. Requirements relating to transition planning and transition services, with respect to the students whose eligibility will end, because of their age, before they will be eligible to be released from adult correctional facilities, are based on consideration of their sentence and eligibility for early release.
 - (3) The IEP team may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. Least restrictive environment requirements do not apply with respect to these modifications.
 - (4) The public agency responsible for the special education of students in an adult correctional facility is not required to provide notice of meetings to the parent after rights transfer to the student.

5. Residential Placement

If the IEP team determines that placement in a public or private residential program is necessary to provide FAPE to a student with a disability, the District ensures that the program, including nonmedical care and room and board, is provided at no cost to the parents of the student.

6. Physical Education

- a. The District makes physical education services, specially designed if necessary, available to every child with a disability receiving FAPE, unless the school enrolls children without disabilities and does not provide physical education to children without disabilities in the same grade.
- b. The District provides the opportunity to each child with a disability to participate in the regular physical education program available to nondisabled children unless the child needs specially designed physical education as prescribed in the child's IEP.

- c. If specially designed physical education is included in the child's IEP, the Ddistrict must provide the services directly or make arrangements for those services to be provided through other public or private programs.
- d. If the child with a disability is enrolled full time in a separate facility, the Ddistrict must ensure that the child receives appropriate physical education services.

7. Public Charter Schools

- a. The Ddistrict serves children with disabilities attending public charter schools located in the Ddistrict in the same manner and in accordance with applicable laws and rules governing the Ddistrict's provision of services to children with disabilities in its other schools.
- b. The Ddistrict shall, in consultation with the student's parent, guardian, or person in parental relationship, provide FAPE to the student, in accordance with Oregon Administrative Rule (OAR) 581-015-2230(1), until the Ddistrict implements the IEP from the previous Ddistrict or develops, adopts, and implements a new IEP that meets acceptable requirements. If the information received was in effect in a previous Ddistrict in another state, the Ddistrict will implement the IEP in accordance with OAR 581-015-2230(2).
- c. The Ddistrict provides supplementary and related services on site at a Ddistrict public charter school to the same extent to which the Ddistrict has a policy or practice of providing such services on the site to its other public schools.
- d. A school Ddistrict in which a public charter school is located must provide Individuals with Disabilities Education Act (IDEA) funds to that public charter school on the same basis as the school Ddistrict provides those funds to other public schools in the Ddistrict, including proportional distribution based on relative enrollment of children with disabilities, at the same time as funds are distributed to other public schools in the Ddistrict.
- e. If a child with a disability enrolls in a public charter school, the public charter school is considered the school the child would attend if not disabled. Enrollment in any public charter school is by parent choice. Enrollment in any out-of-Ddistrict public charter school does not require an inter-Ddistrict transfer agreement.

When a student enrolls in a public charter school, the Ddistrict in which the public charter school is located shall:

- a. Provide written notification of the student's enrollment to the Ddistrict in which the student resides;
- b. Request, in accordance with applicable confidentiality provisions in state and federal laws, the records of the student, including all information related to an individualized education program IEP developed for the student;
- c. Provide written notification to the student's parent, guardian or person in parental relationship to provide information about:
 - (1) The Ddistrict's responsibility to identify, locate and evaluate to determine a student's need for special education and related services and to provide those special education services in the public charter school; and
 - (2) The methods by which the Ddistrict may be contacted to answer questions or provide information related to special education and related services.

When a student no longer is enrolled in a public charter school for any reason other than graduation, the ~~D~~district in which the public charter school is located shall notify:

- a. The ~~D~~district in which the student resided to provide notice that:
 - (1) The student no longer is enrolled in the public charter school; and
 - (2) The ~~D~~district will provide the student education records including all information related to the student's IEP if the student seeks enrollment or services from the ~~D~~district in which the student resides.
- b. The student's parent, guardian or person in parental relationship to provide information about:
 - (1) The responsibility of the school ~~D~~district in which the student resides to identify, locate and evaluation students and implement services;
 - (2) The methods by which the student's resident ~~D~~district may be contacted to answer questions or provide information about special education and related services; and
 - (3) The responsibility of the ~~D~~district to provide student records, including information related to the student's IEP, if the student seeks enrollment or services from another ~~D~~district, including the parent's resident ~~D~~district.

8. Recovery of Funds for Misclassified Students

The ~~D~~district ensures that students identified on the special education child count under Part B of the ~~Individuals with Disabilities Education Act (IDEA)~~ are limited to students who:

- a. Meet eligibility requirements under OAR 581-015-2130 to ~~2180~~;
- b. Have a current IEP that is being implemented;
- c. Are receiving a FAPE.
- d. Are enrolled in the ~~D~~district.

9. Students with Disabilities under IDEA Enrolled in Public Benefits or Insurance

A ~~D~~district may use the State's Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for special education and related services required under IDEA, and permitted under the public benefits or insurance programs as specified below.

With regard to services required to provide FAPE to a child with disabilities under IDEA, a ~~D~~district:

- a. May not require parents to sign up for or enroll in public benefits or insurance programs in order for their child with disabilities to receive FAPE under the IDEA, but may pay the cost that the parent otherwise would be required to pay; and
- b. May not use the child's benefits under a public insurance program if that use would:
 - (1) Decrease available lifetime coverage or any other insurance benefit;
 - (2) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program, and that are required for the child outside of the time the child is in school;
 - (3) Increase premiums or lead to the discontinuation of insurance; or
 - (4) Risk loss of eligibility for home and community-based waiver, based on aggregate health-related expenditures; and

Prior to accessing a student's or parent's public benefits or insurance for the first time, and annually thereafter, the District must provide prior written notification to the student's parents and must obtain written consent¹ that:

- a. States the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided to the student);
- b. States the purpose of the disclosure (e.g., billing for services under IDEA);
- c. Names the agency to which the disclosure may be made (e.g., Medicaid);
- d. Specifies that the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under IDEA;
- e. Acknowledges the District may not require parents to incur an out-of-pocket expense (i.e., payment of a deductible or co-payment incurred in filing a claim for special education or related services), but may pay the cost that the parent otherwise would be required to pay; and
- f. Acknowledges the District may not use the student's benefits under a public insurance program, if that use would:
 - (1) Decrease available lifetime coverage of any other insured benefit;
 - (2) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;
 - (3) Increase premiums or lead to the discontinuation of insurance; or
 - (4) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

10. Accessible Materials

- a. Districts must ensure the timely provision of print instructional materials, including textbooks that comply with the National Instructional Materials Accessibility Standards (NIMAS) for students who are blind or print disabled.
- b. Districts must ensure the timely provision of instructional materials in accessible formats to children who need instructional materials in accessible formats, including those children who are not blind or print disabled.

11. Extended School Year (ESY) services as per administrative regulations, Special Education – Individualized Education Program (IEP) – IGBAF-AR

12. Assistive Technology devices or services as per administrative regulations, Special Education – Individualized Education Program (IEP) – IGBAF-AR

¹“Consent” means that the parent or adult student a) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary of the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
ADOPT RESOLUTIONS TO ADOPT 2018-19 BUDGET,
APPROPRIATE 2018-19 BUDGET, AND
IMPOSE 2018-19 TAXES AND CATEGORIZE THE LEVY

SITUATION

The 2018-19 Proposed Budget was presented and approved during the April 24, 2018, Budget Committee meeting. The legal notices have been published, and the Budget Hearing is to be held on June 26, 2018.

After the hearing is closed, and if the budget is not amended, three resolutions are required. The first one establishes the Adopted Budget. The second one authorizes the expenditure of funds starting in July by making appropriations. The third one authorizes the tax levy and categorizes the levy into categories designated in the Oregon Constitution.

RECOMMENDATION

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

I move that the Board of Directors adopt the Resolutions to Adopt the 2018-19 Budget, Appropriate the 2018-19 Budget, and Impose 2018-19 Taxes and Categorize the Levy, as shown in the June 26, 2018, Board meeting packet.

**RESOLUTION TO ADOPT 2018-19 BUDGET,
APPROPRIATE 2018-19 BUDGET, AND
IMPOSE 2018-19 TAXES AND CATEGORIZE THE LEVY**

ADOPTING THE BUDGET

BE IT RESOLVED that the Board of Directors of the Hillsboro School District 1J hereby adopts the budget for fiscal year 2018-19 in the total of \$611,526,114 now on file at the District Administration Center, Hillsboro, Oregon.

RESOLUTION TO MAKE BUDGET APPROPRIATIONS FOR 2018-19

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2018, for the purposes shown below, are hereby appropriated:

General Fund

1000	Instruction	129,331,600
2000	Support Services	85,027,904
3000	Enterprise Services	545,334
6000	Contingency	<u>1,500,000</u>
	Total Fund Appropriation	216,404,838

Special Revenue Fund

1000	Instruction	13,421,184
2000	Support Services	9,376,855
3000	Enterprise Services	10,173,317
4000	Facilities/Construct	0
5100	Debt Service	<u>2,947,682</u>
	Total Fund Appropriation	35,919,038

Debt Service Fund

5000	Debt Service	<u>46,014,746</u>
	Total Fund Appropriation	46,014,746

Capital Projects Fund

2000	Support Services	250,000
4000	Facility Construction	92,087,119
6000	Contingency	<u>5,000,000</u>
		97,337,119

PERS Reserve Fund

4000	Facilities/Construct	0
5000	Transfers	1,000,000
6000	Contingency	<u>0</u>
		1,000,000

Total Appropriations	396,675,741
Total Unappropriated	214,850,373
Total Adopted Budget	611,526,114

**RESOLUTION TO IMPOSE AND CATEGORIZE
AD VALOREM TAXES FOR 2018-19**

IMPOSING THE TAX

BE IT RESOLVED that the Board of Directors of the Hillsboro School District 1J hereby imposes the taxes provided for in the Adopted Budget at the rate of \$4.9749 per \$1,000 of assessed value for operations, and in the amount of \$34,451,602 for bonds; that these taxes are hereby imposed and categorized for tax year 2018-19 upon the assessed value of all taxable property within the District as follows:

CATEGORIZING THE TAX

Education Limitation	Excluded from Limitation	
General Fund \$4.9749 per \$1,000	Debt Service Fund	\$34,451,602

The above resolution statements were approved and declared adopted on this 26th day of June, 2018.

Lisa Allen, Board Chair

Approved Budget

For Fiscal Year 2018-19



Hillsboro School District 1J

Administration Center

3083 NE 49th Place

Hillsboro, OR 97124

www.hsd.k12.or.us

 **HILLSBORO SCHOOL DISTRICT**
Engage and challenge all learners to ensure academic excellence



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April 24, 2018

Dear Hillsboro School District Budget Committee Members and Patrons:

In accordance with ORS 294.391, I am submitting to you the Hillsboro School District IJ proposed 2018-19 budget.

Last year, when I presented the 2017-18 proposed budget, the State Legislature had not yet finalized its K-12 funding allocation for the 2017-19 biennium. We elected to move forward with an assumed allocation of \$8.15 billion, which meant reductions in the Hillsboro School District of approximately \$7.5 million.

At that time, hope was being held out for the possibility of a higher allocation to K-12, made possible by compromises around revenue reform and cost containment at the state level. Unfortunately, the bills representing those compromises were not successful; however, the final biennial allocation to K-12 education was \$8.2 billion.

Even though the allocation was \$50 million more than the amount that HSD's budget was built upon, we were unable to lessen the impact of reductions because there was a 50/50 split of funds over the biennium - as opposed to the typical 49/51 split - and we need the additional funds to help cover anticipated shortfalls in the 2018-19 school year.

Because state revenue projections have been relatively flat, and we are heading into the second year of the biennium, there were no changes to the 2017-19 K-12 budget during the 2018 short session. Furthermore, our student enrollment has fallen short of projections for the last two years, while student enrollment across the state has increased, thereby reducing the amount of state funding that we receive for each student.

As a result of these factors, we are, once again, in a reduction mode for the 2018-19 school year.

We estimate our shortfall to be \$3,679,289, which already accounts for the utilization of the last \$1 million in our PERS Reserve Fund and the further reduction of our Ending Fund Balance to 4 percent after the 2018-19 school year.

We propose managing the shortfall in two primary ways:

Leveraging other funds:

- Use Construction Excise Tax funds to pay principal and interest on our administration center - **\$530,000**
- Pay for certain technology and equipment expenses out of bond funds - **\$700,000**

Reduce roll-up cost estimates:

- Staffing, salaries, and benefits reductions - **\$2,449,289**

Because we are in the process of bargaining with both of our employee groups, Hillsboro Education Association (HEA, licensed staff) and Hillsboro Classified United (HCU, classified staff), we have built some assumptions and variables into our estimated shortfall. Depending upon the agreements made with our employee groups, our shortfall may increase or decrease. Our goal in this process, as always, is to provide a fair total compensation package to staff while being good stewards of the public's money and delivering the best possible education to our students.

Over the course of this school year, we continued in our Smarter School Spending (S3) process and looked deeply at all areas of our system for opportunities to operate more efficiently. This work has changed the way our central office administrators think about and analyze their current or proposed efforts, and it will continue to be an important element in these processes.

This year, for the first time, we are including a Strategic Financial Plan in our budget document. The Strategic Financial Plan outlines our approach to resource management and helps us identify what is required to remain focused on investments that increase student achievement. The plan is included on pages 5-10 of the Proposed Budget.

A couple of bright spots in our funding situation center around career and college pathways and our capital construction bond.

In the 2017-18 school year, the District received \$2.9 million through Measure 98 - the High School Graduation and College and Career Readiness Act of 2016. This money funded student support and wellness counselors and an additional graduation coach at each high school, allowed us to run an 8.5 summer bridge program for students entering ninth grade who could benefit from extra support, and bought planning time for the expansion of career and technical education (CTE) programming at each high school. We will receive \$3 million in the 2018-19 school year to continue this work and to support actual program expansion.

In December 2017, we also learned that we had been awarded \$434,000 in CTE Revitalization Grants from the Oregon Department of Education to support a major expansion of the Bioscience Technologies program at Hilhi (\$343,100) and to create a CTE Innovation Summer Camp for Latino and other historically underserved middle school students (\$90,900).

Additionally, our \$408 million capital construction bond, approved by voters in November 2017, includes \$14 million for the expansion of CTE programs at our high schools over the next five years.

Together, all of these funds will allow us to increase CTE opportunities for students.

As we head toward the fall and into the 2019 Legislative Session, we will again turn our focus to advocating for stable and adequate funding for education. With our PERS Reserve Fund now depleted, our Ending Fund Balance at 4 percent, and costs continuing to escalate each year, we know we are in need of a significant allocation increase at the state level. This allocation should not only take into account regular roll-up costs and PERS employer rate increases, but should also reflect our values around education. If we are truly committed to doing what is best for all of our students and helping them achieve at high levels, our investment needs to match our expectations.

As always, I truly appreciate the hard work of our students and staff, and the support of our parents and community partners. Please continue to stay informed and engaged in the year to come.

Respectfully submitted,



Mike Scott
Superintendent

ORGANIZATION OVERVIEW

THE DISTRICT

Hillsboro School District, a unified school district, is the fourth largest of 197 districts in Oregon, enrolling approximately 3.6 percent of the total k-12 student population, and projecting to serve approximately 20,211 students during the 2018-19 school year. Hillsboro School District comprises four high schools, four middle schools, twenty-five elementary schools, two alternative education schools, one online academy, and one charter school.

Hillsboro is conveniently located 18 miles west of Portland (Oregon's largest metropolitan city), 60 miles east of the Oregon coast, and 80 miles from the ski slopes of the Cascade Mountains. Encompassing 195 square miles, Hillsboro School District serves families from the communities of Hillsboro, North Plains, Cornelius, Aloha, and a portion of Sherwood. District property is located in three separate counties: Washington, Multnomah, and Yamhill.

From high-tech companies to institutions of higher education, strong community partners provide extensive resources to the District through grants, volunteering, and donations. The City of Hillsboro is a key partner with Hillsboro School District, providing an abundance of parks, recreation, and after-school and summer programs for children.

Hillsboro's government takes pride in its business-like efficiency, concern for livability, and careful planning for residential and industrial growth. Professionally advanced police and fire departments provide comprehensive emergency response service to community residents. In addition, residents of all ages have access to parks, libraries, and community centers that provide recreational, educational, and social opportunities.

THE BOARD OF DIRECTORS

Hillsboro School District is governed by a Board of Directors, comprising seven elected members serving four-year terms. Board members are community volunteers and do not receive compensation for their work. The Board annually elects a chairperson and a vice-chairperson from the seven members. The Board has legal authority over all public schools in the Hillsboro School District, within the framework set by the Oregon Legislature and the State Board of Education. The Board establishes policy based on Oregon and federal laws governing schools. The Board acts to interpret the educational needs of the District, then meets those needs with policies and facilities that motivate students and stimulate the learning process. The Board is also responsible for employing the Superintendent to administer the District. Public meetings notices and documents can be found here: <https://www.hsd.k12.or.us/board>.

The ongoing duties of the Board include allocating resources, formulating policy, and interacting with the community in support of the District's mission and the objectives of the Strategic Plan.

The Board members and their terms are as follows:



Position 1

Erika Lopez
July 2017 -
June 2021

Position 2

Mark Watson
July 2017 -
June 2021

Position 3

Martin Granum
July 2017 -
June 2021

Position 4

Kim Strelchun
July 2011 -
June 2019

Position 5

Lisa Allen
July 2015 -
June 2019

Position 6

Jaci Spross
July 2017 -
June 2021

Position 7

Yadira Martinez
February 2018 -
June 2019

BUDGET COMMITTEE

The Hillsboro School District's Budget Committee comprises all seven Board members and an equal number of community members who are appointed by the Board. Staff members are not eligible to serve on the Budget Committee.

The Budget Committee members are appointed for three-year terms. The terms are staggered so that, as near as practicable, one-third of the appointive members' terms end each year.

According to Board policy DBEA: Budget Committee, "The budget committee shall hold one or more meetings to receive the budget message, receive the budget document, and provide members of the public with an opportunity to ask questions about and comment on the budget document." Those official meetings occur annually each spring.

Budget Committee Membership:

Name	Designation Position	Expiration
Erika Lopez	School Board, Position 1	2021
Mark Watson	School Board, Position 2	2021
Martin Granum	School Board, Position 3	2021
Kim Strelchun	School Board, Position 4	2019
Lisa Allen	School Board, Position 5	2019
Jaci Spross	School Board, Position 6	2021
Yadira Martinez	School Board, Position 7	2019
Christopher Clark	Community, Position 1	2020
Michael Smith	Community, Position 2	2020
Nina Carlson	Community, Position 3	2018
Elizabeth Christensen	Community, Position 4	2018
Heather Monaghan	Community, Position 5	2019
Alexander Diaz	Community, Position 6	2019
Matthew Long	Community, Position 7	2019

SUPERINTENDENT

Superintendent Mike Scott was appointed by the Board to serve as the chief executive officer of the District. The Superintendent is a professional educator employed to advise the Board on all matters concerning management of the schools, and to administer laws, regulations, and policies adopted by the Board.

As the leader for teaching and learning in Hillsboro School District, the Superintendent is responsible for guiding the development of the curriculum and educational programs that address the needs of students, and providing leadership and advocacy for education. The Superintendent is accountable for the fiscal management of the District, guiding the direction of employees, and ensuring their ongoing professional development.

CHIEF FINANCIAL OFFICER

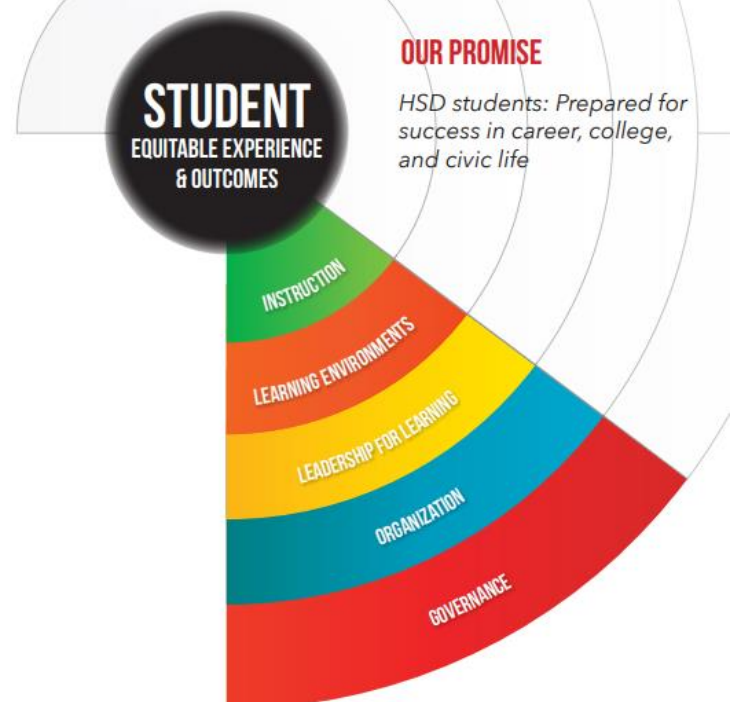
Chief Financial Officer Michelle Morrison is accountable to the Board and administration for all financial operations.

DISTRICT STRATEGIC PLAN

The Strategic Plan is intended to provide direction and purpose to all aspects of District and school activities. The plan is intentionally flexible in structure with a central objective, consistent areas of accountability, and annually-developed action plans and goals to directly address areas where growth needs to be made and where successes can be capitalized upon for the year ahead.

The plan has three main components: 1) the overarching plan, which provides a broad overview and remains consistent over the five-year term; 2) the annual Report of Student Achievement (Key Academic Achievement Indicators); and 3) the Annual Work Plan and SMART Goals. Taken together, these documents should provide a comprehensive snapshot of the District's mission, strategic objective, beliefs, key initiatives, student achievement progress, and implementation plans and goals at any given time.

2016-2021 STRATEGIC PLAN



In the 2016-2021 Strategic Plan, you will find the following:

- *Mission Statement* *An actionable, concise statement of our purpose as an educational system.*
- *Strategic Objective* *The end goal and results we want to achieve.*
- *Our Pride* *A memorable tagline that indicates our collective pride.*
- *Agreements and Commitments* *Our goals and values as a system.*
- *Focal Areas* *A division of our work based on the relevance and impact to students and their educational experience and outcomes.*

The Strategic Financial Plan and Smarter School Spending

The Hillsboro School District joined the Alliance for Excellence in School Budgeting in November, 2016. The alliance consists of school districts across the nation that participate in a budget development process called Smarter School Spending (S3), which was founded on best practices and is endorsed by the Government Finance Officers Association. Each district undergoes a thorough assessment to determine readiness for transition to the Smarter School Spending budget development process.

One of the critical components of the process is developing a Strategic Financial Plan that identifies the resources required to remain focused on investments that increase student achievement. Fortunately, in Hillsboro there is already a stakeholder-driven five-year Strategic Plan in place and it is possible to identify the resources that support it. The five phases of budget development are listed in the table below, as well as the District activities that are under way to move this work forward.

Smarter School Spending	Action	Timeline
Plan and Prepare	Budget Development Cycle	Annual
Identify Priorities	Strategic Plan Components	5 years with annual targets
Pay for Priorities	- Apply Academic Return on Investment - Implement Cost Analysis Action Plan - Identify/allocate resources in alignment with Strategic Plan	- Continually - Ongoing with annual updates - Annual
Implement Plan	- Central- and Building-Level Staffing - Discretionary Budget Allocation	- Annual - Annual
Ensure Sustainability	Cost Savings Analysis	Conduct in Year 1 of the Strategic Plan



Plan and Prepare



Set Instructional Priorities



Pay for Priorities



Implement Plan



Ensure Stability

Aligning Resources with Strategic Plan Goals

SMART GOAL	RESEARCH	DATA	INPUT
COMMUNITY Goal 1: By Spring 2018, our student information system and data warehouse will allow us to identify who is known by name, strength, and need. Status: In progress	Early Warning Systems Project , NWREL AdvancED Standards for Quality Schools Indicator 3.9 ; Bicultural Parent Engagement: Advocacy and Empowerment, Edward M. Olivos, et. al.	9th grade on-track data 2017-2018; GPA, attendance of students connected to an adult advocate; SPED/SST data Success rate for e.g. Chicas, BBBS Improved data systems and fields	Needs assessment AdvancED Accreditation Student narratives Parent Advisory Committee (PAC)
By Spring 2018, increase by 10% the number of students participating in career-related internships. Status: In progress	Oregon Department of Education CTE data Hillsboro School District CTE data Collective Impact Model, www.fsg.org The Career Pathways Effect, CORD and NASDCTEc	# of students in internships # of dual credits earned # of community partnerships Grad rates for CTE participators v. all Post-secondary enrollment and perseverance	Hillsboro Chamber City of Hillsboro, Cornelius, North Plains Career & College Pathways Steering Committee Higher education partners High school Site Councils
CULTURE Goal 1: By Fall 2017, offer wellness centers at 13 elementary schools, 1 middle school, and 1 high school. Status: Met	CDC-Kaiser Permanente ACES Study <i>Lost At School: Why our kids with behavior challenges are falling through the cracks and how we can help them</i> , Ross Greene National Survey of Children's Health <i>Fostering Resilient Learners</i> , Kristin Souers and Pete Hall <i>Strong Start - Grades K-2: A social and emotional learning curriculum</i> , Merrell et. al.	Facilities and staffing for wellness centers Attendance of staff and students Referrals decreased Health room visits decreased Requests for suicide screens and one-on-one assistants decreased	Student interviews Parent committee feedback Feedback from counselors, care coordinators, family liaisons, and school staff Consultants: Rick Robinson, Vern Jones

SMART GOAL	RESEARCH	DATA	INPUT
CULTURE Goal 2: From 2016-17 to 2017-2018, we will see a 5% increase in the number of ELs on track in 9th grade, i.e. achieving at least 6 credits. Status: In progress	Chicago Public Schools research; Oregon Education Investment Board (OEIB) Achievement Compact <i>Teacher Expectations and Sense of Responsibility for Student Learning</i>	DCA data on credits earned; # of students connecting with case managers, grad coaches, and counselors # of counselors implementing ASCA model; Task analysis data	Parent Advisory Committee (PAC) feedback; Student feedback; LAU Plan
CAREER Goal 1: From 2016-17 to 2017-18 SBAC assessment data, we will see a 3% gain for all students and 5% gain among underserved groups in math. Status: In progress	<i>Mathematical Mindsets</i>, Jo Boaler; Science Teachers' Learning; NCTM Principles to Actions & Taking Action 9-12, 6-8, K-5 guides; <i>5 Practices for Orchestrating Productive Mathematics Conversations</i>; <i>The Art of Coaching</i>; <i>Culturally Responsive Teaching & the Brain</i>; <i>Models of Intervention in Mathematics: Reweaving the Tapestry</i>	Smarter Balanced Assessment (SBAC); K-12 math leader team teacher data; K-6 Interim Assessment data D/F/I semester data; HSD Classroom Walkthrough Tool data regarding DOK and academic language, engagement	Math Leadership Team feedback; Principal feedback; Focus groups of students/parents; Student survey/input Leadership collaboration feedback; Math K-6 PD Structure feedback Secondary Math Teacher feedback; Bridges Edition 2 feedback AIMS Cohort Feedback; PSU Math Learning Ctr.
CAREER Goal 2: From Fall 2017 to Spring 2018, we will see a 5% gain in the number of highly-effective instructional strategies in classrooms. Status: In progress	9 Essential Instructional Strategies, Robert Marzano; <i>Visible Learning</i>, John Hattie "Teaching English Learners: What the research does--and does not--say," Claude Goldenberg Collier & Thomas Research; <i>Academic Conversations</i>, Jeff Zwiers <i>Literacy with an Attitude</i>, Patrick Finn; DOK work of Karen Hess and Norman Webb; AVID research <i>Culturally Responsive Teaching and the Brain</i>, Zaretta Hammond	HSD Walkthrough Tool pre- and post-assessment AVID walkthrough data SLC module implementation data Special education instructional rubric	Teacher Professional Development Feedback Principal Evaluation Feedback Objectives in all PD tied to purpose Engagement, rigor in K-12 PD Modules

Cost-Savings Analysis Action Plan

The goal of the Cost-Savings Analysis was to help the District team identify potential opportunities to reallocate resources to address the District's strategic priorities. The tool was a "quick and simple" assessment of 31 potential opportunity areas. The process encouraged the Smarter School Spending team to consider changes that at first glance may not seem to have high potential, but are in fact worthy of further investigation.

There are two main types of resource reallocation opportunities targeted in the Cost-Savings Analysis:

1. Can the District free up funds for its strategic priorities?
2. Can the District increase the impact of current spending at little or no additional cost, thereby reducing the need to free up funds for priorities?
3. Some opportunities are a combination of both.

The analysis identified the following areas as having a potential for savings. Some savings opportunities require small changes and/or are immediately practical. Other areas have a larger potential impact and require additional research, verification, and piloting prior to implementation. For those, 2018-19 will be a planning year.

Class size at each level
Serving students with special needs
Use of intervention teachers
Staff absenteeism
Instructional coaching
Central office
Free and reduced meals
Alternative education

Professional development strategies
Paraprofessionals
Special education teachers
Maintenance
Online learning
Title I
Guidance counselors

Other areas reviewed that are currently cost effective in their implementation: transportation; energy; custodial services; food services; instructional technology; speech language therapists; out-of-district special education placements; Medicaid reimbursement; professional development; school-based administrator positions; clerical support positions; and library/media specialist positions. Although the S3 Team will continue to monitor these areas, our initial assessment indicates that the District is in alignment with best practices in terms of efficiency.

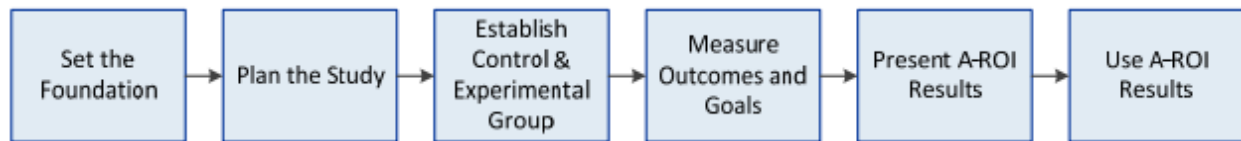
Academic Return on Investment

Academic Return on Investment (A-ROI) is the practice of scientifically evaluating the cost-effectiveness of academic programs and using that information to allocate resources accordingly. Put more simply, A-ROI is a structured approach to getting the most value from district resources. A-ROI has six conceptual foundations:

1. Reconsider current perception and knowledge of what really works.
2. Define the problem before seeking its solution.

3. Follow the scientific method.
4. Seek out the greatest net benefit.
5. Ignore sunk costs.
6. Pay attention to opportunity costs.

Practitioners, including school district leaders and professional education researchers, have learned a great deal about how to be successful with A-ROI. The lessons are in six categories that represent the stages of progression through A-ROI, as shown in the diagram below.



District Smarter School Spending Team (S3) will complete training in 2017-18 to implement Academic Return on Investment analysis and allocation strategies. Similar to the Cost Analysis exercise, some areas of modification may be simple and others may require additional analysis or transition time. The programs reviewed will be included in future Strategic Financial Plans.

New Program Implementation Process

New programs provide an opportunity to use the District's resources to achieve the District's student learning goals in new and exciting ways. Some programs new to the Hillsboro School District have already been successfully implemented in other districts and have data to support their viability. The District has developed other programs using research and best practices to spearhead positive change. In many cases, evidence may not be immediately available, as quality programs take time to implement with fidelity and to produce sustainable results.

Analysis of Expected Costs and Benefits

The proposal for a new program will be accompanied by a thorough analysis of its expected costs and benefits. Staff shall develop methods to test the strength of the assumptions upon which these expected costs and benefits are based. The proposal for the new program should also clearly identify the goals and criteria used to evaluate the program's effectiveness.

Preference for Pilot Programs

Whenever possible, new programs will initially be tested on a "pilot" basis. The length of the pilot or experimental period can and will vary according to the nature of the program, but there should be a clearly defined beginning and ending point. This strategy is intended to mitigate the risk associated with new programs and maximize the benefit they generate in alignment with the District's Strategic Plan and Strategic Financial Plan.

Funding for the pilot program is exclusively for the timeframe of the pilot period. After the pilot period ends, the District assesses the effectiveness of the program against its stated goals and then makes a formal decision on whether to: 1) discontinue the program; 2) continue the pilot or expand its scope for the purpose of further study; or 3) move beyond the pilot to full implementation.

Preference for Measuring Academic Return on Investment

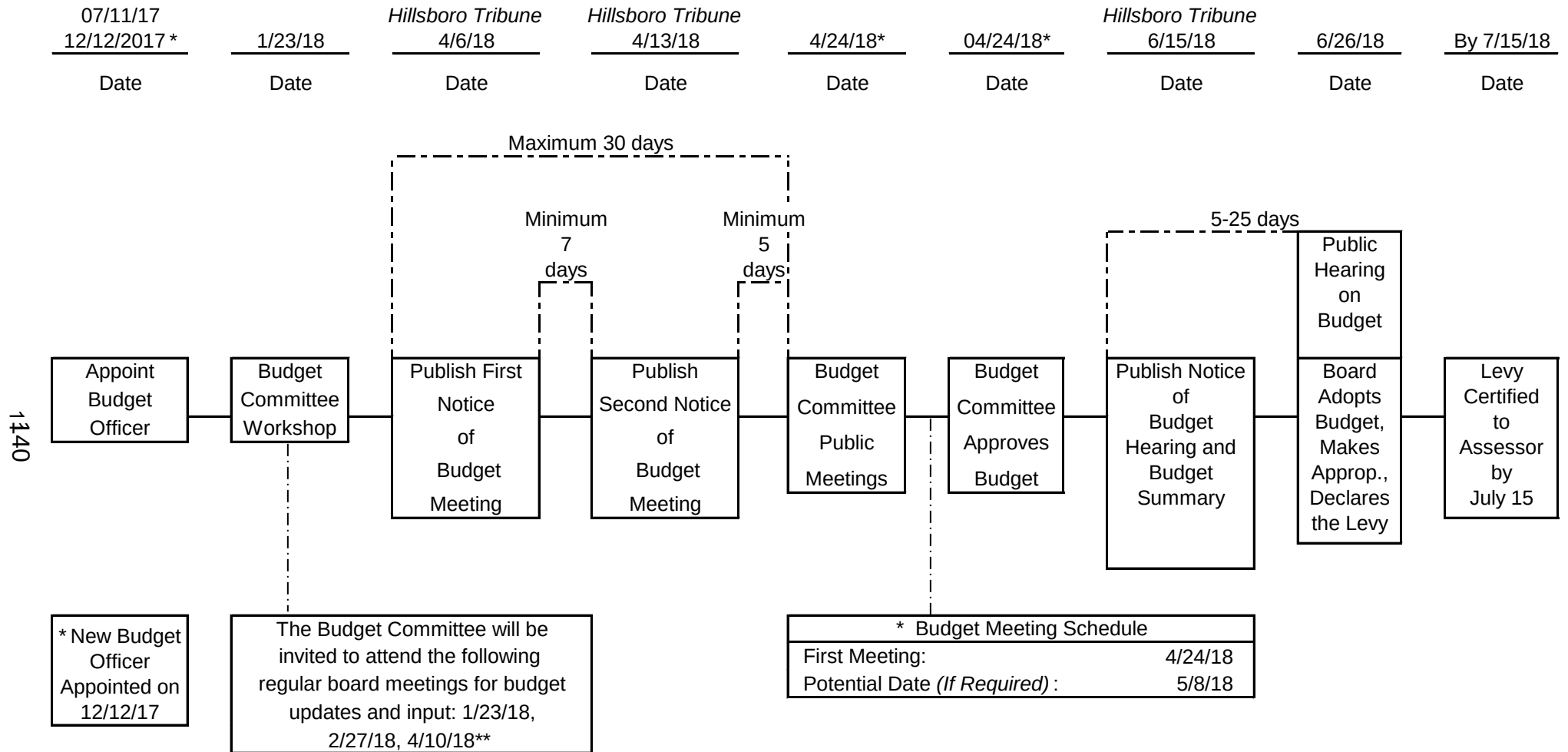
Academic Return on Investment (A-ROI) measures the cost of the program against the benefit the program provides in terms of improvements to student learning, in alignment with the District's Strategic Plan and Strategic Financial Plan. Whenever possible, and especially for large new programs, staff shall develop the means to collect the data for calculating A-ROI for that program.

Special thanks to contributors:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Office of School Performance
Dayle Spitzer, Assistant Superintendent, Office of School Performance
Beth Graser, Chief Communications Officer
Kona Lew-Williams, Chief Human Resources Officer
Don Wolff, Chief Information Officer
Elaine Fox, Executive Director of Student Services
Rian Petrick, Executive Director of Extracurricular Activities
Nate Roedel, Executive Director of Nutrition Services
Grant Corliss, Executive Director of Schools, Office of School Performance
Audrea Neville, Executive Director of Schools, Office of School Performance
Olga Acuña, Director of Federal Programs
Adam Stewart, Capital Projects Officer
Casey Waletich, Chief Operations Officer
Carol Hatfield, Executive Director of Transportation
Michelle Morrison, Chief Financial Officer

HILLSBORO SCHOOL DISTRICT 1J

PLANNING CALENDAR - 2018-19 BUDGET

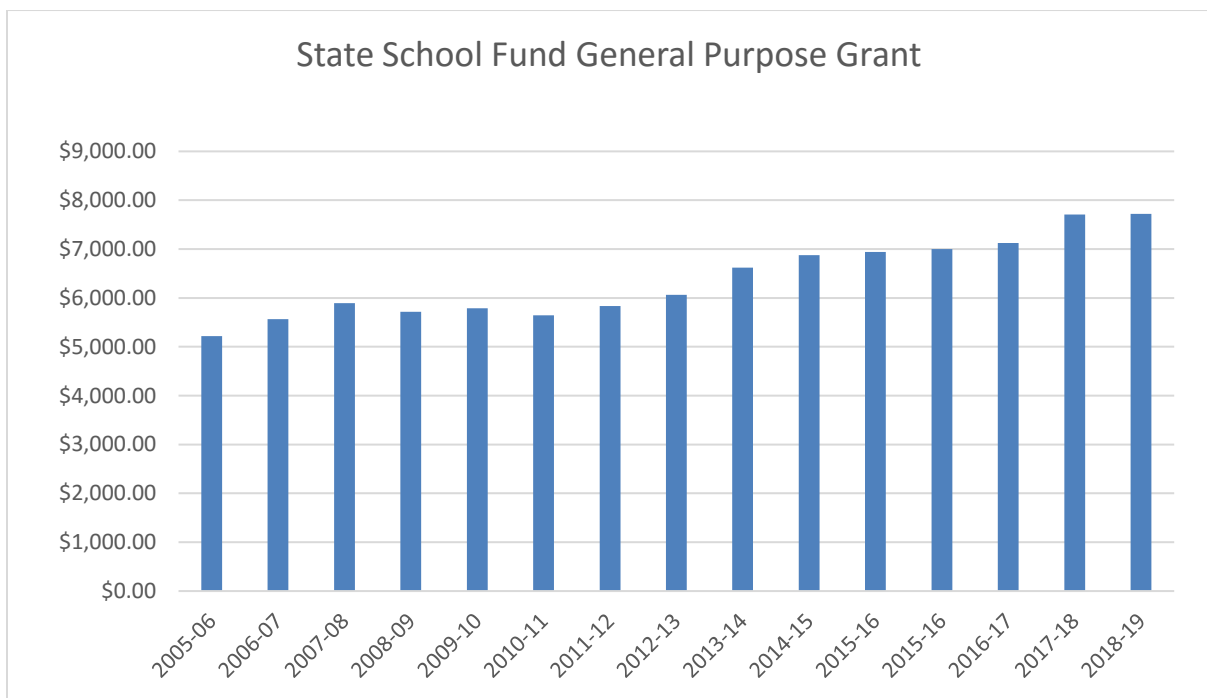


MANAGEMENT DISCUSSION AND ANALYSIS

STATE FUNDING OF K-12 EDUCATION

During the 1990s, Oregon voters approved a property tax limitation that shifted major responsibility for funding K-12 programs from local property taxes to Oregon's general fund. The measures approved by the voters required the Oregon Legislature to replace these property taxes. As property taxes were reduced, the reliance on the State General Fund increased.

The State School Fund (SSF) allocates funding for each attending student in Oregon through a weighted distribution system. A ten-year historical review of the SSF dollars per ADMw (Average Daily Membership weighted) is shown in the chart below.



As one of the few states that does not have a sales tax, the State of Oregon's primary revenue sources are the state income tax and lottery revenues. Therefore, the funding levels for K-12 education statewide are significantly affected by fluctuations in the economic climate. In addition, prior to 2007, Oregon's Kicker Law required the state to return any income tax collections in excess of two percent of projections to tax payers. This effectively kept the state from being able to "save" during the good times in anticipation of economic downturns. During the 2007 legislative session, a bill was passed that allowed the state to create a Rainy Day Fund—a first attempt to stabilize state funding.

The unprecedented economic recession, which began during the second half of 2008, necessitated reductions of nearly \$70 million to Hillsboro School District's current service

level budgets. The reductions have included reduced FTE, lost school days, and reduced budgets at every level. With a slow and stable recovery, the District has been very deliberate with targeted investments and fair bargaining to maintain a competitive compensation for staff within locally bargained agreements and state and federal regulations.

BUDGET PRESENTATION

Hillsboro School District is proud to publish and provide budget information to the Budget Committee and our community. The District's goal is to present the budget data in a manner that provides a clear, accurate account of the District's educational programs and services for the 2018-19 fiscal year. The information contained in this budget document has been developed, in part, from a combination of District staff and community feedback.

We welcome the opportunity to discuss any financial information or to answer questions regarding the data presented in this report. Current information regarding budget development is available by request or on the internet at <https://www.hsd.k12.or.us/Page/2060>.

BUDGET ASSUMPTIONS AND SIGNIFICANT CHANGES

The annual budget process comprises five phases: planning, preparation, adoption, implementation, and evaluation. As described in the "Organization" Section, the District is implementing the Smarter School Spending budget development framework.

The budget climate continues to stabilize in the wake of the 2008 recession. With a slow and steady economic recovery, the District is planning carefully for growth, while experiencing a plateau in student enrollment.

At the time of this Approved Budget, state funding for K-12 education was appropriated at \$8.2 billion for the 2017-2019 biennium. This funding level is appropriated in a non-traditional 50/50 split over two years.

The most significant budget impacts are a result of the following factors:

- The most recent estimates for the State School Fund are based on \$8.2 Billion for the State General Fund with 39 percent dedicated to K-12.
- The Public Employee Retirement System (PERS) rate, based on the 2015 valuation, is increased for the 2017-2019 biennium. These rates, coupled with Debt Service for the 2005 and 2015 Pension Bonds, will result in PERS rates of 25.2 percent for Tier One and Tier Two employees, and 19.87 percent for Oregon Public Service Retirement Plan (OPSRP) employees. The District will exhaust the PERS Reserve Fund of \$1.0 million to offset the increase.
- The Approved Budget includes salary step movement in accordance with employee group contracts and a limited bargaining contingency.

- Changes in student demographics, and the implementation of instructional strategies designed to increase student achievement.
- New residential construction within the District, historical student population, and residential demographics.
- Program changes due to the work of the Smarter School Spending team in alignment with the District Strategic Plan.

ENROLLMENT GROWTH

Since 2008, student enrollment in the Hillsboro School District has increased by 116 students, with a projected student population of 20,211 for October 1, 2018, compared to 20,095 students in the 2007-08 school year. To handle the population growth, the District has opened eight new elementary schools, one new middle school, and two new high schools, and shifted ninth grade from middle school to high school. In addition, major renovations have been made at three middle schools and one high school. During this time, the District has also decommissioned two elementary schools and one middle school.

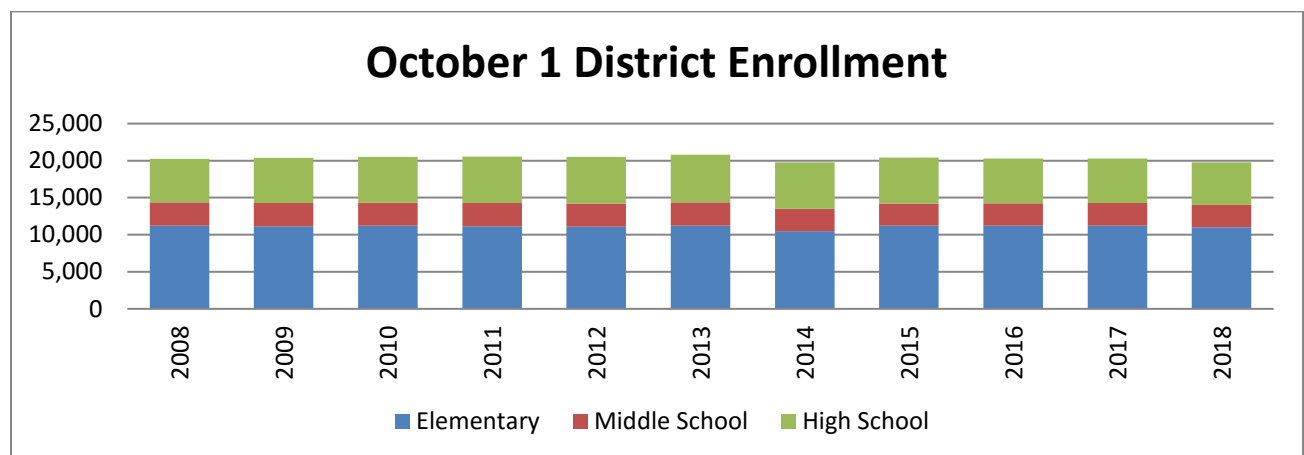
For the 2018-19 school year, the District will operate twenty-five elementary schools, serving Grades K-6; one elementary school, serving grades K-8; four middle schools, serving Grades 7-8; and four high schools, serving Grades 9-12. Hillsboro School District also serves students in one alternative high school, one alternative middle school, one online academy, and one charter school.

In order to have the most complete picture possible for projecting enrollment, the District has developed a triangulated lens for estimating the number of students to serve and is constantly monitoring and adjusting projections based on the most recent information available. Enrollment projections are critical because the State School Fund revenue is generated by a formula based on the number and type of students we serve. Recent residential development trends also rely on accurate projections. The three methods are referenced below.

PSU Population Research Center Report ¹	(2016) This university study is a broad-stroke view of enrollment based on regional data. Portland State University provides information to Districts throughout Oregon.	The most recent report estimates that overall student enrollment will grow by an additional 1,734 students by the 2030-31 school year.
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¹ The PSU Population Research Center report can be viewed on the District's website at [https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/1226/documents/2016 PSU-HSD Report District-wide.pdf](https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/1226/documents/2016%20PSU-HSD%20Report%20District-wide.pdf)

Davis Demographics Report²	(2016, 2017) This annual report is based on historical student enrollment by school, participation and mobility trends, and regional residential development.	The most recent report shows there are some housing projects underway and the District is only beginning to see new students.
Oregon Department of Education³	(Quarterly) Consolidated student enrollment reports and state school fund estimates provide insight to enrollment and demographics for the District and the state of Oregon.	The District's Student Information System provides the data and it is verified prior to use.



AVERAGE ENROLLMENT FOR FISCAL YEAR

Grade Level	October 1 Fiscal Year 2017-18	Projected Fiscal Year 2018-19	Percentage of Change
Elementary School	11,107	11,181	0.67%
Middle School	3,117	3,120	.10%
High School	5,936	5,910	-0.44%
TOTAL	20,160	20,211	0.25%

² Davis Demographics Report:

https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/103/documents/Revised%20Report%20SY1617_w SE.pdf

³ Oregon Department of Education: <http://www.oregon.gov/ODE/Pages/default.aspx>

2018-19 BUDGET AT A GLANCE

- The 2018-19 school year is the second year of the 2017-2019 biennium.
- The General Fund operating revenue is anticipated to increase by \$5.3 million, or 2.42 percent.
- The District is bargaining with both licensed and classified employee groups for new agreements. It is not anticipated that the process will finish prior to the proposal, approval, and adoption of the 2018-19 Budget. The budget represents a “status quo” budget appropriation for salary (includes experience movement for staff that qualify) and a modest bargaining contingency.
- Employee insurance cap increases are included in this budget for all employee groups. The 2018-19 District contribution for all eligible staff is budgeted at \$1,150 per month for full-time licensed staff, \$1,175 for full-time classified staff, and is prorated by FTE, per negotiated agreement. Any increases to benefits may be funded by the funding contingency that is available.
- Hillsboro School District’s combined PERS (Public Employee Retirement System) rate, including the debt service payment for the pension bonds, is 25.2 percent of payroll for Tier One and Tier Two employees, and 19.87 percent of payroll for Tier Three employees.

2018-19 BUDGET – ALL FUNDS (In Thousands)

Fund	FY 2017-18	FY 2018-19	Change
General (Operational)	\$218,613,056	\$223,904,035	2.42%
Special Revenue	\$35,568,370	\$40,005,635	11.07%
Debt Service	\$44,556,974	\$46,014,746	3.27%
Construction	\$1,000,200	\$300,601,698	New Bond Revenue
Internal Services	\$2,000,000	\$1,000,000	-50.00%
Total All Funds	\$301,738,600	\$611,526,114	103.34%

SUMMARY

The 2018-19 Approved Budget for Hillsboro School District is based on the following objectives:

- The top priority is the effective use of resources to improve student achievement.
- To the extent possible, the budget must ensure financial stability through the end of the 2017-2019 biennium and look forward to the next several biennia. The long-range forecast for the State of Oregon shows a slow recovery.
- Resources are in alignment with the 2016-2021 District Strategic Plan. District leadership will undergo training for Academic Return on Investment (A-ROI) and apply this lens as part of the Smarter School Spending budget framework.
- The District will continue to target efficiencies within general operations and support services, with quality instruction as a high priority.
- The District will reduce the ending General Fund balance from 5 percent to 4 percent over the biennium.
- The District will utilize Special Revenue Funds such as the Construction Excise Tax, SB1149 (Senate Bill 1149, est. 2002, public purpose charge for energy conservation strategies), and Bond funds for eligible expenses to reduce the impact of budget reductions to instruction.
- Federal program revenues are based on estimates provided by the Department of Education.

EXTENDED PROJECTION ASSUMPTIONS

The following assumptions describe the budgetary outlook beyond the current annual budget adoption:

Revenues

- State School Fund revenue will increase by 10% per biennia (property and income taxes) and will be held harmless from further “carve-out” grant designations.
- Measure 98 funds for College and Career Readiness and Drop-out Prevention will be sustained and align with secondary enrollment and be accounted for as a Special Revenue Fund.
- Other local revenue collections will grow at an annual rate of 4 percent.
- Annual District & ESD Local Revenue increase 3 percent.
- Enrollment is based on historical trend analysis plus projected impact of new construction.

- The Capital Construction Fund bond revenue will be invested per policy and earn interest to be used in the “out” years between bond asks of the community. The 2017 Bond authorization is divided over two sales (2017, 2020) to provide cash flow in accordance with the project schedule.

Expenditures

- The budget assumes a full school year, with no reductions to the targeted investment areas of the Arts, Athletics, Activities, TAG, STEM/STEAM, or serving students in poverty.
- The District has entered into negotiations with both employee groups. There are internal projections for various cost-of-living adjustments (COLA), full step advancement, and insurance cap increases for all eligible employees.
- PERS payroll rate increases of in the outlying biennia according to the most recent agency issued valuation.
- Debt service is projected by a consolidated schedule based on current obligations.
- Maintain existing staffing levels for classified, administrative, and supervisory/technical employee groups. Licensed staffing will be adjusted according to student enrollment. Class size targets are tiered by grade level: Kindergarten, 26:1; Grades 1-2, 28:1; and Grades 3-12, 29:1.
- There is a five percent annual increase in utility, equipment, and property/liability costs, and a two percent annual increase in supply costs for 2019-20 and beyond.
- Non-consumable supplies for technology, equipment, energy-savings improvements, and certain maintenance services will be paid from Bond Funds if they align with the ballot title.
- The General Fund End balance will be remain at 4.0 percent.

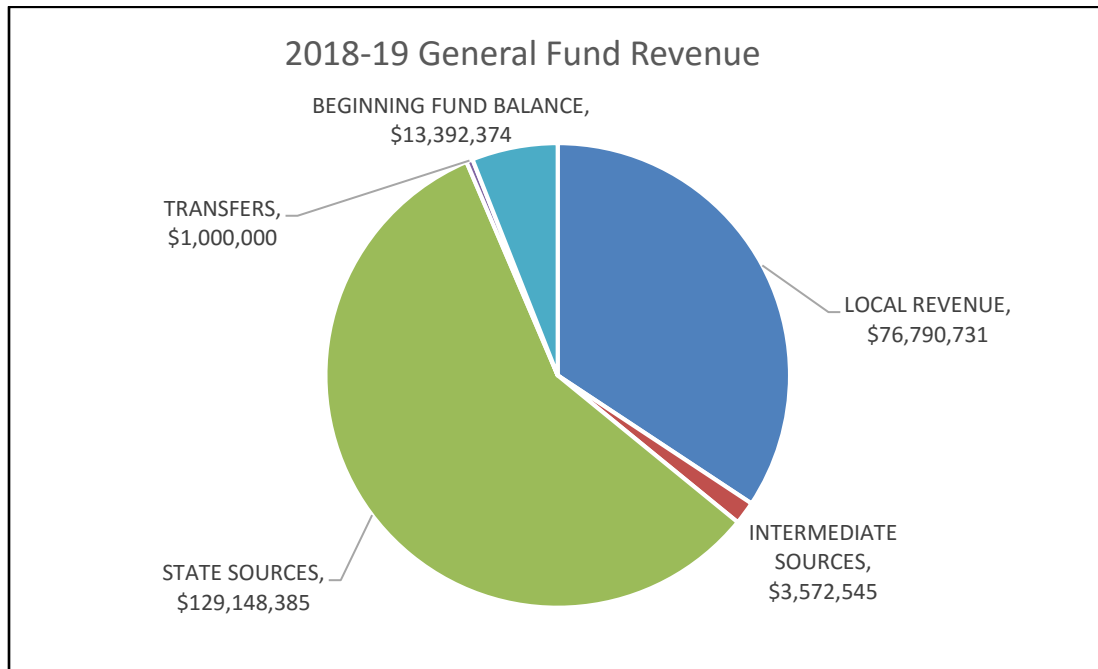


BUDGET GENERAL FUND REVENUE

The General Fund is used to account for all transactions related to the District's operations, except those required to be accounted for in other funds. Major revenue sources include local property taxes and the State School Fund.

General Fund expenditures encompass the day-to-day operations of the District, except for those expenditures related to programs funded by federal, state, and local sources for designated purposes, payment of bonded debt, capital facility acquisition and construction, food service, internal services, and trust and agency.

General Fund expenditures are subject to appropriation. Year-end unreserved fund balances are carried forward to the following year as Beginning Fund Balances.



GENERAL FUND REVENUES

Current Year's Taxes

The current tax levy is one of the main sources of revenue for funding the operation of the Hillsboro School District. It is based on the assessed valuation of all taxable property within the District. It is collected by the County Treasurer and includes current taxes, prior year taxes, and any penalties or interest paid.

The tax amount remains stable due to property tax limitation Ballot Measures 5, 47, and 50. The current rate is \$4.9749 per \$1,000 of assessed value to support the General Fund.

2015-16 Actual	2016-17 Actual	2017-18 Adopted	2018-19 Approved
\$66,280,050	\$68,976,844	\$70,191,955	\$74,333,357

Interest on Investments

Interest on investments is interest earned from the investment of District revenue. Investment of all funds is the responsibility of the Chief Financial Officer and follows the District investment policy.

2015-16 Actual	2016-17 Actual	2017-18 Adopted	2018-19 Approved
\$357,854	\$588,669	\$404,324	\$432,627

Other Local Revenue

Other local revenue consists of fees, building rentals, prior year property taxes, and gate receipts.

2015-16 Actual	2016-17 Actual	2017-18 Adopted	2018-19 Approved
\$1,510,196	\$1,392,236	\$1,820,860	\$2,024,747

County School Fund

An act of Congress granted roughly 6 percent of acquired state lands for the support of K-12 education. Revenue comes from state leasing rights, unclaimed property, forest management, and gifts. The funds are invested and the earnings are distributed to K-12 districts.

2015-16 Actual	2016-17 Actual	2017-18 Adopted	2018-19 Approved
\$478,998	\$297,101	\$450,000	\$468,000

ESD Pass-Through Dollars

The Northwest Regional Education Service District (NWRESA) provides a menu of services for districts to purchase using service credits. Revenue from the state flows through the NWRESA to the individual districts as either service credits to be used for support in special education, curriculum planning, or professional development, or as cash (up to 90 percent).

2015-16 Actual	2016-17 Actual	2017-18 Adopted	2018-19 Approved
\$2,915,000	\$3,386,121	\$3,104,545	\$3,104,545

State Sources

State sources make up approximately 59.4 percent of all revenue received in the General Fund. The State School Fund, Common School Fund, state timber taxes, and transportation reimbursement comprise state sources. The Oregon Department of Education is required to provide districts with estimates of State School Support in March of each year. The current estimate is based on a \$8.2 billion K-12 allocation for the 2017-19 biennium.

2015-16 Actual	2016-17 Actual	2017-18 Adopted	2018-19 Approved
\$120,567,483	\$125,998,472	\$130,042,910	\$129,148,385

Other Sources

Other sources comprise revenue from transfers and the sale of District assets.

2015-16 Actual	2016-17 Actual	2017-18 Adopted	2018-19 Approved
\$14,399	\$1,704	\$1,000,000	\$1,000,000

Beginning Fund Balance

The Beginning Fund balance is rolled over from the Ending Fund balance of the prior year, and is used to provide revenue until tax revenues are received in November. The 2017-18 Beginning Fund balance of \$11,598,462 is 5.3 percent of the total revenues.

2015-16 Actual	2016-17 Actual	2017-18 Adopted	2018-19 Approved
\$17,604,269	\$14,558,454	\$11,598,462	\$13,392,374

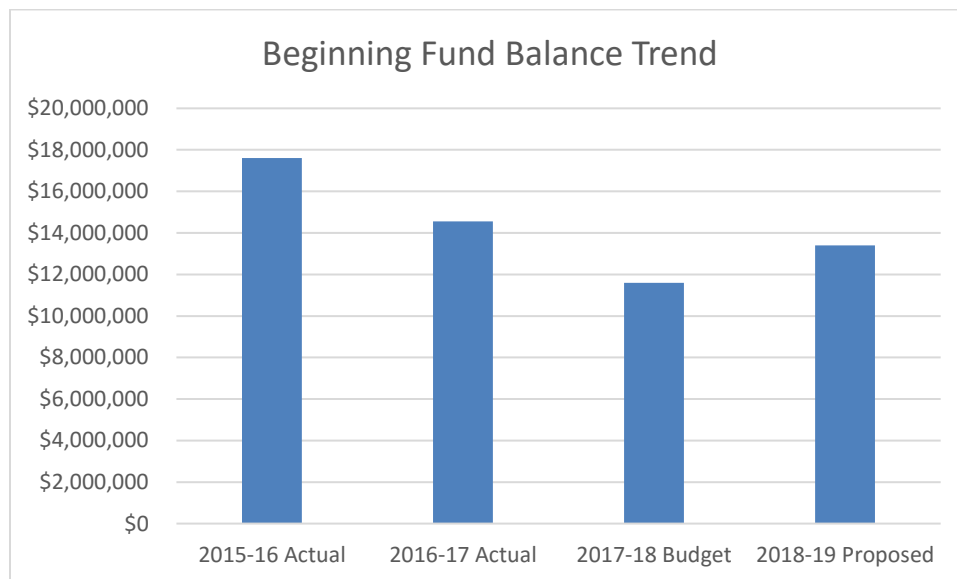
Total Revenue

2015-16 Actual	2016-17 Actual	2017-18 Adopted	2018-19 Approved
\$209,676,249	\$215,199,641	\$218,613,056	\$223,904,035

BEGINNING FUND BALANCE AND FINANCIAL STABILITY

With the uncertainty in state funding, an important element in maintaining sustainability from one year to another is the Beginning Fund balance. The Beginning Fund balance is used to maintain a positive cash flow until tax revenues are received in November, and to smooth out unexpected shortages of revenues.

The District is targeting a Beginning Fund Balance target of 4.5 percent for 2018-19. The budget includes \$13,392,374 as the Beginning Fund balance, which is a \$1,793,912 increase over the 2017-18 adopted budget beginning fund balance.



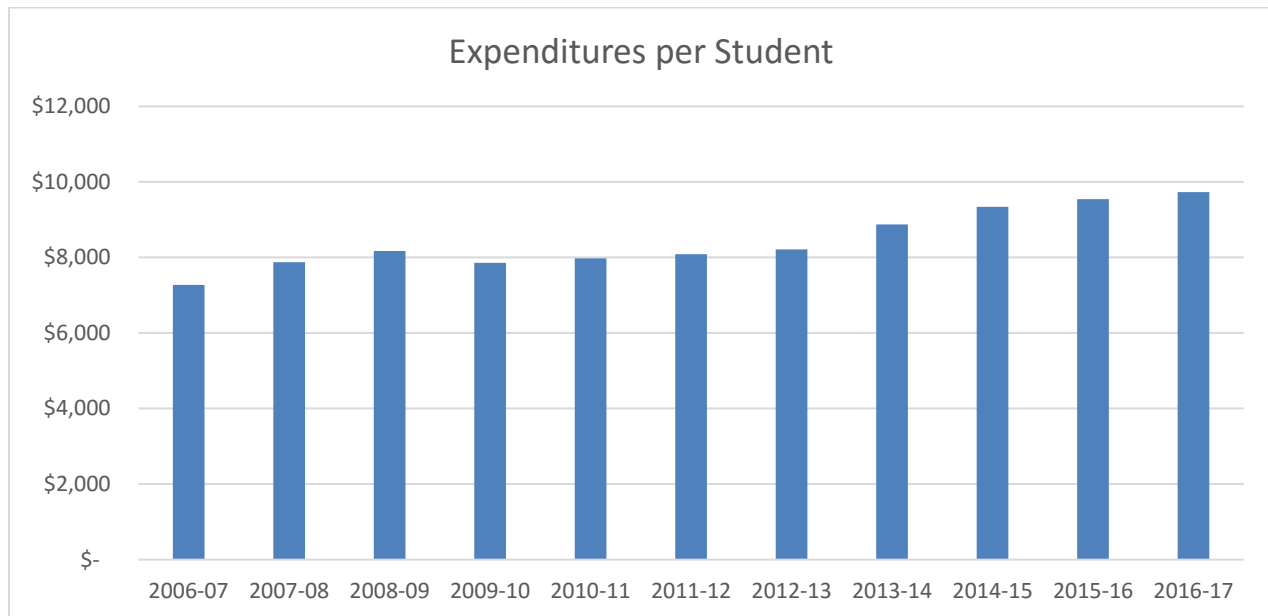
GENERAL FUND REVENUE

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED
100.0000.1111	CURRENT YEAR PROPERTY TAX	\$65,546,188	\$68,279,710	\$69,449,368	\$73,561,067
100.0000.1112	PRIOR YEAR PROPERTY TAX	\$681,862	\$697,174	\$742,587	\$772,290
100.0000.1113	COUNTY TAX SALES/BACK TAX	\$0	\$0	\$12,872	\$13,258
100.0000.1114	PAYMENTS IN LIEU OF PR TX	\$12,133	\$4,316	\$16,918	\$17,425
100.0000.1190	PENALTIES & INTEREST ON TAX	\$15,946	\$29,126	\$45,920	\$47,298
100.0000.1312	NON-RESIDENT TUITION	\$43,284	\$0	\$0	\$0
100.0000.1411	TRANSP FEES FROM INDIVID	\$95,741	\$60,392	\$101,572	\$104,619
100.0000.1512	INTEREST ON LGIP	\$357,854	\$588,669	\$404,324	\$432,627
100.0000.1513	INTEREST ON BANK ACCOUNTS	\$272	\$31	\$311	\$333
100.0000.1710	GATE RECEIPTS	\$68,039	\$27,711	\$72,183	\$74,348
100.0000.1742	STUDENT TOWEL FEES	\$1,439	\$92	\$0	\$1,572
100.0000.1744	STUDENT PARTICIPATION FEES	\$360,624	\$198,701	\$382,441	\$392,342
100.0000.1910	RENTAL/BLDG USAGE	\$232,342	\$277,820	\$273,173	\$281,368
100.0000.1920	CONTRIBUTIONS/DONATIONS	\$25,150	\$0	\$0	\$50,000
100.0000.1960	RECOVERY PRIOR YEAR EXP	\$31,606	\$61,244	\$33,531	\$34,537
100.0000.1975	REBATE	26,652	\$29,240	\$28,275	\$129,123
100.0000.1980	FEES CHARGED TO GRANTS	\$455,753	\$582,038	\$747,780	\$770,213
100.0000.1990	MISCELLANEOUS REVENUE	\$26,622	\$28,536	\$28,243	\$29,091
100.0000.1993	REIMBURSE/EXPENSE	\$7,799	\$14,142	\$8,274	\$8,522
100.0000.1995	PRINTING REVENUE	\$41,820	\$57,994	\$44,367	\$45,698
100.0000.1995	TEXTBOOK SALES	\$0	\$519	\$0	\$0
100.0000.1998	REIMBRSM-TMODIFIED WORKER	\$64,974	\$20,334	\$25,000	\$25,000
TOTAL LOCAL REVENUE		\$68,096,100	\$70,957,789	\$72,417,139	\$76,790,731
100.0000.2101	COUNTY SCHOOL FUND	\$478,998	\$ 297,101	\$450,000	\$468,000
100.0000.2103	ESD PASS THROUGH	\$2,915,000	\$ 3,386,121	\$3,104,545	\$3,104,545
TOTAL INTERMEDIATE SOURCES		\$3,393,998	\$ 3,683,222	\$3,554,545	\$3,572,545
100.0000.3101	STATE SCH FUND	\$107,405,128	\$ 111,804,658	\$116,403,621	\$113,209,524
100.0000.3103	COMMON SCHOOL FUND	\$2,453,497	\$ 2,557,099	\$2,489,289	\$2,588,861
100.0000.3104	STATE TIMBER REVENUE	\$602,458	\$ 685,607	\$650,000	\$650,000
100.0000.3105	SSF TRANSPORTATION	\$10,106,400	\$ 10,860,000	\$10,500,000	\$11,200,000
100.0000.3199	OTHER UNRESTRICTED GRANTS	\$0	\$ 91,108	\$0	\$1,500,000
TOTAL STATE SOURCES		\$120,567,483	\$ 125,998,472	\$130,042,910	\$129,148,385
100.0000.5200		\$0	\$0	\$1,000,000	\$1,000,000
TOTAL TRANSFERS		\$0	\$0	\$1,000,000	\$1,000,000
100.0000.5300		\$0	\$1,704	\$0	\$0
TOTAL COMPENSATION/LOSS ASSETS		\$14,399	\$ 1,704	\$0	\$0
TOTAL BEGINNING FUND BALANCE		\$17,604,269	\$ 14,558,454	\$11,598,462	\$13,392,374
TOTAL REVENUE		\$209,676,250	\$215,199,641	\$218,613,056	\$223,904,035

Note: Immaterial rounding differences may exist between tables.

GENERAL FUND EXPENDITURES

Each year, the Oregon Department of Education (ODE) calculates the spending per student for the General Fund, based on actual data compiled from District audits reported to ODE.



At the end of the 2016-17 fiscal year, the average operational cost of educating a student in the Hillsboro School District was \$9,922. This figure is determined by dividing total General Fund expenditures for 2016-17, \$202,488,567, by our total Average Daily Membership (ADM) of 20,407 ($\$202,488,567 / 20,407 = \$9,922$). The breakdown of the \$9,922 is as follows:

Instruction (\$4,685 per student). Staffing, materials, and supplies for classroom instruction, alternative education, ESL, Youth Corrections program, summer school, and Talented and Gifted (TAG) program.

Special Education (\$1,558 per student). Staffing, materials, and supplies for students with disabilities in less restrictive programs, and students with disabilities in restrictive programs.

Student Services (\$533 per student). Staffing and office supplies for attendance, guidance, health services, media services, assessment, testing, and instructional staff development.

Central Services (\$356 per student). Expenditures related to the Board of Directors, Superintendent, Business Office, Print Shop, and Human Resources.

School Administration (\$836 per student). Principals, assistant principals, teachers on special assignment (TOSAs), supplies, materials, purchased administrative services, and support at each campus.

Facilities (\$839 per student). Personnel and supplies for custodial and maintenance services, plus major maintenance projects districtwide.

Transportation (\$717 per student). Transportation costs for home-to-school, special education, and athletic/activity events. Seventy percent of eligible transportation costs are reimbursed by the state.

Technology (\$315 per student). Staffing and new technology for classroom instruction.

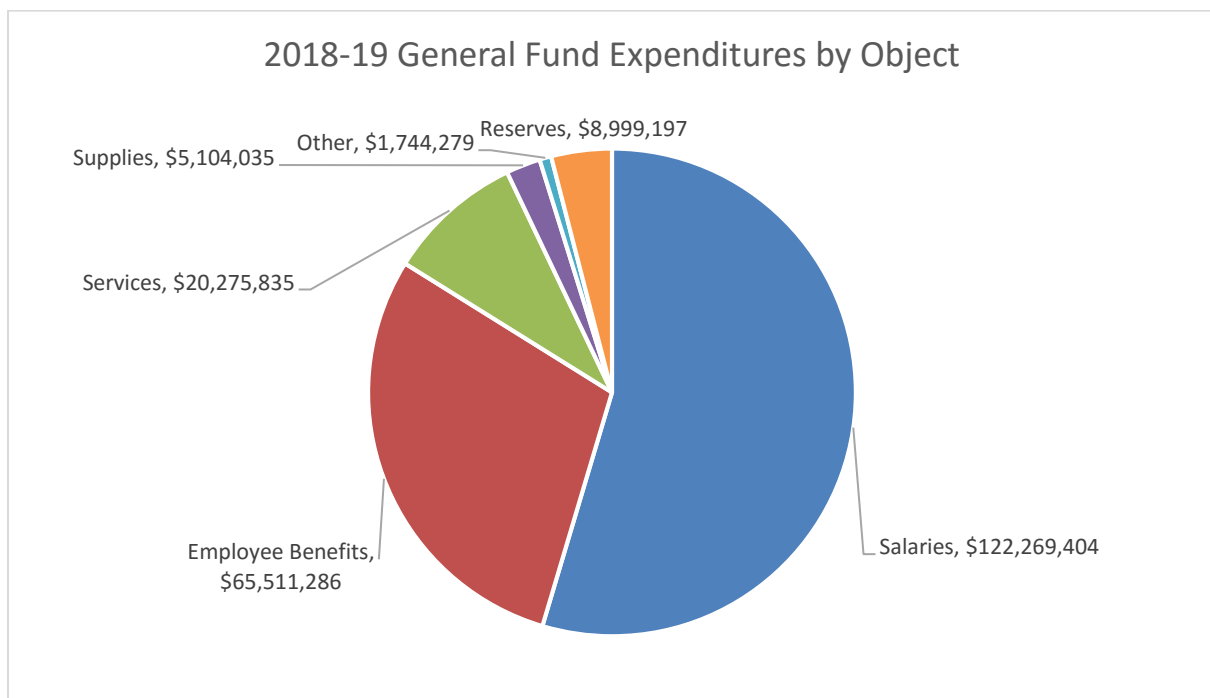
Community Service (\$57 per student). Personnel and supplies used to perform a variety of community services, primarily the Office of Hispanic Outreach.

Debt Service (\$26 per student). Principal and interest payments for the administration building.



GENERAL FUND BUDGET BY OBJECT SUMMARY

Object	Description	2016-17 Actual	2017-18 Adopted	2018-19 Approved	Increase/Decrease from Prior Year
Salaries	All salaries including negotiated increases.	\$115,325,162	\$118,019,225	\$122,269,404	3.60%
Benefits	Includes associated payroll costs, PERS, health insurance caps, tuition reimbursement	\$56,693,900	\$63,700,820	\$65,511,286	2.84%
Purchased Services	Utilities, printing, charter school payments, contracted services	\$20,321,404	\$19,266,455	\$20,275,835	5.24%
Supplies and Materials	Supplies, textbooks, computer hardware and software, gasoline	\$8,124,951	\$5,494,151	\$5,104,035	-7.10%
Capital Expenditures	New and replacement equipment	\$86,148	\$101,962	\$0	-100.00%
Other	Dues, Fees, and Insurance	\$1,937,003	\$2,189,719	\$1,744,279	-20.34%
Reserves	Planned reserves for next year	\$12,711,074	\$9,840,724	\$8,999,197	-8.55%
Total		\$215,199,641	\$218,613,056	\$223,904,035	2.42%



**GENERAL FUND BY OBJECT**

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED	2018-19 FTE
100.0000.0111	REG LICENSED SALARIES	\$65,988,453	\$70,007,073	\$71,381,604	\$73,812,624	1,041.7
100.0000.0112	REG CLASSIFIED SALARIES	\$26,915,135	\$29,464,975	\$31,337,956	\$32,736,256	730.8
100.0000.0113	REG ADMIN SALARIES	\$7,375,071	\$7,906,597	\$7,791,100	\$7,998,916	65.1
100.0000.0114	REG SUPERVISORY SALARIES	\$1,739,279	\$1,896,947	\$2,035,660	\$2,084,516	27.5
100.0000.0116	EARLY RETIREMENT STIPEND	\$30,000	\$24,000	\$0	\$0	0.0
100.0000.0121	SUBSTITUTES-LICENSED	\$1,321,072	\$104,185	\$100,000	\$103,000	0.0
100.0000.0122	SUBSTITUTES-CLASSIFIED	\$614,291	\$60,367	\$75,000	\$77,250	0.0
100.0000.0123	CERTIFIED TEMPORARY WAGE	\$186,901	\$227,977	\$198,284	\$204,232	0.0
100.0000.0124	TEMPORARY-CLASSIFIED	\$2,012,161	\$932,299	\$257,500	\$265,225	0.0
100.0000.0126	SUBSTITUTES-ADMIN	\$43,872	\$84,259	\$46,544	\$47,940	0.0
100.0000.0130	ADDITIONAL SALARIES	\$44,059	\$0	\$46,742	\$48,145	0.0
100.0000.0131	EXTENDED CONTRACT	\$1,307,561	\$16,317	\$1,387,192	\$1,428,808	0.0
100.0000.0132	DEPT COORDINATOR STIPEND	\$665,752	\$1,254,157	\$706,296	\$727,485	0.0
100.0000.0133	ATHLETIC COACHING PAY	\$646,780	\$807,827	\$686,169	\$706,754	0.0
100.0000.0134	ADVISOR PAY	\$185,524	\$657,048	\$196,822	\$202,727	0.0
100.0000.0135	STUDENT SUPERVISION PAY	\$77,320	\$182,016	\$82,029	\$84,489	0.0
100.0000.0136	ATHLETIC/ACTIVITY PAY	\$123,444	\$79,288	\$130,962	\$134,890	0.0
100.0000.0138	EXTRA DUTY STIPEND	\$0	\$135,071	\$0	\$0	0.0
100.0000.0139	OVERTIME SALARIES	\$866,327	\$823,293	\$919,086	\$946,659	0.0
100.0000.0140	OTHER TIME	\$587,189	\$646,182	\$622,949	\$641,638	0.0
100.0000.0144	STUDENT WAGES	\$16,336	\$15,284	\$17,330	\$17,850	0.0
TOTAL SALARIES		\$110,746,526	\$115,325,162	\$118,019,225	\$122,269,404	1,865.1
100.0000.0200	EMPLOYEE BENEFITS	\$0	\$0	\$0	\$0	0.0
100.0000.0211	PERS EMPLOYER CONTRBUTN	\$5,533,951	\$5,133,916	\$9,470,937	\$9,399,229	0.0
100.0000.0212	PERS-EMPLOYEE PICKUP	\$0	\$0	\$0	\$0	0.0
100.0000.0213	PERS UAL BOND 2005	\$7,112,646	\$7,493,136	\$9,819,732	\$10,211,305	0.0
100.0000.0214	PERS UAL BOND 2015	\$2,042,160	\$2,151,313	\$0	\$0	0.0
100.0000.0216	PERS EMPLOYER-TIER III	\$3,636,555	\$4,084,526	\$7,150,810	\$7,690,772	0.0
100.0000.0218	PERS- PRIOR PERIOD REC	-\$275,955	\$159,606	\$0	\$0	0.0
100.0000.0220	SOCIAL SECURITY ADMIN	\$8,395,393	\$8,793,373	\$9,028,471	\$9,353,609	0.0
100.0000.0231	WORKERS' COMPENSATION	\$661,362	\$816,217	\$590,096	\$611,347	0.0
100.0000.0232	UNEMPLOYMENT COMPENSTN	\$109,651	\$115,074	\$118,019	\$122,269	0.0
100.0000.0240	POST EMPLOYMENT BENEFIT	\$138	\$0	\$0	\$0	0.0
100.0000.0241	DISABILITY INSURANCE	\$462,847	\$502,425	\$450,000	\$450,000	0.0
100.0000.0242	MEDICAL INSURANCE	\$20,993,607	\$21,882,267	\$22,022,852	\$22,622,852	0.0
100.0000.0243	LIFE INSURANCE	\$129,931	\$131,223	\$90,000	\$90,000	0.0
100.0000.0244	EMPLOYEE ASSISTANCE	\$26,677	\$22,586	\$0	\$0	0.0



ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED	2018-19 FTE
100.0000.0245	TRAVEL ALLOWANCE	\$116,147	\$117,125	\$100,000	\$100,000	0.0
100.0000.0246	DENTAL INSURANCE	\$2,649,903	\$2,759,104	\$2,649,903	\$2,649,903	0.0
100.0000.0247	EMPLOYER PROVIDED TSA	\$43,575	\$71,560	\$0	\$0	0.0
100.0000.0248	VISION INSURANCE	\$576,278	\$617,271	\$400,000	\$400,000	0.0
100.0000.0249	TUITION REIMBURSEMENT	\$493,068	\$453,295	\$500,000	\$500,000	0.0
100.0000.0251	ADMIN FLEX BENEFIT	\$1,287,902	\$1,329,900	\$1,250,000	\$1,250,000	0.0
100.0000.0252	DOMESTIC PARTNER TAXABLE	-\$303	-\$3,297	\$0	\$0	0.0
100.0000.0254	COMMUNICATIONS STIPEND	\$63,747	\$62,980	\$50,000	\$50,000	0.0
100.0000.0255	CLASSIFIED PROF IMPR	\$0	\$300	\$10,000	\$10,000	0.0
TOTAL BENEFITS		\$54,059,280	\$56,693,900	\$63,700,820	\$65,511,286	0.0
100.0000.0310	INSTRUCTION SERVICES	\$81,764	\$101,791	\$85,852	\$90,145	0.0
100.0000.0311	INSTRUCTION SERVICES	\$52,214	\$59,267	\$54,824	\$57,566	0.0
100.0000.0312	INSTR PROG IMPROVEMENT	\$52,769	\$104,265	\$55,407	\$58,178	0.0
100.0000.0313	STUDENT SERVICES	\$1,257,276	\$1,485,381	\$1,160,140	\$1,218,147	0.0
100.0000.0318	PROF IMPRV/NON INSTRUCT	\$11,446	\$31,013	\$12,019	\$12,620	0.0
100.0000.0319	OTHER PROF & TECH INSTRNL	\$441,006	\$417,802	\$463,056	\$486,209	0.0
100.0000.0320	PROPERTY SERVICES	\$807	\$10	\$847	\$889	0.0
100.0000.0322	REPAIR & MAINTENANCE	\$1,539,301	\$812,456	\$787,089	\$826,443	0.0
100.0000.0323	LAUNDRY & DRY CLEANING	\$289,904	\$155,184	\$304,400	\$319,620	0.0
100.0000.0324	RENTAL EXPENSE	\$586,817	\$873,641	\$586,817	\$616,158	0.0
100.0000.0325	ELECTRICITY	\$2,902,355	\$2,328,109	\$2,546,312	\$2,673,628	0.0
100.0000.0326	HEATING FUEL	\$640,363	\$704,378	\$783,135	\$822,292	0.0
100.0000.0327	WATER & SEWAGE	\$1,257,576	\$1,305,872	\$1,170,905	\$1,229,450	0.0
100.0000.0328	GARBAGE	\$305,389	\$306,958	\$350,001	\$367,501	0.0
100.0000.0329	OTHER PROPERTY SERVICES	\$245,338	\$240,708	\$257,605	\$270,485	0.0
100.0000.0330	STUDENT TRANSPORTATION	\$1,309	\$570	\$0	\$0	0.0
100.0000.0331	REIMBURSABLE STUDNT TRAN	-\$165,858	-\$113,030	-\$174,151	-\$182,859	0.0
100.0000.0332	NONREIMB STUDENT TRANS	\$132,748	\$121,631	\$139,386	\$146,355	0.0
100.0000.0340	TRAVEL	\$499,657	\$470,995	\$524,639	\$550,871	0.0
100.0000.0342	TRAVEL – IN DISTRICT	\$118	\$986	\$124	\$130	0.0
100.0000.0343	STUDENT OUT OF DIST TRANS	\$5,579	\$7,936	\$5,857	\$6,150	0.0
100.0000.0351	TELEPHONE	\$109,934	\$125,806	\$115,430	\$121,202	0.0
100.0000.0353	POSTAGE	\$163,803	\$108,574	\$171,993	\$180,592	0.0
100.0000.0354	ADVERTISING	\$15,957	\$25,683	\$16,755	\$17,592	0.0
100.0000.0355	PRINTING AND BINDING	\$7,139	-\$12,421	\$7,496	\$7,871	0.0
100.0000.0360	CHARTER SCHOOL PAYMENTS	\$1,195,159	\$1,260,565	\$1,446,142	\$1,590,756	0.0
100.0000.0371	TUITION TO PUBLIC SCHOOLS	\$182,553	\$228,978	\$191,680	\$201,264	0.0
100.0000.0373	TUITION TO PRIVATE SCHOOL	\$39,256	\$44,518	\$41,219	\$43,280	0.0
100.0000.0374	OTHER TUITION PAYMENTS	\$0	\$242,227	\$0	\$0	0.0



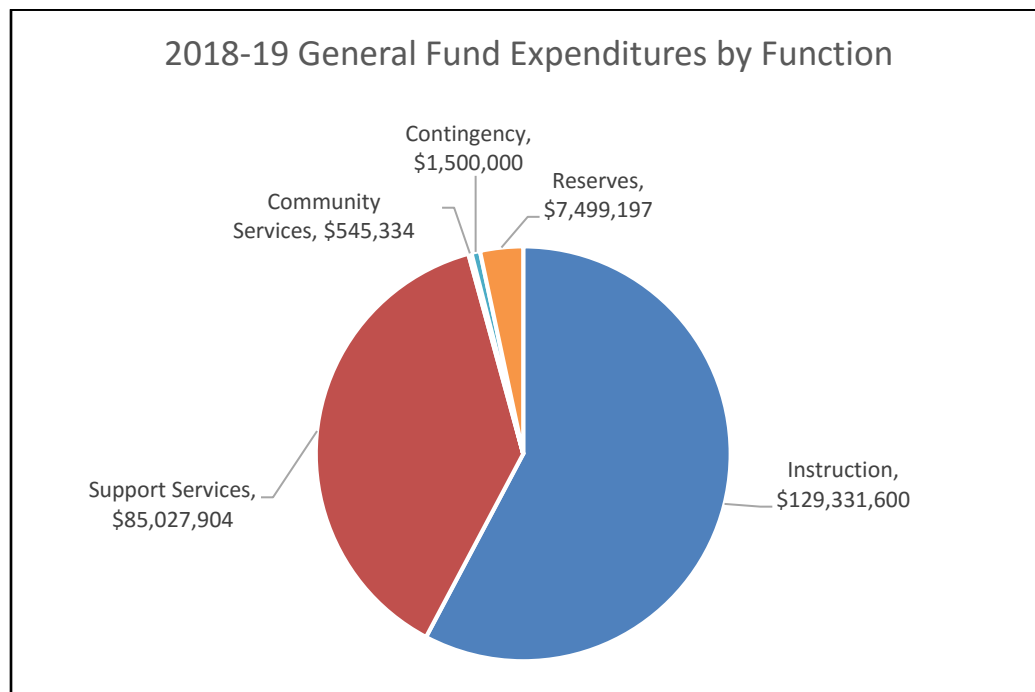
ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED	2018-19 FTE
100.0000.0380	NON-INSTRUCT PROF SERV	\$218,675	\$219,305	\$229,609	\$241,089	0.0
100.0000.0381	AUDIT SERVICES	\$62,000	\$28,000	\$65,100	\$68,355	0.0
100.0000.0382	LEGAL SERVICES	\$104,554	\$89,531	\$109,782	\$115,271	0.0
100.0000.0383	ARCHITECT/ENGINEER SVCS	\$59,033	\$23,801	\$61,985	\$65,084	0.0
100.0000.0385	MANAGEMENT SERVICES	\$0	\$7,105	\$0	\$0	0.0
100.0000.0388	ELECTION SERVICES	\$0	\$34,525	\$0	\$0	0.0
100.0000.0390	OTHER PROF & TECH SRV	\$3,911,792	-\$2,270,404	\$200,000	\$210,000	0.0
100.0000.0391	SUBSTITUTE – LICENSED	\$1,303,858	\$6,855,759	\$4,770,000	\$5,008,500	0.0
100.0000.0392	BANK SERVICE FEE	\$18,240	\$16,562	\$25,000	\$0	0.0
100.0000.0399	SUBSTITUTE – CLASSIFIED	\$1,347,773	\$3,877,367	\$2,700,000	\$2,835,000	0.0
TOTAL PURCHASED SERVICES		\$18,877,604	\$20,321,404	\$19,266,455	\$20,275,835	0.0
100.0000.0410	SUPPLIES AND MATERIALS	\$3,145,944	\$2,858,040	\$1,720,000	\$1,754,400	0.0
100.0000.0412	CUSTODIAL SUPPLIES	\$466,433	\$466,459	\$575,000	\$586,500	0.0
100.0000.0417	MAINTENANCE SUPPLIES	\$0	\$300,707	\$37,018	\$37,758	0.0
100.0000.0418	GASOLINE AND OIL	\$575,865	\$735,713	\$400,000	\$408,000	0.0
100.0000.0419	TIRES	\$36,292	\$83,307	\$0	\$0	0.0
100.0000.0420	TEXTBOOKS	\$64,791	\$268,372	\$31,448	\$32,077	0.0
100.0000.0430	LIBRARY BOOKS	\$30,832	\$24,068	\$31,675	\$32,309	0.0
100.0000.0440	PERIODICAL SUBSCRIPTIONS	\$31,785	\$40,157	\$0	\$0	0.0
100.0000.0450	FOOD	\$0	\$415	\$0	\$0	0.0
100.0000.0460	NON-CONSUMABLE ITEMS	\$613,315	\$377,644	\$207,081	\$211,222	0.0
100.0000.0461	<\$5000 EQUIPMENT	\$574,198	\$1,094,919	\$500,000	\$510,000	0.0
100.0000.0470	COMPUTER SOFTWARE	\$1,498,964	\$1,073,200	\$1,251,503	\$1,276,533	0.0
100.0000.0480	COMPUTER HARDWARE	\$547,942	\$595,554	\$558,901	\$170,079	0.0
100.0000.0481	<\$5000 COMPUTER HARDWAR	\$177,966	\$206,395	\$181,525	\$85,157	0.0
TOTAL SUPPLIES & MATERIALS		\$7,764,327	\$8,124,951	\$5,494,151	\$5,104,035	0.0
100.0000.0520	BUILDING ACQUISITIONS	\$201,538	\$5,000	\$0	\$0	0.0
100.0000.0530	IMPROVEMENTS TO BUILDING	\$315,378	\$36,529	\$0	\$0	0.0
100.0000.0540	CAPITAL EQUIPMENT	\$195,652	\$22,887	\$0	\$0	0.0
100.0000.0542	REPLACEMENT EQUIPMENT	\$121,369	\$21,731	\$0	\$0	0.0
100.0000.0550	CAPITAL TECHNOLOGY	\$861	\$0	\$101,962	\$0	0.0
TOTAL CAPITAL EQUIPMENT		\$834,799	\$86,148	\$101,962	\$0	0.0
100.0000.0610	REDEMPTION OF PRINCIPAL	\$726,024	\$455,000	\$470,000	\$0	0.0
100.0000.0621	INTEREST	\$102,641	\$76,450	\$58,500	\$0	0.0
100.0000.0640	DUES & FEES	\$263,652	\$296,801	\$290,676	\$305,210	0.0
100.0000.0650	INSURANCE AND JUDGMENTS	\$308,400	\$735	\$0	\$0	0.0
100.0000.0651	LIABILITY INSURANCE	\$300	\$346,927	\$340,316	\$357,332	0.0
100.0000.0652	FIDELITY BOND PREMIUMS	\$787,118	\$200	\$221	\$232	0.0
100.0000.0653	PROPERTY & CASULTY INS	\$127,107	\$719,855	\$867,798	\$911,187	0.0

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED	2018-19 FTE
100.0000.0655	JUDGEMENTS & SETTLEMNTS	\$20,020	\$20,000	\$140,135	\$147,142	0.0
100.0000.0670	TAXES & LICENSES	\$0	\$21,035	\$22,073	\$23,176	0.0
TOTAL DUES AND FEES		\$2,335,262	\$1,937,003	\$2,189,719	\$1,744,279	0.0
100.0000.790	TRANSFER TO PERS RESERVE	\$500,000	\$0	\$0	\$0	0.0
TOTAL TRANSFERS		\$500,000	\$0	\$0	\$0	\$0
100.0000.0810	PLANNED RESERVE	\$0	\$0	\$0	\$0	0.0
100.0000.0820	RESERVED FOR NEXT YEAR	\$14,558,454	\$12,711,074	\$9,840,724	\$8,999,197	0.0
TOTAL EXPENDITURES		\$209,676,250	\$215,199,641	\$218,613,056	\$223,904,035	1,865.1



GENERAL FUND BUDGET BY FUNCTION SUMMARY

Function	Description	2016-17 Actuals	2017-18 Adopted	2018-19 Approved	Change from Prior Year
Instruction	Direct classroom	\$121,539,561	\$122,920,108	\$129,331,600	5.22%
Support Services	Counselors, media, assessment, central administration, facilities, transportation	\$79,905,098	\$84,749,021	\$85,027,904	0.33%
Community Services	Office of Hispanic Outreach	\$512,479	\$574,703	\$545,334	-5.11%
Building Improvements	Building acquisitions and capital improvements	\$0	\$0	\$0	0.00%
Other	Debt Service on Admin Center Building	\$531,429	\$528,500	\$0	-100.00%
Contingency	Unexpected expenditures	\$0	\$2,500,000	\$1,500,000	-40.00%
Reserves	Next year's reserve	\$12,711,074	\$7,340,724	\$7,499,197	2.16%
Total		\$215,199,641	\$218,613,056	\$223,904,035	2.42%



**GENERAL FUND BY FUNCTION**

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED	2018-19 FTE
100.1111.0000	PRIMARY EDUCATION	\$42,896,687	\$44,971,712	\$46,105,006	\$47,854,900	459.1
100.1113.0000	ELEMENTARY EXTRACURRIC	\$215,024	\$193,696	\$231,106	\$206,114	0.0
100.1121.0000	MIDDLE SCHOOL PROGRAMS	\$10,912,863	\$11,377,873	\$11,729,055	\$12,107,322	114.7
100.1122.0000	MIDDLE SCHL EXTRACURRIC	\$95,777	\$88,215	\$102,940	\$93,870	0.0
100.1123.0000	SATURDAY SCHOOL-MIDDLE	\$993	\$0	\$1,067	\$0	0.0
100.1131.0000	HIGH SCHOOL PROGRAMS	\$21,727,946	\$22,443,317	\$23,353,018	\$23,882,184	214.2
100.1132.0000	HIGH SCHOOL EXTRACURRIC	\$2,426,778	\$2,569,268	\$2,608,281	\$2,733,986	7.9
100.1133.0000	SATURDAY SCHOOL-HIGH SCH	\$19,076	\$11,007	\$20,503	\$11,712	0.0
100.1140.0000	PRE-KINDERGARTEN PRGMS	\$0	\$0	\$0	\$0	0.0
100.1210.0000	TALENTED AND GIFTED	\$571,107	\$489,545	\$613,821	\$520,930	2.3
100.1221.0000	LEARNING CNTRS-STRUCTUR	\$8,144,659	\$9,587,092	\$8,753,813	\$10,201,731	135.4
100.1223.0000	COMMUNITY TRANSITION	\$1,214,441	\$1,827,862	\$1,305,271	\$1,945,048	23.4
100.1224.0000	LIFE SKILLLS WITH NURSING	\$993,731	\$1,257,509	\$1,068,054	\$1,338,129	14.0
100.1225.0000	OUT OF DISTRICT PROGRAMS	\$732,486	\$686,897	\$787,270	\$730,934	0.0
100.1226.0000	HOME INSTRUCTION	\$163,986	\$163,575	\$176,251	\$174,062	1.0
100.1227.0000	EXTENDED SCHOOL YR	\$120,026	\$128,061	\$129,003	\$136,271	0.0
100.1230.0000	PHYSICALLY DISABLED	\$0	\$0	\$0	\$0	0.0
100.1250.0000	LESS RESTRICTIVE PROGRMS	\$12,295,299	\$12,290,501	\$13,214,886	\$13,078,459	151.5
100.1272.0000	TITLE I	\$362	\$44	\$389	\$47	0.0
100.1280.0000	ALTERNATIVE EDUCATION	\$1,387,413	\$1,609,121	\$1,491,180	\$1,712,284	11.0
100.1288.0000	CHARTER SCHOOLS	\$1,223,610	\$1,291,780	\$1,315,126	\$1,374,597	0.0
100.1289.0000	OPTIONS PROGRAMS	\$477,884	\$604,423	\$513,626	\$643,173	0.8
100.1290.0000	DESIGNATED PROGRAMS	\$0	\$72	\$0	\$77	0.0
100.1291.0000	ENGLISH 2ND LANGUAG PROG	\$8,153,178	\$9,250,905	\$8,762,969	\$9,843,991	97.9
100.1292.0000	TEEN PARENT PROGRAMS	\$332,865	\$383,261	\$357,761	\$407,832	4.1
100.1294.0000	YOUTH CORRECTN EDUCATN	\$83,941	\$158,627	\$90,219	\$168,797	1.0
100.1296.0000	ACADEMIC INTERVENTIONS	\$131,537	\$151,031	\$141,375	\$160,714	1.3
100.1430.0000	SECONDARY SUMMER SCH	\$44,772	\$4,169	\$48,118	\$4,436	0.0
TOTAL INSTRUCTIONAL SERVICES		\$114,366,439	\$121,539,561	\$122,920,108	\$129,331,600	1,239.6
100.2110.0000	ATTENDANC & SOCL WRK SVC	\$483,484	\$550,701	\$519,645	\$586,007	4.0
100.2112.0000	ATTENDANCE SERVICES	\$446,393	\$466,564	\$479,780	\$496,476	5.7
100.2113.0000	SOCIAL WORK SERVICES	\$1,288	\$1,137,758	\$1,384	\$1,210,701	10.0
100.2115.0000	STUDENT SAFETY	\$1,116,325	\$882,833	\$1,199,817	\$939,433	10.5
100.2116.0000	BEHAVIORIAL SERVICES	\$2,552,528	\$1,684,943	\$2,743,436	\$1,792,967	0.0
100.2122.0000	COUNSELING SERVICES	\$4,816,577	\$4,671,105	\$5,176,817	\$4,970,575	48.2
100.2126.0000	PLACEMENT SERVICES	\$344,209	\$350,627	\$369,953	\$373,106	3.4
100.2130.0000	HEALTH SERVICES	\$55,306	\$59,487	\$59,442	\$63,301	0.6



ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED	2018-19 FTE
100.2132.0000	MEDICAL SERVICES	\$64,540	\$154,102	\$69,367	\$163,981	0.0
100.2134.0000	NURSE SERVICES	\$625,758	\$659,568	\$672,560	\$701,854	6.9
100.2139.0000	OTHER HEALTH SERVICES	\$316,343	\$331,892	\$340,003	\$353,170	3.9
100.2140.0000	PSYCHOLOGICAL SERVICES	\$707,087	\$929,399	\$759,971	\$988,984	8.2
100.2150.0000	SPEECH & AUDIO SERVICES	\$2,810,920	\$3,245,193	\$3,021,154	\$3,453,246	28.0
100.2160.0000	STUDENT TREATMNT CENTER	\$275,037	\$113,225	\$295,608	\$120,483	0.0
100.2190.0000	STUDENT SERVICES DIRECTR	\$899,714	\$298,078	\$967,005	\$317,188	0.0
100.2210.0000	IMPROVEMNT OF INSTRCTN	\$232	\$986,440	\$249	\$1,049,682	2.0
100.2211.0000	SERVICE AREA DIRECTION	\$0	\$2,273	\$0	\$2,419	0.0
100.2212.0000	OTHER CURRICULUM INSTR	\$0	\$191,262	\$0	\$203,524	0.0
100.2213.0000	CURRICULUM DEVELOPMENT	\$63,709	\$821	\$68,474	\$874	0.0
100.2219.0000	OTHER IMPRV OF INST	\$0	\$0	\$0	\$0	0.0
100.2220.0000	EDUCATIONAL MEDIA SVCS	\$936	\$0	\$1,006	\$0	0.0
100.2222.0000	LIBRARY MEDIA CENTER	\$1,364,245	\$1,246,022	\$1,466,279	\$1,325,906	15.3
100.2223.0000	MULTIMEDIA SERVICES	\$7,516	\$3,687	\$8,078	\$3,923	0.0
100.2230.0000	ASSESSMENT & TESTING	\$315,129	\$267,042	\$338,698	\$284,162	0.0
100.2240.0000	INSTRUCTNL STAFF DEVELOP	\$1,378,306	\$1,468,237	\$1,481,392	\$1,562,368	3.8
100.2310.0000	BOARD OF EDUCATION	\$192,003	\$204,043	\$206,363	\$217,124	1.0
100.2321.0000	OFFICE OF SUPERINTENDENT	\$559,412	\$616,829	\$601,251	\$656,374	2.0
100.2410.0000	OFFICE OF THE PRINCIPAL	\$13,382,165	\$13,601,234	\$14,383,041	\$14,473,225	114.5
100.2490.0000	OTHER ADMINISTRATION	\$2,260,126	\$2,845,979	\$2,429,165	\$3,028,438	16.0
100.2510.0000	DIRECTOR BUSINESS SVC	\$539,969	\$1,146,723	\$580,354	\$1,220,241	7.2
100.2520.0000	FISCAL SERVICES	\$1,290,472	\$253,011	\$1,386,989	\$269,232	0.0
100.2524.0000	PAYROLL SERVICES	\$390,113	\$666	\$419,290	\$708	4.6
100.2525.0000	FINANCIAL ACCOUNTING	\$224,901	\$325,481	\$241,722	\$346,347	3.0
100.2528.0000	RISK MANAGEMENT SERVICES	\$241,341	\$221,826	\$259,391	\$236,048	1.0
100.2529.0000	OTHER FISCAL SERVICES	\$18,443	\$138,186	\$19,822	\$147,045	0.0
100.2540.0000	FACILITIES MAINTENANCE	\$18,594,034	\$29,501	\$19,984,715	\$31,392	115.7
100.2542.0000	ENERGY RETROFIT- SB1149	\$0	\$16,786,094	\$0	\$17,862,269	0.0
100.2545.0000	HVAC SERVICES	\$381,001	\$268,811	\$409,497	\$286,045	0.0
100.2550.0000	STUDENT TRANSPORTATION	\$13,759,056	\$14,634,143	\$14,788,120	\$15,572,354	165.8
100.2573.0000	WAREHOUSE/DISTRIBUTION	\$37,376	\$36,809	\$40,171	\$39,169	0.5
100.2574.0000	PRINTING SERVICES	\$114,152	\$38,729	\$122,690	\$41,212	4.0
100.2620.0000	PLANNING & DEVELPMNT SVC	\$0	\$0	\$0	\$0	0.0
100.2630.0000	COMMUNITY RELATIONS	\$635,365	\$626,434	\$682,885	\$666,596	4.0

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED	2018-19 FTE
100.2639.0000	OTHER INFORMATION SRVS	\$61,588	\$6,352	\$66,195	\$6,760	1.0
100.2640.0000	STAFF SERVICES	\$1,764,056	\$1,998,680	\$1,895,993	\$2,126,818	12.4
100.2660.0000	TECHNOLOGY SERVICES	\$5,702,653	\$6,381,483	\$6,129,165	\$6,790,607	21.2
100.2670.0000	RECORDS MANAGEMENT	\$23,927	\$16,991	\$25,717	\$18,080	0.0
100.2690.0000	COORDINATION OF OPER	\$1,571	\$0	\$36,367	\$0	0.0
100.2700.0000	EARLY RETIREMENT	\$32,266	\$25,836	\$0	\$27,492	0.0
TOTAL SUPPORT SERVICES		\$78,851,573	\$79,905,098	\$84,749,021	\$85,027,904	624.4
100.3390.0000	OTHER COMMUNITY SERVICES	\$551,209	\$512,479	\$574,703	\$545,334	4.1
TOTAL OFFICE OF HISPANIC OUTREACH		\$551,209	\$512,479	\$574,703	\$545,334	4.1
100.4150.0000	BUILDING IMPROVEMENTS	\$19,909	\$0	\$0	\$0	0.0
TOTAL BUILDING IMPROVEMENTS		\$19,909	\$0	\$0	\$0	0.0
100.5110.0000	LONG TERM DEBT SERVICE	\$828,665	\$531,429	\$528,500	\$0	0.0
TOTAL DEBT SERVICE		\$828,665	\$531,429	\$528,500	\$0	0.0
100.5200.0000	TRANSFER TO PERS RESERVE	\$500,000	\$0	\$0	\$0	0.0
TOTAL TRANSFERS		\$500,000	\$0	\$0	\$0	0.0
100.6110.0000	OPERATING CONTINGENCY	\$0	\$0	\$2,500,000	\$1,500,000	0.0
100.7000.0000	UNAPPROPRIATED END BAL	\$14,558,454	\$12,711,074	\$7,340,724	\$7,499,197	0.0
TOTAL EXPENDITURES		\$209,676,249	\$215,199,641	\$218,613,056	\$223,904,035	1,865.1

Note: Immaterial rounding differences may exist between tables.



According to the [Oregon Department of Education Program and Accounting Manual](#), the “Function” is the second dimension of numbers in the standardized account code. Budget expenditures are reported by the following dimensions:

Fund: xxx

Function: xxxx

Object: xxx

The “Fund” is the first dimension and represents the type of management accounts represented in the following account detail. The “Function” describes the activity for which a service or material object is acquired and are listed below. The “Object” describes the type of item purchased and the definitions are self-evident. The “Functions” are described in more detail below.

1111 Primary Programs K-3

All regular elementary school instructional programs for kindergarten through third grade. Includes staff, services, teaching supplies, and equipment.

1113 Elementary Extracurricular

Staff stipends for after-school activities.

1121 Middle School Programs

All regular middle school instructional programs. Includes staff, services, teaching supplies, and equipment.

1122 Middle School Extracurricular

Advisor stipends and supplies for extracurricular activities.

1123 Saturday School – Middle School

Extended contract time to staff middle school Saturday school programs.

1131 High School Programs

All regular high school instruction programs. Includes staff, services, teaching supplies, and equipment.

1132 High School Extracurricular

Extracurricular activities and athletics. Includes staff, coaches, advisors, services, supplies, and dues.

1133 Saturday School – High School

Extended contract time to staff high school Saturday school programs

1140 Pre-Kindergarten Programs

Includes staff, services, teaching supplies, and equipment for pre-kindergarten programs.

- 1210 Talented and Gifted (TAG) Programs**
TAG program services and supplies.
- 1221 Learning Centers – Structured and Intensive**
Learning experiences for students with disabilities who spend one-half or more of their time in a restricted setting, such as Life Skills Centers or Social Communications Centers. This includes staff, services, and teaching supplies.
- 1223 Community Transition Centers**
Learning experiences for students with disabilities who are 16 years of age or older, and who spend a portion of their school day in a community-based program, such as Portland Community College.
- 1224 Life Skills with Nursing**
Learning experiences for students with disabilities who work primarily on functional skills and who receive nursing services, such as health impaired classrooms.
- 1225 Out-of-District Programs**
Programs for students placed outside District schools, such as ESD programs or private schools.
- 1226 Home Instruction**
Home tutoring services for students who are temporarily unable to attend school due to disability, illness, injury, or for an alternative placement.
- 1227 Extended School Year**
Learning experiences for students with disabilities who show significant regression during non-instructional periods, and do not recoup the skills within a reasonable time. Students receive extended opportunities, such as summer school.
- 1230 Programs for Students with Disabilities**
Special learning experiences outside the regular classroom for students with disabilities.
- 1250 Less-Restrictive Programs for Students with Disabilities**
Special learning experiences outside the regular classroom for students with disabilities. Students spend certain periods of the school day in this program to receive remedial instruction in specific subject areas or other remedial activities. Includes staff, services, and teaching supplies.
- 1260 Treatment and Habilitation**
Assistive program staff and supplies for treatment and habilitation of eligible students.
- 1271 Remediation**
Instructional activities to improve achievement that take place outside regular class time (e.g., after school, Saturday school, and summer school).

- 1272 Title I**
Title I instructional activities. Includes staff and teaching supplies.
- 1280 Alternative Education**
Alternative programs outside the regular school setting for students. Includes alternative middle school, alternative high school, and other alternative programs.
- 1288 Charter Schools**
Payments made to City View Charter School, a District-sponsored charter school.
- 1289 Other Alternative Programs**
District non-traditional instructional programs, including the Hillsboro Online Academy.
- 1290 Designated Programs**
Special learning experiences for other students with special needs.
- 1291 English Language Learner (ELL) Programs**
ELL programs include staff, services, and teaching supplies.
- 1292 Teen Parent Program**
The Teen Parent program, for pregnant or parenting students, includes staff, services, and teaching supplies.
- 1293 Migrant Education**
The migration education instructional program is designed to meet the needs of migrant students, including staff, services, supplies, and transportation.
- 1294 Youth Corrections Education**
Instructional programs delivered to youths in detention.
- 1420 Middle School Summer School**
Middle school summer school for middle school students includes staff and material operating costs.
- 1430 High School Summer School**
Summer school for high school students includes staff and material operating costs.
- 1490 Other Summer School Programs**
Other summer school programs include staff and material and operating costs.
- 2110 Attendance and Social Work Services**
Activities designed to improve student attendance at school. This includes contract services with Youth Contact to provide intervention and counseling services.
- 2112 Attendance Services**
Attendance record keeping.

- 2113 Social Work Services**
Activities to investigate and diagnose student problems, casework, group work for students and parents, and interpretation of student problems for other staff members. This includes staff and services.
- 2115 Student Safety**
Crossing guards and all activities associated with services to enhance student and campus safety.
- 2117 Identification and Recruitment of Migrant Children**
Includes staff and material costs to identify and recruit children identified as "Migrant."
- 2119 Other Attendance and Social Services**
Services other than attendance services, social work services, and student safety.
- 2122 Counseling Services**
Includes staff, services, and materials.
- 2124 Student Information Services**
Includes staff, technology, and supplies for information services.
- 2126 Placement**
Career placement assistance for students.
- 2130 Health Services**
Includes the cost of consultants, training, and services related to special health needs.
- 2132 Medical Services**
Activities related to student physical and mental health, including such activities as screening and health examinations, emergency injury and illness care, and communication with parents and medical officials. Includes staff, services, and supplies.
- 2134 Nurse Services**
Nursing activities that are not instruction, such as health inspection, treatment of minor injuries, and referrals for other health services. Includes staff, services, and supplies.
- 2139 Other Health Services**
Health office staff and supplies.
- 2140 Psychological Services**
Includes staff, services, and supplies to provide services for students Districtwide.
- 2150 Speech Pathology and Audiology Services**
Speech therapist program serving students Districtwide.

- 2160 Other Student Treatment Services**
Services such as occupational therapy, physical therapy, and adaptive physical education. Includes staff, services, and supplies.
- 2190 Student Services Director**
Direction and management of student support services (e.g., special education director and at-risk programs).
- 2210 Improvement of Instruction**
Activities that assist instructional staff to plan, develop, and evaluate the process of providing learning experiences to students.
- 2213 Curriculum Development**
Includes Administration Center staff and expenses.
- 2219 Other Improvement of Instruction**
Activities associated with directing and managing the improvement of instruction services.
- 2220 Educational Media Services**
Includes staff, services, and supplies for a variety of staff and student media.
- 2222 Library/Media Center**
Includes staff, services, and supplies for school libraries.
- 2223 Multimedia Services**
Includes materials, supplies, and equipment for multimedia services.
- 2230 Assessment and Testing**
Includes staff, services, and materials to provide Districtwide testing and evaluation services to monitor individual and group progress in reaching District and state learning goals and requirements.
- 2240 Instructional Staff Development**
Costs for instructional staff, including educational assistants.
- 2310 Board of Directors**
Includes expenses for audit, legal services, elections, dues, supplies, professional development, and secretarial staff.
- 2321 Office of the Superintendent**
Includes Administration Center staff and expenses.
- 2410 Office of the Principal Services**
Includes staff, services, and supplies to operate the office at each school.

- 2490 Other Support Services—School Administration**
Includes Administration Center staff and services for grades K-12 school operations.
- 2510 Director of Business Support Services**
Includes Administration Center staff and expenses.
- 2520 Fiscal Services**
Includes activities concerned with the fiscal operations of the District.
- 2521 Fiscal Service Direction**
Includes Administration Center business office staff and expenses.
- 2524 Payroll Services**
Includes Administration Center staff and expenses.
- 2525 Financial Accounting Services**
Includes Administration Center staff and expenses.
- 2528 Risk Management Services**
Includes Administration Center staff and expenses.
- 2529 Other Fiscal Services**
Includes Administration Center staff and expenses.
- 2540 Facilities and Maintenance**
Costs associated with the maintenance and operation of District facilities. Includes custodians, utilities, and maintenance staff.
- 2545 HVAC Services**
Includes costs associated with the repair, maintenance, and upkeep of District heating, ventilating, and air conditioning (HVAC) equipment.
- 2550 Student Transportation**
Includes costs for labor, fuel, repairs, etc., to operate the bus fleet and transporting District students. This includes transportation to school, activity trips, field trips, and summer school.
- 2573 Warehouse/Distribution**
Includes costs of staff for District courier and warehouse services.
- 2574 Printing Services**
Includes costs of staff, supplies, and equipment for the District's print shop, less the portion recouped from charges back to users.

- 2610 Direction of Central Support Services**
Includes Administration Center staff and expenses.
- 2620 Planning, Research, Development, Evaluation Services, Grant-Writing, and Statistical Services**
Includes staff, services, and supplies.
- 2630 Community Relations**
Includes writing, editing, and other preparation necessary to disseminate educational and administrative information to pupils, staff, managers, or the general public through direct mailing, various news media, or personal contact. Includes Administration Center staff and expenses.
- 2640 Staff Services**
Activities concerned with maintaining an efficient staff for the District. Includes such activities as recruiting and placement, staff transfers, health services, and staff accounting. Includes Administration Center staff and expenses.
- 2645 Employee Health Services**
Includes costs of mandated preventative measures for staff.
- 2660 Technology Services**
Districtwide technology, including computing and data processing services, such as networking, and telecommunications costs. Includes staff, equipment, software maintenance fees, repairs, supplies, and capital outlay.
- 2670 Records Management Services**
Districtwide activities concerned with the retention and disposal of District records.
- 2690 District Safety Coordination**
Activities related to coordinating safety and safety-awareness programs throughout the District.
- 3100 Food Services**
Activities related to the Nutrition Services program.
- 3390 Other Community Services**
Services provided for the community, such as parental involvement and college scholarship expenditures.
- 4150 Building Acquisition, Construction, and Improvement Services**
Activities related to District property that may be capitalized per Generally Accepted Accounting Principles (GAAP).
- 5110 Long-Term Debt Service**
Payment for debt retirement exceeding 12 months.



5200 Transfer of Funds

Transactions that withdraw money from one fund and place it in another fund.

6110 Operating Contingency

The portion of the budget not designated for use at this time. This can only be used by Board action for items that could not have been anticipated in the budget (e.g., emergencies).

7000 Unappropriated Ending Fund Balance

Estimate of funds needed to maintain operations of the District from July 1 of the ensuing fiscal year to the time when sufficient new revenues become available to meet cash-flow needs of the fund. No expenditure can be made in the year in which it is budgeted. It is reserved for use in the subsequent year.

SPECIAL REVENUE FUNDS

Special Revenue Funds are used to account for proceeds of specific revenues from federal, state, and local sources that are legally restricted to expenditures for specified purposes.

In prior Budget documents, Special Revenue Funds are shown as “Part 1” and “Part 2” in Resource and Requirements with Part 1 funds designated for specific local, state, or federal grants and Part 2 representing Nutrition Services. To align closer with coding requirements of the Oregon Department of Education’s Program and Accounting Manual, the parts have been combined. Nutrition Services specific program information will still be included. The Major Grant Funds are described below and there is a full list of Special Revenue Funds in the Budget Summary Section.

Title I- Improving Basic Programs Operated by Local Education Agencies

Title I-A is intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. Title I-A provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. The program focuses on promoting school wide reform in high-poverty schools and ensuring students’ access to evidence-based instructional strategies and challenging academic content.



Title IIA- Supporting Effective Instruction

The purpose of Title II-A is to improve teacher and leader quality and focuses on preparing, training, and recruiting high-quality teachers and principals. The Title II-A program is designed, among other things to provide students from low-income families and minority students with greater access to effective educators. In general, Title II funds can be used to provide supplemental strategies and activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders.

IDEIA- Individuals with Disabilities Education Improvement Act

IDEIA is the Individuals with Disabilities Education Improvement Act. It was passed in 1975 and it describes categories of disabilities that make students likely to get special education and services related to their specific needs.

Nutrition Services

Hillsboro School District's Nutrition Services department provides a supportive role in the education environment by offering nutritionally complete breakfast, lunch, and snacks to district students at a reasonable cost.

Nutrition Services' budget is \$9,548,319 for the 2018-19 school year, including the Summer Foodservice Program. Nutrition Services operates federally and state-funded meal programs that provide breakfast, lunch, various after-school snacks, and a summer feeding program in cooperation with Hillsboro Parks and Recreation and area organizations. During the regular school year, Nutrition Services provides meals to four high schools, four middle schools, twenty-five elementary schools, one alternative school, and Head Start programs in five of the schools. Meal serving sites and summer learning programs receive meals around the community to provide for populations in need.



The Nutrition Services department is self-supporting and receives no funds from the District's general operating account. Nutrition Services pays wages and benefits for 127 employees. This includes warehouse, office, and District maintenance staff. Salary and benefits represent 44.7 percent of the department's expenditures. Food, paper, and chemical supplies average 50.6 percent of Nutrition Services' expenditures. The department funds provide for repair and/or replacement of kitchen equipment.

Nutrition Services operates a warehouse and food distribution program that transports food, government commodities, and supplies to all District schools. The department maintains and operates five transport trucks and two vehicles.

Liberty High School's catering staff provides in-district catering services to our District.

The Community Eligibility Provision (CEP) expires at the end of the 2017-18 school year and reapplication will be required to continue the program (due June 30). Reapplication requires April 2 eligibility data and preliminary indications are that approximately half of the sites will be unable to continue the program due to a smaller number of households receiving state benefits; likely due to an improved economy over the last four (4) years of the program. Currently, 14 schools are qualified to allow all students to receive breakfast and lunch at no cost. Of the 20 non-CEP schools, the percentage of free-and-reduced-price-eligible students totals 36.3 percent or 5,352 students, with two (2) sites having more than 50 percent of the students eligible.

Average Daily Participation (ADP) equates to 47.3 percent of District student enrollment.

À la carte items are offered at all secondary schools.

REVENUES

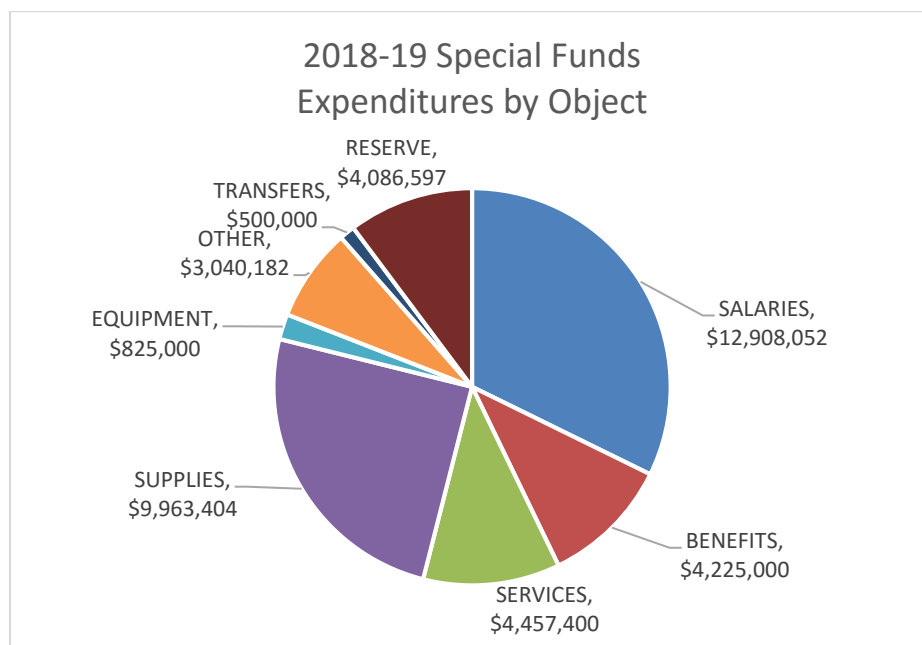
ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED*	2018-19 APPROVED
2XX.0000.1200	CONSTRUCTION EXCISE TAX	\$1,176,263	\$2,416,895	\$3,000,000	\$3,000,000
2XX.0000.1513	INTEREST ON BANK ACCOUNTS	\$0	\$1,305	\$0	\$1,500
2XX.0000.1612	LUNCH SALES	\$1,268,286	\$1,272,636	\$1,375,000	\$1,500,000
2XX.0000.1620	NONREIMB PROGRAM SALES	\$117,808	\$117,271	\$175,000	\$126,000
2XX.0000.1630	SPECIAL FUNCTIONS	\$253,273	\$238,805	\$215,000	\$245,000
2XX.0000.1744	STUDENT PARTICIPATION FEE	\$4,226,696	\$3,896,980	\$3,742,839	\$3,650,000
2XX.0000.1746	STUDENT TESTING FEES	\$16,277	\$0	\$14,414	\$14,500
2XX.0000.1750	VENDING MACHINE	\$24,626	\$27,988	\$35,000	\$35,000
2XX.0000.1910	BUILDING RENTAL/USAGE	\$0	\$60,000	\$0	\$0
2XX.0000.1920	DONATION FROM PRIV SOURCE	\$90,210	\$1,109,790	\$1,250,000	\$1,250,000
2XX.0000.1940	SERVCS/OTHER AGENCIES	\$906,489	\$24,200	\$802,717	\$25,000
2XX.0000.1960	RECOVERY PRIOR YEAR	\$4,428	\$132,945	\$3,921	\$50,000
2XX.0000.1990	MISCELLANEOUS REVENUE	\$120,232	\$175,990	\$81,803	\$36,000
2XX.0000.2200	RESTRICTED REVENUE	\$687,983	\$1,065,692	\$609,225	\$1,100,000
2XX.0000.2212	PUBLIC PURPOSE CHARGE REV	\$390,634	\$394,807	\$345,916	\$375,000
2XX.0000.3102	SCHOOL SUPPT/LUNCH MATCH	\$82,885	\$81,922	\$85,000	\$85,000
2XX.0000.3120	REDUCED BRKFST/LNCH	\$63,557	\$62,089	\$66,000	\$65,000
2XX.0000.3199	OTHER UNRESTRICTED GRANTS	\$0	\$3,525	\$0	\$3,600
2XX.0000.3200	RESTRICTED GRANTS IN AID	\$994,133	\$1,026,790	\$880,328	\$890,000
2XX.0000.3222	SSF TRANSPORTATION EQUIP	\$1,020,000	\$1,330,000	\$1,050,000	\$1,330,000
2XX.0000.3299	OTHER RESTRICTED GRANTS	\$0	\$1,350	\$3,000,000	\$3,200,000
2XX.0000.4100	UNRESTR DIR FROM FED GOVT	\$22,856	\$23,086	\$20,240	\$24,000
2XX.0000.4500	RESTR FROM FED THRU STATE	\$435,288	\$456,752	\$385,458	\$430,000
2XX.0000.4501	TITLE I REVENUES	\$4,569,708	\$4,899,119	\$3,576,000	\$4,900,000
2XX.0000.4505	SCHOOL NUTRITION REVENUE	\$5,740,858	\$5,738,396	\$5,726,961	\$5,700,000
2XX.0000.4506	PERKINS VOC ED REVENUE	\$172,617	\$167,600	\$152,856	\$167,600
2XX.0000.4508	IDEA (PL 101-476)	\$2,853,820	\$2,853,479	\$2,945,000	\$2,945,000
2XX.0000.4509	TITLE ID REVENUES	\$21,162	\$15,567	\$18,739	\$16,000
2XX.0000.4512	TITLE II REVENUE	\$523,022	\$560,415	\$530,000	\$550,000
2XX.0000.4545	FOCUS PLANNING	\$79,406	\$72,204	\$56,600	\$72,500
2XX.0000.4580	HOMELESS GRANT	\$20,191	\$1,381	\$60,000	\$1,400
2XX.0000.4700	GRANTS FROM FED THRU OTHR	\$618,598	\$593,089	\$547,783	\$594,000
2XX.0000.4705	DEPENDT CARE BLOCK GRANT	\$70,211	\$53,758	\$62,174	\$54,000
2XX.0000.4910	USDA COMMODITIES	\$557,122	\$631,177	\$645,000	\$607,319
2XX.0000.5100	LONG-TERM DEBT FINANCE SOURCE	\$5,374,289	\$1,254,561	\$1,300,000	\$1,583,363
2XX.0000.5200	INTERFUND TRANSFERS	\$0	\$0	\$0	\$500,000
2XX.0000.5300	COMPENSATION/LOSS ASSETS	\$38,286	\$12,500	\$33,903	\$25,000
2XX.0000.5400	BEGINNING FUND BALANCE	\$5,369,178	\$8,634,227	\$2,775,492	\$4,853,853
TOTAL RESOURCES		\$37,910,392	\$39,408,290	\$35,568,369	\$40,005,635

EXPENDITURES BY OBJECT

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED
2XX.0000.0111	REG LICENSED SALARIES	\$2,905,490	\$2,961,693	\$5,010,065	\$5,160,367
2XX.0000.0112	REG CLASSIFIED SALARIES	\$3,663,018	\$3,977,885	\$3,587,461	\$5,977,085
2XX.0000.0113	REG ADMIN SALARIES	\$805,709	\$841,807	\$728,659	\$750,519
2XX.0000.0114	REG SUPERVISORY SALARIES	\$158,322	\$150,635	\$149,876	\$154,372
2XX.0000.0121	SUBSTITUTES-LICENSED	\$187,214	\$8,433	\$161,735	\$160,000
2XX.0000.0122	SUBSTITUTES-CLASSIFIED	\$56,797	\$37,689	\$57,703	\$15,203
2XX.0000.0123	CERTIFIED TEMPORARY WAGE	\$128,992	\$149,341	\$111,437	\$114,780
2XX.0000.0124	TEMPORARY-CLASSIFIED	\$41,853	\$137,771	\$36,157	\$37,242
2XX.0000.0131	EXTENDED CONTRACT	\$504,571	\$330,003	\$435,901	\$448,978
2XX.0000.0134	ADVISOR PAY	\$0	\$3,820	\$0	\$0
2XX.0000.0136	ATHLETIC/ACTIVITY PAY	\$9,000	\$7,200	\$7,775	\$8,008
2XX.0000.0138	EXTRA DUTY STIPEND	\$1,473	\$10,766	\$1,273	\$1,311
2XX.0000.0139	OVERTIME WAGES	\$73,356	\$19,339	\$14,474	\$15,974
2XX.0000.0140	OTHER TIME	\$6,035	\$56,638	\$66,213	\$56,213
2XX.0000.0144	STUDENT WAGES	\$8,867	\$9,644	\$7,660	\$8,000
TOTAL SALARIES		\$8,550,697	\$8,702,665	\$10,376,389	\$12,908,052
2XX.0000.02XX	EMPLOYEE BENEFITS	\$2,702,503	\$6,928	\$2,334,703	\$0
2XX.0000.0211	PERS EMPLOYER CONTRIBUTN	\$107,645	\$417,869	\$228,000	\$435,000
2XX.0000.0213	PERS BOND 2005	\$140,119	\$545,433	\$158,000	\$559,000
2XX.0000.0214	PERS BOND 2015	\$42,113	\$162,723	\$47,000	\$163,000
2XX.0000.0216	PERS EMPLOYER-TIER III	\$75,216	\$288,963	\$84,000	\$289,000
2XX.0000.0220	SOCIAL SECURITY ADMIN	\$173,913	\$654,402	\$192,000	\$644,000
2XX.0000.0231	WORKERS' COMPENSATION	\$50,126	\$85,878	\$63,000	\$83,000
2XX.0000.0232	UNEMPLOYMENT COMPENSATION	\$2,245	\$8,501	\$3,000	\$8,000
2XX.0000.0241	DISABILITY INSURANCE	\$8,486	\$33,484	\$10,000	\$35,000
2XX.0000.0242	MEDICAL INSURANCE	\$588,447	\$1,623,848	\$605,000	\$1,624,000
2XX.0000.0243	LIFE INSURANCE	\$4,167	\$10,577	\$4,000	\$10,000
2XX.0000.0244	EMPLOYEE ASSISTANCE	\$699	\$1,864	\$1,000	\$2,000
2XX.0000.0246	DENTAL INSURANCE	\$77,518	\$212,832	\$82,000	\$215,000
2XX.0000.0248	VISION INSURANCE	\$15,326	\$50,537	\$16,000	\$47,000
2XX.0000.0249	TUITION REIMBURSEMENT	\$0	\$10,400	\$0	\$0
2XX.0000.0251	ADMIN FLEX BENEFIT	\$24,075	\$101,250	\$34,000	\$105,000
2XX.0000.0254	COMMUNICATIONS STIPEND	\$1,170	\$6,003	\$2,000	\$6,000
TOTAL BENEFITS		\$4,013,768	\$4,221,492	\$3,863,703	\$4,225,000
2XX.0000.0310	INST, PROF & TECH SERVICE	\$60,453	\$140,813	\$52,225	\$142,000
2XX.0000.0311	INSTRUCTION SERVICES	\$91,349	\$101,729	\$78,917	\$102,000
2XX.0000.0312	INSTR PROG IMPROVEMENT	\$101,786	\$167,693	\$87,934	\$168,000

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED
2XX.0000.0313	STUDENT SERVICES	\$0	\$4,463	\$0	\$4,500
2XX.0000.0318	PROF IMPROVE/NON-INSTRUCT	\$1,582	\$3,793	\$4,000	\$8,800
2XX.0000.0319	OTHER PROF & TECH INSTRNL	\$15,041	\$43,443	\$12,994	\$44,000
2XX.0000.0322	REPAIR & MAINTENANCE	\$37,710	\$552,337	\$60,358	\$60,000
2XX.0000.0323	LAUNDRY & DRY CLEANING	\$20,700	\$19,062	\$24,414	\$55,000
2XX.0000.0324	RENTAL EXPENSE	\$0	\$271	\$0	\$2,500
2XX.0000.0325	ELECTRICITY	\$16,385	\$16,332	\$18,000	\$0
2XX.0000.0330	STUDENT TRANSPORTATION	\$2,538	\$1,650	\$2,193	\$2,500
2XX.0000.0331	REIMBURSABLE STUDENT TRAN	\$73,440	\$34,538	\$63,445	\$64,000
2XX.0000.0332	NONREIMB STUDENT TRANSP	\$645	\$1,540	\$557	\$1,500
2XX.0000.0340	TRAVEL	\$354,648	\$463,244	\$298,316	\$465,000
2XX.0000.0343	STUDENT OUT OF DIST TRANS	\$17,902	\$21,013	\$15,466	\$22,000
2XX.0000.0353	POSTAGE	\$0	\$0	\$4,000	\$0
2XX.0000.0354	ADVERTISING	\$58	\$70	\$0	\$2,500
2XX.0000.0355	PRINTING & BINDING	\$11,782	\$26,346	\$14,478	\$10,000
2XX.0000.0374	OTHER TUITION PAYMENTS	\$650	\$500	\$562	\$500
2XX.0000.0382	LEGAL SERVICES	\$29,067	\$29,187	\$25,111	\$30,000
2XX.0000.0390	OTHER GEN PROF & TECH SRV	\$1,460,045	\$2,864,085	\$1,266,611	\$2,883,000
2XX.0000.0391	SUBSTITUTES- LICENSED	\$179,373	\$408,061	\$154,961	\$284,600
2XX.0000.0392	BANK SERVICE FEES	\$48	\$0	\$0	\$1,000
2XX.0000.0399	SUBSTITUTES- CLASSIFIED	\$121,003	\$158,932	\$38,179	\$95,000
TOTAL SERVICES		\$2,600,572	\$5,068,997	\$2,224,894	\$4,457,400
2XX.0000.0410	SUPPLIES & MATERIALS	\$4,610,408	\$3,769,585	\$4,055,363	\$3,774,585
2XX.0000.0413	FOOD SUPPLIES	\$39,720	\$39,193	\$44,000	\$0
2XX.0000.0414	PAPER SUPPLIES	\$84,313	\$69,772	\$87,000	\$90,000
2XX.0000.0415	USDA COMMODITIES	\$557,122	\$631,177	\$646,000	\$607,319
2XX.0000.0418	GASOLINE & OIL	\$604	\$6,691	\$8,522	\$8,500
2XX.0000.0419	TIRES	\$0	\$1,216	\$8,000	\$8,000
2XX.0000.0420	TEXTBOOKS	\$0	\$9,668	\$5,741	\$10,000
2XX.0000.0430	LIBRARY BOOKS	\$6,645	\$292	\$4,700	\$500
2XX.0000.0440	PERIODICAL SUBSCRIPTIONS	\$5,440	\$6,465	\$0	\$6,500
2XX.0000.0450	FOOD	\$3,314,630	\$3,905,096	\$4,011,087	\$4,075,000
2XX.0000.0460	NON-CONSUMABLE ITEMS	\$96,078	\$77,874	\$668,947	\$530,000
2XX.0000.0461	<\$5000 EQUIPMENT	\$166,848	\$85,627	\$64,615	\$80,000
2XX.0000.0470	COMPUTER SOFTWARE	\$124,048	\$260,163	\$120,615	\$306,000
2XX.0000.0480	COMPUTER HARDWARE	\$282,357	\$356,287	\$256,999	\$377,000
2XX.0000.0481	<\$5000 COMPUTER HARDWARE	\$155,287	\$87,507	\$134,153	\$90,000
TOTAL SUPPLIES		\$9,443,500	\$9,306,615	\$10,115,742	\$9,963,404

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED
2XX.0000.0510	LAND ACQUISITION	\$216,473	\$15,600	\$187,012	\$15,000
2XX.0000.0520	BUILDINGS ACQUISITION	\$336,948	\$142,630	\$291,091	\$150,000
2XX.0000.0530	IMPROV OTHER THAN BLDGS	\$181,373	\$827,640	\$156,689	\$100,000
2XX.0000.0540	CAPITAL EQUIPMENT	\$2,104,304	\$1,463,627	\$1,817,917	\$500,000
2XX.0000.0542	REPLACEMENT EQUIPMENT	\$0	\$5,610	\$0	\$0
2XX.0000.0550	CAPITAL TECHNOLOGY	\$64,385	\$0	\$55,622	\$60,000
TOTAL EQUIPMENT		\$2,903,483	\$2,455,107	\$2,508,331	\$825,000
2XX.0000.0610	PRINCIPAL	\$980,301	\$1,222,039	\$846,886	\$2,352,796
2XX.0000.0621	INTEREST	\$18,520	\$162,912	\$16,000	\$44,519
2XX.0000.0622	INTEREST-TRANSPORTATION	\$16,075	\$0	\$13,888	\$50,367
2XX.0000.0640	DUES & FEES	\$49,519	\$102,229	-\$3,906	\$138,000
2XX.0000.0651	LIABILITY INSURANCE	\$2,120	\$1,470	\$1,831	\$1,500
2XX.0000.0670	TAXES & LICENSES	\$3,447	\$0	\$2,978	\$3,000
2XX.0000.0690	GRANT INDIRECT CHARGES	\$691,163	\$582,038	\$747,780	\$450,000
TOTAL OTHER		\$1,791,145	\$2,070,688	\$1,625,457	\$3,040,182
2XX.0000.0700	INTERFUND TRANSFERS	\$0	\$0	\$0	\$500,000
TOTAL OTHER		\$0	\$0	\$0	\$500,000
2XX.0000.0820	RESERVED FOR NEXT YEAR	\$8,637,227	\$7,582,726	\$4,853,853	\$4,086,597
TOTAL EXPENDITURES		\$37,910,392	\$38,408,290	\$35,568,369	\$40,005,635



EXPENDITURES BY FUNCTION

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED
2XX.1111.0000	PRIMARY PROGRAMS K-3	\$435,465	\$397,630	\$385,615	\$490,805
2XX.1113.0000	ELEMENTRY EXTRACURRICULAR	\$381,280	\$273,436	\$337,632	\$337,509
2XX.1121.0000	MIDDLE SCHOOL PROGRAMS	\$32,785	\$39,117	\$29,032	\$48,283
2XX.1122.0000	MIDDLE SCH EXTRACURRICULR	\$228,824	\$173,616	\$202,629	\$214,299
2XX.1131.0000	HIGH SCHOOL PROGRAMS	\$647,172	\$627,263	\$3,073,086	\$774,247
2XX.1132.0000	HIGH SCH EXTRACURRICULAR	\$3,583,679	\$3,428,451	\$3,073,433	\$4,231,825
2XX.1210.0000	TALENTED & GIFTED PROGRAMS	\$9,756	\$0	\$8,639	\$0
2XX.1221.0000	LEARNING CNTRS-STRUCTURED	\$1,048,977	\$1,102,917	\$928,894	\$1,361,359
2XX.1223.0000	COMMUNITY TRANSITION SRVC	\$511,963	\$362,153	\$453,355	\$447,015
2XX.1224.0000	LIFE SKILLS WITH NURSING	\$2,337	\$0	\$2,069	\$0
2XX.1250.0000	LESS RESTR PROG-DISABLED	\$303,431	\$328,879	\$268,695	\$405,944
2XX.1272.0000	TITLE I	\$2,809,913	\$2,974,943	\$2,488,245	\$3,672,048
2XX.1280.0000	ALTERNATIVE EDUCATION	\$515,011	\$439,746	\$456,054	\$542,789
2XX.1289.0000	OPTIONS PROGRAMS	\$50,125	\$71,181	\$44,387	\$87,860
2XX.1291.0000	ENGLISH 2ND LANG PROGRAMS	\$13,350	\$0	\$11,822	\$0
2XX.1292.0000	TEEN PARENT PROGRAMS	\$70,211	\$53,762	\$62,174	\$66,360
2XX.1293.0000	MIGRANT EDUCATION	\$320,524	\$290,541	\$283,832	\$358,623
2XX.1295.0000	INDIAN EDUCATION PROGRAM	\$23,106	\$24,842	\$20,461	\$30,664
2XX.1300.0000	CONTINUING ED PROGRAMS	\$650	\$500	\$576	\$617
2XX.1400.0000	SUMMER SCHOOL PROGRAMS	\$53,959	\$38,589	\$47,782	\$47,631
2XX.1410.0000	SUMMER SCHOOL-INTERMEDIAT	\$45,633	\$40,387	\$40,409	\$49,850
2XX.1420.0000	SUMMER PROG-MIDDLE SCHOOL	\$21,228	\$14,153	\$18,798	\$17,470
2XX.1430.0000	SECONDARY SUMMER	\$28,401	\$35,490	\$25,150	\$43,806
2XX.1440.0000	K-3 SUMMER SCHOOL PROGRAM	\$89,489	\$121,519	\$79,245	\$149,994
2XX.1490.0000	SECONDARY SUMMER SCHOOL	\$24,625	\$23,807	\$21,806	\$29,386
2XX.1495.0000	ID & RCRTMNT - MIGRANT SUMMR	\$6,843	\$10,370	\$6,060	\$12,800
TOTAL INSTRUCTION		\$11,258,737	\$10,873,293	\$12,369,880	\$13,421,183
2XX.2100.0000	SUPPORT SERVICES-STUDENTS	\$134,017	\$547	\$118,675	\$675
2XX.2110.0000	ATTNDNCE & SOCIAL WRK SRV	\$69	\$0	\$61	\$0
2XX.2114.0000	STUDENT ACCTNG SVCS	\$92	\$0	\$81	\$0
2XX.2117.0000	ID & RCRTMNT OF MIGRANT	\$147,907	\$121,911	\$130,975	\$150,478
2XX.2119.0000	OTHER ATTEN & SOCIAL SVCS	\$187,006	\$220,897	\$243,865	\$272,658
2XX.2120.0000	GUIDANCE SERVICES	\$0	\$2,621	\$0	\$3,235
2XX.2122.0000	COUNSELING SERVICES	\$4,539	\$4,973	\$4,019	\$6,139
2XX.2126.0000	PLACEMENT SERVICES	\$0	\$0	\$0	\$0
2XX.2130.0000	HEALTH SERVICES	\$250	\$0	\$221	\$0
2XX.2134.0000	NURSE SERVICES	\$199	\$300	\$176	\$370

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED
2XX.2139.0000	OTHER HEALTH SERVICES	\$2,858	\$1,578	\$2,531	\$1,948
2XX.2140.0000	PSYCHOLOGICAL SERVICES	\$171,805	\$174,363	\$152,137	\$215,220
2XX.2150.0000	SPEECH & AUDIO SERVICES	\$22,270	\$23,533	\$19,721	\$29,047
2XX.2160.0000	STUDENT TREATMENT SERVICE	\$305,888	\$318,981	\$270,871	\$393,726
2XX.2190.0000	STUDENT SERVICES DIRECTOR	\$687,078	\$737,522	\$608,424	\$910,342
2XX.2210.0000	IMPROVEMENT OF INSTRUCTION	\$120,889	\$176,145	\$107,050	\$217,420
2XX.2211.0000	IMPROVEMENT OF INST SVC	\$6,870	\$4,992	\$6,084	\$6,162
2XX.2219.0000	OTHER IMPR OF INSTRUCTION	\$19,361	\$24,994	\$17,145	\$30,850
2XX.2230.0000	ASSESSMENT & TESTING	\$8,047	\$9,210	\$7,126	\$11,368
2XX.2240.0000	HEALTH SERVICES	\$1,740,324	\$2,232,400	\$1,541,098	\$2,755,509
2XX.2300.0000	SUPPORT SVCS-GEN ADMIN	\$1,232	\$2,425	\$1,091	\$2,993
2XX.2410.0000	OFFICE OF THE PRINCIPAL	\$107,238	\$128,762	\$94,962	\$158,935
2XX.2490.0000	OTHER SUP-SCH ADMINISTRATION	\$87,719	\$111,220	\$77,677	\$137,282
2XX.2520.0000	FISCAL SERVICES	\$29,067	\$0	\$25,740	\$0
2XX.2540.0000	FACILITIES MAINTENANCE	\$870,000	\$1,581,063	\$770,406	\$1,115,299
2XX.2542.0000	ENERGY RETROFIT	\$0	\$2,604,946	\$0	\$0
2XX.2543.0000	ENERGY CONSERVATION PROG	\$0	\$2,613	\$0	\$0
2XX.2550.0000	STUDENT TRANSPORTATION	\$2,624,799	\$1,557,802	\$2,324,322	\$1,891,062
2XX.2610.0000	DIRECTOR/CENTRAL SUPPORT	\$590,763	\$659,979	\$523,135	\$814,629
2XX.2620.0000	PLANNING & DEVEL SVCS	\$11,414	\$0	\$10,107	\$0
2XX.2630.0000	COMMUNITY RELATIONS	\$0	\$8,814	\$0	\$10,879
2XX.2660.0000	TECHNOLOGY SERVICES	\$128,605	\$194,948	\$113,883	\$240,629
TOTAL SUPPORT SERVICES		\$8,010,306	\$10,907,537	\$7,171,583	\$9,376,855
2XX.3110.0000	SERVICE AREA DIRECTION	\$40	\$838,467	\$35	\$0
2XX.3120.0000	FOOD PREP & DISP SERVICES	\$8,272,835	\$7,465,282	\$8,981,000	\$9,548,319
2XX.3130.0000	FOOD PREP & DISP SERVICES	\$0	\$6,556	\$0	\$0
2XX.3300.0000	COMMUNITY SERVICES	\$71,041	\$84,067	\$62,908	\$65,000
2XX.3390.0000	OTHER COMMUNITY SERVICES	\$2,450	\$552,585	\$2,169	\$560,000
TOTAL COMMUNITY SERVICES		\$8,346,366	\$8,946,957	\$9,046,112	\$10,173,319
2XX.4150.0000	BLDG ACQUIS, CONST & IMPR	\$0	\$32,148	\$150,000	\$0
2XX.4151.0000	ENERGY IMPROVMENTS	\$0	\$0	\$100,000	\$0
TOTAL CAPITAL IMPROVMENTS		\$0	\$32,148	\$250,000	\$0
2XX.5100.0000	DEBT SERVICE	\$1,232,086	\$992,607	\$1,500,000	\$2,447,682
2XX.5110.0000	INTERFUND TRANSFERS	\$425,670	\$73,023	\$376,941	\$500,000
TOTAL DEBT SERVICE AND TRANSFERS		\$1,657,756	\$1,065,630	\$1,876,941	\$2,947,682
2XX.6100.0000	RESERVED FOR NEXT YEAR	\$8,265,377	\$6,712,741	\$4,358,855	\$4,086,597
TOTAL EXPENDITURES		\$37,910,392	\$39,408,290	\$35,568,369	\$40,005,636

Note: Immaterial rounding differences may exist between tables.

DEBT SERVICE FUND

The Debt Service Fund is designated for repayment of long- or short-term debt from the sale of bonds used to finance capital construction.

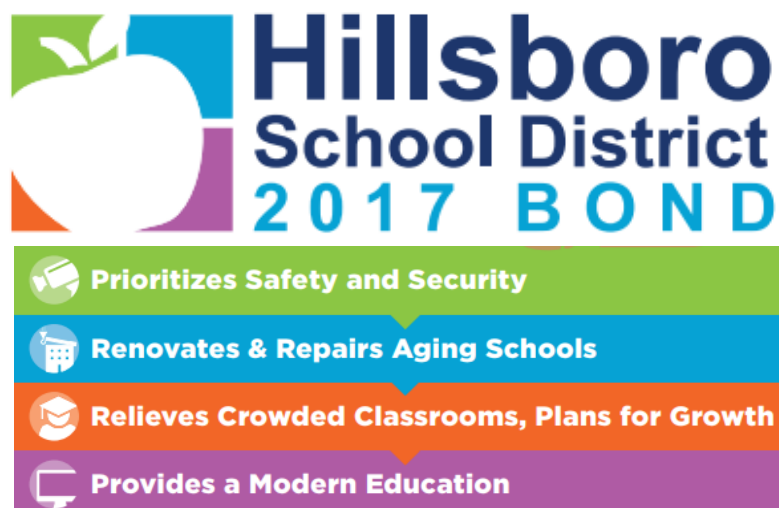
The primary revenue source is property taxes that fall outside the limits set for operation. The tax levy for debt service is determined by dividing the bonded debt by the assessed value of the District.

The voters passed a construction levy in November 2006. Since that time, the Board has approved three bond refinancing options and authorized the sale of Pension Obligation Bonds in order to minimize interest expenses and the pending unfunded actuarial liability cost of the Districts retirement obligation.

The community voted again in November 2017 to approve the sale of \$408 million in bonds for capital projects. These bonds are being issued in two separate sales in order to align the proceeds with the cash flow requirements of project expenditures as described in the ballot title.

The 2017 Bond was defined as a “renewal” levy that replaced expiring debt service items without increasing the tax rate per thousand of assessed value to local constituents. This section of the budget document identifies both revenue and expenditures for debt service only. Bond project expenditures will be included in the Capital Construction section of the document.

The District collects tax revenues for all outstanding bond issues. The total outstanding debt as of July 1, 2018, is \$355,230,000 in bonded debt, and \$117,570,000, for PERS Pension Obligation Bonds. The debt limit for Hillsboro School District is based on an assessed value of \$14.6 billion. The debt ratio as of June 30, 2017, was 4.21 percent.



BUDGET GENERAL OBLIGATION BONDS

		PRINCIPAL OUTSTANDING 7/1/2018	2018-19 PRINCIPAL PAYMENTS	2018-19 INTEREST PAYMENTS
PURPOSE	GO Bond Refunding, Series 2012			
ISSUE DATE	November 2012			
ISSUE AMOUNT	\$98,950,000	\$86,835,000	\$11,130,000	\$3,554,212.50
COUPON RATES	1.50 – 5.00%			
FINAL PAYMENT DATE	June 2026			
PURPOSE	Pension Bond Pool			
ISSUE DATE	June 2005			
ISSUE AMOUNT	\$102,850,000	\$80,575,000	\$5,075,000	\$3,824,700
COUPON RATES	4.052 to 4.759%			
FINAL PAYMENT DATE	June 2028			
PURPOSE	GO Bond, Series 2017			
ISSUE DATE	November 2017			
PAR AMOUNT	\$268,395,000	\$268,395,000	\$300,000	\$19,656,837
COUPON RATES	1.50 – 5.00%			
FINAL PAYMENT DATE	June 2038			
PURPOSE	Pension Obligation Bond			
ISSUE DATE	March 2015			
ISSUE AMOUNT	\$39,285,000	\$36,995,000	\$1,000,000	\$1,473,997
COUPON RATES	0.65% to 3.505%			
FINAL PAYMENT DATE	June 2034			
TOTAL		\$472,800,000	\$17,505,000	\$28,509,746.50
GENERAL OBLIGATION DEBT SERVICE		\$355,230,000	\$11,430,000	\$23,211,049.50

DEBT SERVICE REVENUE

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED
300.0000.1111	CURRENT YEAR PROPERTY TAX	\$30,341,295	\$31,202,997	\$32,314,425	\$32,811,049
300.0000.1112	PRIOR YEAR PROPERTY TAX	\$346,497	\$335,347	\$250,000	\$250,000
300.0000.1114	PAYMENTS IN LIEU OF TAX	\$5,851	\$1,997	\$0	\$0
300.0000.1190	PENALTIES & INTER ON TAX	\$7,279	\$13,108	\$10,000	\$10,000
300.0000.1512	INTEREST ON LGIP	\$100,364	\$193,480	\$100,000	\$70,000
300.0000.5400	BEGINNING FUND BALANCE	\$1,433,642	\$1,661,262	\$945,000	\$1,500,000
329.0000.5400	BEGINNING FUND BALANCE	\$324	\$0	\$0	\$0
390.0000.1970	SERVICES PROVIDE OTHER FUND	\$8,717,282	\$10,530,898	\$10,937,549	\$11,373,697
390.0000.1512	INTEREST ON LGIP	\$0	\$10,138	\$0	\$0
TOTAL REVENUE		\$40,952,534	\$43,939,089	\$44,556,974	\$46,014,746

DEBT SERVICE EXPENDITURES BY FUNCTION

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED
300.2520.XXXX	FISCAL SERVICES	\$1,773	\$0	\$20,000	\$0
300.5110.XXXX	LONG TERM DEBT SERVICE	\$30,473,013	\$31,383,870	\$33,599,425	\$34,641,049
300.7000.XXXX	UNAPPROPRIATED ENDING BALANCE	\$1,661,260	\$2,122,467	\$0	\$0
390.5110.XXXX	LONG TERM DEBT SERVICE	\$8,816,488	\$10,432,752	\$10,937,549	\$11,373,697
TOTAL EXPENDITURES		\$40,952,534	\$43,939,089	\$44,556,974	\$46,014,746

DEBT SERVICE EXPENDITURES BY OBJECT

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED
300.XXXX.0319	OTHER GEN PROF & TECH SRV	\$1,773	\$0	\$20,000	\$0
300.XXXX.0610	REDEMPTION OF PRINCIPAL	\$23,495,000	\$25,435,000	\$28,845,000	\$11,430,000
300.XXXX.0621	INTEREST	\$6,978,013	\$5,948,870	\$4,754,425	\$23,211,049
300.XXXX.0820	RESERVED FOR NEXT YEAR	\$1,661,260	\$2,122,467	\$0	\$0
390.XXXX.0610	REDEMPTION OF PRINCIPAL	\$3,705,000	\$4,720,000	\$5,415,000	\$6,075,000
390.XXXX.0620	INTEREST	\$5,111,488	\$5,712,752	\$5,522,549	\$5,298,697
TOTAL EXPENDITURES		\$40,952,534	\$43,939,089	\$44,556,974	\$46,014,746

Note: Immaterial rounding differences may exist between tables.

CAPITAL CONSTRUCTION FUND

The Capital Construction Fund consists funds used to complete projects associated with the 2017 bond issue. The 2017 Bond Program will assist the District in reaching the goal of an “equitable learning environment” for all students in all schools. While understanding that each school presents physical challenges due to its age and design, bond projects will inspire students to achieve their educational goals, while continuing to provide excellent stewardship of District resources. Bond projects will strive to create an Equitable Learning Environment for all students. This will be accomplished by ensuring that classrooms are comfortable and safe places for students and staff; by providing flexibility and allowing for implementation of technology and innovation; and ensuring that students are prepared for life after school, whether that is higher education or career.

The bond will accomplish these goals by focusing on the priorities identified during the bond campaign:

- Prioritize Safety and Security
 - Ensure that all district campuses are equipped with modern safety and security systems.
 - Provide improved Parent/Bus/Pedestrian traffic flow at all district campuses.
 - Upgrade all building facilities to current Seismic Code
 - Upgrade elementary school playgrounds
 - Install cameras and GPS systems on District School Buses
- Renovate and Repair Aging Schools
 - Upgrade HVAC Systems and add air conditioning to all school buildings
 - Replace failing water pipes
 - Replace/Repair roofs
 - Remodel Reedville Elementary School
 - Remodel Hillsboro High School
 - Construct lighted synthetic turf fields at Glencoe, Hillsboro and Century High Schools
 - Construct Track at Hillsboro High School

THE 2017 HSD BOND - Costs and Oversight

If passed, the bond would:

Maintain Current Tax Rate

- Renew the existing tax rate (\$2.24/\$1000 assessed value) and would not increase the current property tax rate.

Be Part of a Long-Term Plan

- The 2017 Bond would be part of a long-term plan to maintain and improve our school facilities.
- All projects undertaken with the 2006 bond were completed on-time and on- or under-budget.

Provide Independent Oversight

- An independent citizen Bond Oversight Committee would monitor the progress of the bond, issue regular reports and ensure that projects are being managed responsibly.
- The bond would require at least 90 percent of the money raised be spent on construction and repair projects, not administration.

- Replace poorest condition portable buildings with permanent modular structures
- Other improvements as identified during construction at all school sites
- Relieve Crowded Classrooms and Plan for Growth
 - Construct new 600 student elementary school to replace Brookwood Elementary School
 - Construct new 600 student elementary school in North Plains
 - Construct new 600 student elementary school in South Hillsboro School District
 - Build new gymnasiums at elementary schools with Gym-a-cafeteriums
- Provide a Modern Education for Every Student
 - Upgrade classroom technology at all schools
 - Upgrade District technology infrastructure including construction of a Dark Fiber Ring to serve all District facilities
 - Career Technical Education investment at all District high schools
 - Purchase of flexible classroom furniture for all District schools

RESOURCES – CONSTRUCTION FUND BY OBJECT

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 PROPOSED
4XX.0000.151X	INTEREST ON INVESTMENTS	\$6,025	\$10,449	\$200	\$3,000,000
4XX.0000.5400	BEGINNING FUND BALANCE	\$2,865,775	\$2,245,327	\$1,000,000	\$297,601,698
TOTAL RESOURCES		\$2,871,800	\$2,255,776	\$1,000,200	\$300,601,698

CONSTRUCTION FUND EXPENDITURES BY FUNCTION

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 PROPOSED
4XX.2520.XXXX	FISCAL SERVICES	\$7,715	\$260,777	\$128,800	\$86,207,119
4XX.2660.XXXX	TECHNOLOGY	\$0	\$0	\$0	\$250,000
4XX.4150.XXXX	BUILDING ACQUISITIONS	\$208,294	\$237,841	\$871,400	\$85,957,119
4XX.4180.XXXX	OTHER CAPITAL PURCHASES	\$0	\$0	\$0	\$6,130,000
4XX.5110.XXXX	LONG TERM DEBT SERVICE	\$410,463	\$410,463	\$0	\$0
4XX.6110.XXXX	OPERATING CONTINGENCY	\$0	\$0	\$0	\$5,000,000
4XX.7000.XXXX	UNAPPROPRIATED ENDING BALANCE	\$2,245,328	\$1,336,248	\$0	\$203,264,579
TOTAL EXPENDITURES		\$2,871,800	\$2,245,329	\$1,000,200	\$300,601,698

CONSTRUCTION FUND EXPENDITURES BY OBJECT

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 PROPOSED
4XX.0000.0112	REG CLASSIFIED SALARIES	\$0	\$52,000	\$50,000	\$75,100
4XX.0000.0113	REG ADMIN SALARIES	\$104,502	\$46,930	\$175,000	\$400,000
4XX.0000.0114	REG SUPERTECH SALARIES	\$0	\$0	\$0	\$75,000
4XX.0000.0130	OTHER SALARIES	\$0	\$0	\$0	\$27,500
4XX.0000.0200	EMPLOYEE BENEFITS	\$44,728	\$46,385	\$45,000	\$0
4XX.0000.0213	PERS UAL CONTRIBUTION	\$0	\$0	\$20,000	\$92,500
4XX.0000.0216	PERS EMPLOYER-TIER III	\$0	\$0	\$0	\$33,500
4XX.0000.0220	SOCIAL SECURITY ADMIN	\$0	\$0	\$23,000	\$42,000
4XX.0000.0231	WORKERS' COMPENSATION	\$0	\$0	\$1,200	\$2,800
4XX.0000.0232	UNEMPLOYMENT COMPENSATION	\$0	\$0	\$300	\$550
4XX.0000.0240	MEDICAL/DENTAL INSURANCE	\$0	\$0	\$45,900	\$72,250
4XX.0000.0324	RENTAL EXPENSE	\$1,740	\$1,740	\$0	\$0
4XX.0000.0340	TRAVEL	\$0	\$0	\$0	\$8,550
4XX.0000.0354	ADVERTISING	\$0	\$165	\$0	\$8,550
4XX.0000.0355	PRINTING & BINDING	\$2,092	\$2,597	\$0	\$8,550
4XX.0000.0383	ARCHITECT/ENGINEER SERVCS	\$0	\$0	\$10,000	\$8,540,000
4XX.0000.0390	OTHER GEN PROF & TECH SRV	\$62,233	\$150,549	\$0	\$7,060,000
4XX.0000.0410	SUPPLIES & MATERIALS	\$0	\$1,251	\$1,000	\$10,500
4XX.0000.0460	NON-CONSUMABLE ITEMS	\$0	\$0	\$28,800	\$2,100,000
4XX.0000.0461	<\$5000 EQUIPMENT	\$0	\$197,001	\$100,000	\$2,675,000
4XX.0000.0470	COMPUTER SOFTWARE	\$715	\$0	\$0	\$295,000
4XX.0000.0480	COMPUTER HARDWARE	\$0	\$0	\$0	\$4,200,000
4XX.0000.0481	<\$5000 COMPUTER HARDWARE	\$0	\$0	\$0	\$35,500
4XX.0000.0520	BUILDINGS ACQUISITION	\$0	\$0	\$0	\$50,134,269
4XX.0000.0530	IMPROV OTHER THAN BLDGS	\$0	\$0	\$500,000	\$8,125,000
4XX.0000.0540	CAPITAL EQUIPMENT	\$0	\$0	\$0	\$815,000
4XX.0000.0562	BUS GARAGE	\$0	\$0	\$0	\$4,250,000
4XX.0000.0610	REDEMPTION OF PRINCIPAL	\$368,960	\$385,912	\$0	\$0
4XX.0000.0621	INTEREST	\$41,501	\$24,551	\$0	\$0
4XX.0000.0670	TAXES & LICENSES	\$0	\$0	\$0	\$3,250,000
4XX.0000.0810	PLANNED RESERVE	\$0	\$0	\$0	\$5,000,000
4XX.0000.0820	RESERVED FOR NEXT YEAR	\$2,245,329	\$1,346,695	\$0	\$203,264,579
TOTAL EXPENDITURES		\$2,871,800	\$2,255,776	\$1,000,200	\$300,601,698

Note: Immaterial rounding differences may exist between tables.

INTERNAL SERVICE FUND

PERS rates are very dependent on the performance of the market, with approximately 65-70 percent of PERS revenue coming from interest earnings. This means that when earnings decrease, District PERS rates increase.

The PERS Reserve Fund was originally established in 2005-06 with a \$750,000 transfer from the General Fund, to allow the District some security against fluctuating PERS rates. The District has used this reserve to supplement the General Fund when rates have been up. The PERS reserve has also been supplemented with transfers from the General Fund when finances allowed.

The 2015-16 Budget included a \$500,000 transfer from the General Fund to the PERS reserve for a total of \$2.0 million that was maintained through 2016-17 in anticipation of rate increases in the 2017-2019 biennium. The 2017-18 Budget transfers \$1.0 million of the PERS Reserve Fund into the General Fund to offset a portion of the PERS employer rate increase. A final transfer of \$1.0 million will occur in 2018-19, exhausting the Fund.

The PERS Reserve is classified to Fund 100 per Generally Accepted Accounting Principles (GAAP) on the Consolidated Annual Financial Statement as prescribed by the District's independent auditor.

INTERNAL SERVICE FUND RESOURCES AND EXPENDITURES

ACCOUNT	DESCRIPTION	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ADOPTED	2018-19 APPROVED
RESOURCES					
XXX.0000.1990	MISCELLANEOUS REVENUE	\$0	\$0	\$0	\$0
XXX.0000.5200	INTERFUND TRANSFER	\$500,000	\$0	\$0	\$0
XXX.0000.5400	BEGINNING FUND BALANCE	\$1,500,000	\$2,000,000	\$2,000,000	\$1,000,000
TOTAL RESOURCES		\$2,000,000	\$2,000,000	\$2,000,000	\$1,000,000
EXPENDITURES					
XXX.0000.0790	TRANSFER TO GENERAL FUND	\$0	\$0	\$1,000,000	\$1,000,000
XXX.0000.0820	PERS RESERVE	\$2,000,000	\$2,000,000	\$1,000,000	\$0
TOTAL EXPENDITURES		\$2,000,000	\$2,000,000	\$2,000,000	\$1,000,000



100	GENERAL FUND	\$223,904,035
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SPECIAL REVENUE FUNDS

140	ENERGY EFFICIENT SCHOOLS SB 1149	\$375,000
141	OREGON FIRST ROBOTICS	\$30,000
146	ENHANCEMENT IDEA	\$12,800
154	CONFUCIUS CLASSROOM	\$20,000
156	ENERGY TRUST INCENTIVES	\$36,000
161	CHESS FOR SUCCESS	\$15,000
168	EXTENDED ASSESSMENT	\$9,000
169	MEDICAID ADMINISTRATION CLAIMING	\$625,000
170	CONSTRUCTION EXCISE TAX	\$3,000,000
192	STUDENT BODY FUNDS	\$4,687,030
196	SYSTEMS PERFORMANCE REVIEW	\$16,927
198	OREGON DEPARTMENT OF HUMAN SERVICES	\$138,000
199	REGIONAL AUTISM SERVICES	\$625,400
2XX	OTHER RESTRICTED GRANTS	\$2,687,978
202	HILLSBORO SCHOOLS FOUNDATION	\$200,000
203	TITLE I SUMMER MIGRANT	\$280,000
205	TITLE VI	\$25,000
208	TITLE IA/IMPROVING AMERICA'S SCHOOLS ACT (IASA)	\$4,216,000
212	TITLE IC (MIGRANT)	\$990,000
213	TITLE IC PRESCHOOL-MIGRANT	\$83,700
218	TITLE III	\$461,000
221	TITLE IIA IMPROVE TEACHER QUALITY	\$593,000
222	TITLE I/PERKINS VOCATIONAL TECHNOLOGY	\$168,300
223	CTE REVITALIZATION GRANT	\$435,000
225	SECONDARY CAREER PATHWAYS	\$208,000
226	MY FUTURE MY CHOICE	\$33,000
231	IDEA (PL 101-476)	\$2,945,000
240	MEYER MEMORIAL GRANT	\$35,000
242	MCKINNEY VENTO	\$60,000
245	CCD/TEEN MOM GRANT	\$320,000
246	WORK SYSTEMS SUMMER PROGRAM	\$358,500
259	PHYSICAL EDUCATION EXPANSION K-8	\$50,000
270	NIKE GRANT	\$270,000



275	DONATIONS FUND	\$1,250,000
277	NUTRITION SERVICES FUND (formerly 217 and 500)	\$9,476,000
283	SYNOPSIS	\$35,000
284	WASHINGTON COUNTY-FAMILY RESOURCE CENTER	\$180,000
286	INTEL FOUNDATION GRANTS	\$40,000
288	KINDERGARTEN PARTNERSHIP GRANT	\$200,000
289	PRE-SCHOOL PROMISE GRANT	\$115,000
298	M98 CCR AND DROP-OUT PREVENTION	\$3,200,000
299	TRANSPORTATION EQUIPMENT FUND	\$1,500,000
Total Special Revenue Funds		\$40,005,635

DEBT SERVICE FUNDS

300	HSD 1 DEBT SERVICE FUNDS	\$46,014,746
Total Debt Service Funds		\$46,014,746

CAPITAL PROJECTS FUNDS

4XX	CONSTRUCTION FUND-2017	\$300,601,698
Total Capital Projects Funds		\$300,601,698

INTERNAL SERVICE FUNDS

*	PERS RESERVE FUND	\$1,000,000
Total Internal Service Funds		\$1,000,000

* Reclassified per 2010-11 GAAP

TOTAL BUDGET ALL FUNDS		\$611,526,114
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Background

The Hillsboro School District's total budget is made up of money from many sources: the state of Oregon; the federal government (grant money); local property taxes; sports, activities and building use fees; interest earned on bonds and investments; and unspent money from the prior year.

Some of the money can only be used for specific things. For example, when the District passed the \$169 million bond in 2006, the money raised from the sale of those bonds could only be used for construction, renovation, and facilities upgrade projects. Another example is the federal grant money we receive to provide extra support to our high poverty (Title I) schools or to provide special education services. Yet another example is the property taxes we collect to pay our bond debt.

When you take out the money that can only be used for specific things, you're left with General Fund dollars. The General Fund is like the District's bank account; within this account, a majority of the money can be spent (the checking account), while a portion of the money is meant to stay where it's at in case of an emergency (the savings account – also known as 'reserves'). As with a home budget, things are constantly changing both at the State and local level. As you'll see below, this requires constant rebalancing throughout the school year and in some cases has required school districts to make significant budget adjustments during a school year.

In Oregon, budgeting is done at the state level every two years (a two-year period is called a biennium) and is based on projected (estimated) income, primarily in the form of state income tax collections. K-12 education receives approximately 39% of the state's budget, and this money equals roughly 70% of the total money school districts receive for their General Fund budgets. In general, a healthy state economy is good for public schools—property taxes stay steady with rising property values and income tax collections are predictable with a low unemployment rate. However, when property values are falling and unemployment is high, school districts and other state services suffer due to the loss of property tax revenues and state income tax collections.

Budget History**2002-03 and 2003-04 (-\$22.8 million and -\$18 million)**

To look back in history a bit, the 2002-03 and 2003-04 school years were extremely tough for the state and for Hillsboro School District. In 2002-03, the District planned to cut \$7.8 million from its General Fund, and ended up having to cut another \$15 million when the state couldn't deliver the money it said we would get. That meant the District had to cut 14 school days for students in Grades K-8 and 16 school days for students in Grades 9-12; 55 teachers, classified workers and administrators; as well as things like Outdoor School, professional development programs, and textbook adoptions.

In 2003-04, the District had to cut approximately \$18 million, which meant another 222 employees lost their jobs, after-school sports and activities were eliminated in elementary schools, major maintenance on our buildings was deferred, and class sizes went up to 30:1 in Grades K-6 and 29.5:1 in Grades 7-12.

2004-05 through 2007-08 (+\$33 million)

Things improved over the next four and a half school years, with a total of approximately \$33 million and 230 staff positions restored, as well as the reinstatement of and reinvestment in programs.

2008-09 (-\$3.47 million)

In September 2008, however, the economy began to enter crisis mode with the collapse of the housing market and subsequent plummeting of the stock market. This economic crisis led to mid-year spending cuts and freezes throughout the District, however federal stimulus money helped the District avoid cutting school days.

2009-10 (-\$18.3 million, including 4 reduced days, +\$6 million, including 4 restored days)

For the 2009-11 biennium, the state built its K-12 budget at the \$6 billion level. That \$6 billion was made up of \$226,099,942 in federal stimulus money, \$200 million from the state's Rainy Day Fund, \$733 million in new revenue from personal and business tax increases, and General Fund resources of \$4,841,096,061—over \$1.1 billion of the budget was from one-time or new funds. With this in mind, the District chose to budget conservatively and planned for \$18.3 million in cuts to the 2009-10 General Fund. To get there, staff (39 positions) and other cuts were made, including the reduction of four calendar days, and memorandums of understanding (MOUs) were negotiated with our union groups. Those MOUs included language that allowed for the adding back of school days and salary if the state was able to deliver on its funding promise. The MOU language called for a decision to be made by April 1, 2010, as to whether or not the money was there for the add-backs, and at that time, following the passage of Measures 66 and 67, the state estimated there would be \$6.0 billion in funding available, so the add-backs took place.

2010-11 (-\$8.3 million, including 6 reduced days)

Meanwhile, the District planned its 2010-11 General Fund budget, assuming flat revenues and anticipating things like the end of federal stimulus money and Public Employee Retirement System (PERS) rate increases. Building reserves to plan for those cost increases meant that certain additional reductions would have to be made to the General Fund.

Then, on May 27, 2010, the state announced that it would be \$577 million short on money it expected to collect. The Hillsboro School District had built its 2010-11 General Fund budget assuming approximately \$100 million from the state (out of a total General Fund budget of \$176 million), but the shortfall resulted in us only receiving approximately \$91.7 million. That meant we had to cut an additional \$8.3 million out of our General Fund.

Reductions this year were managed by reducing six calendar days, transferring money from reserves, increasing the staffing ratio to 29:1, reducing classified positions, increasing the fees for activities and athletics, and so on.

2011-12 (-\$18.9 million, including 5 reduced days)

Now in the depths of the recession, at least from a community impact standpoint, the District was faced with another huge reduction year. Several district-level meetings were held, as were meetings at every school for both staff and parents, to gather as many ideas and as much input as possible from staff, parents, and other community members about how we could best accomplish the reductions without materially harming students.

In the end, approximately \$19 million was “saved” by reducing five calendar days, negotiating with employee unions to forego step increases, offering an early retirement incentive, decreasing stipends, eliminating elementary and middle school dean positions, reducing classified calendars and hours, reducing district-level staff and administrators, transferring money from reserve accounts, and reducing department budgets, among other measures.

2012-13 (-\$8.15 million, +\$852,000, including 5 reduced days)

In early February 2012, all eyes were on the state’s March revenue forecast (released February 8) and the first even-year session of the Legislature for clues about the state of the budget. The revenue forecast was down \$35.1 million, which brought the total shortfall since the close of the regular legislative session in 2011 to \$341.1 million. Since \$460 million had been set aside by the state to absorb those shortfalls, the Legislature determined no further reductions to K-12 budgets were required for the 2012-13 school year, so long as the next five revenue forecasts of the biennium didn’t exceed the \$460 million cushion.

Therefore, the District estimated its shortfall at \$8.15 million and set to work identifying how the reductions would be absorbed. Once again, we had great cooperation from our employee unions, which allowed us to delay step movement and reduce five days from the calendar. To fill the rest of the gap, there were additional administrative staff reductions, a 10% reduction to department budgets, and an increase in the staffing ratio from 29:1 to 30.6:1.

Just one day after the Board officially adopted the 2012-13 budget, the District received word of an additional disbursement of \$852,000 as a result of: 1) additional allowances for the number of students above the 11% cap receiving special education services; 2) additional allowances for students in Foster and Neglected Delinquent Care; and 3) an addition to the per-student average (average daily membership – weighted, or ADMw) disbursement due to declining enrollment in the state. That money was used to restore ten elementary teaching positions, which brought the average staffing ratio at elementary schools down from 30.6:1 to 29.8:1.

That year was also when the Board requested that staff conduct community polling to assess potential support for a local option levy ask in November 2012. DHM Research Associates placed over 10,000 calls in the span of three days in late May to complete 300 twelve-minute phone surveys of registered voters who closely match the demographics that

would be expected to turn out in our area during a presidential election. The poll showed that just 51% of people would vote for a local option levy if the election were held today, while 43% would vote against, and 5% were undecided. So the Board decided to table the local option levy ask at that time.

2013-14 (-\$8.576 million, including 5 reduced days + 3 restored days)

On March 8, 2013, the Oregon Department of Education sent out an update on the status of federal-level sequestration. In the update, it cautioned that sequestration cuts of 5% would affect funding for IDEA (special education), Title I (low income) and other programs in the 2013-14 school year if nothing to reverse sequestration took place in Congress.

2013 was also the year when the Legislature attempted to put a number of PERS reforms in place, and in fact counted \$200 million in PERS employer rate reductions in the State School Fund allocation (SB 822; equated to approximately \$3.7 million for HSD).

The District faced reductions of just over \$8.5 million and accomplished them by transferring money from reserves, further reducing discretionary budgets, “other salaries” (subs, extended contract, stipends, etc.), classified and licensed staff, and reducing five calendar days.

On June 6, 2013, however, Washington County Board of Commissioners Chair Andy Duyck and Hillsboro Mayor Jerry Willey held a joint press release at which they indicated their willingness to devote \$10 million of their Gain Share money for the next biennium to Washington County Schools. Hillsboro’s portion of that allocation was approximately \$1.2 million in 2013-14, which allowed the District to restore three of the planned reduction days back to the calendar.

On October 2, 2013, the Oregon Legislature passed a package of bills called the “Grand Bargain,” which included additional PERS reforms and another \$100 million for the State School Fund.

Meanwhile, the Board had decided to put forth a \$25 million general obligation bond to voters to support investments in technology, safety, and maintenance. Despite polling that suggested sufficient support, the measure was defeated in November 2013: 45% yes to 55% no.

2014-15 (+\$6.2 million, including 1 reduced day + 1 restored day)

Thanks primarily to the additional money generated by the Grand Bargain, the District headed into the 2014-15 school year poised to *add* to its budget for the first time in years. At their meeting on June 24, 2014, the Board unanimously adopted the 2014-15 budget, which added \$6.2 million for hiring teachers, providing additional classified support, and adding one instructional day back to the calendar, among several other things. At that same meeting, the Board voted to refinance outstanding bond debt to save taxpayers \$6.5 million in net present value.

Key investments were reducing the staffing ratio at kindergarten to 26:1, at grades 1 & 2 to 28:1, and at grades 3-12 to 29:1; as well as investing in STEM programming and the arts.

One more piece of good news was received in mid-summer when the District learned it would receive an additional \$728,716 in Gain Share funds due to a higher-than-expected distribution to the City and County, and their subsequent decision to share half of the additional dollars with Washington County school districts. This allowed the District to add back the last remaining budget reduction day to the calendar.

2015-16 (+\$2.44 million)

2015 brought a new legislative session and a push for the state to invest in K-12 education. Despite the fact that on paper it appeared that K-12 was getting more money than ever, those dollars had not been indexed for inflation, did not take into account how deeply schools had been required to reduce expenditures for the past several years, and did not reflect the fact that K-12's share of the overall state budget was continuing to decline.

As both a planning tool and as an accountability measure, the District attempted to create a five-step reinvestment plan. The five steps were intended to represent five biennia (ten years), allowing the state to make strides each year toward a level of funding that would more closely match our need to fulfill the state's 40-40-20 goal (40% of students complete a four-year degree, 40% complete a two-year degree, 20% receive a high school diploma).

Unfortunately, the K-12 allocation was not at a level that would allow us to make meaningful progress toward step one of the plan; however, thanks to updates to the State School Fund (SSF) estimates for the 2013-14 and 2014-15 school years, and HB 5017 provisions stating that K-12 would receive 40% of additional State General Fund Revenue from the June 2015 forecast (equated to \$105 million), the District was poised to weather out the biennium in a "flat" state—there would be a surplus in year one, and a virtual break-even in year two.

Knowing that our system still had so many needs as a result of years of disinvestment, however, the Board and Budget Committee decided to recommend relatively modest reinvestments in 2015-16, anticipating that these would be in place over both years of the biennium. The total for 2015-16 was just over \$2.44 million: half-time graduation coaches at each high school; full-time instructional coaches at each high school; TAG and advanced options for students; athletics and activities reinvestment; increase in the number of PE and music sections at elementary school; increase in the number of hours and days for classified staff; lower the staffing ratio at middle school; and a one-time set-aside of \$500,000 in the PERS Reserve account. This would leave a shortfall of approximately \$1.8 million at the end of 2016-17, but it was felt that annual adjustments to SSF estimates would bring us back to a break-even state by that time.

2016-17 (-\$2.33 million)

As we budget for the 2016-17 school year, we are feeling the effects of a still-volatile economy. Modifications to the laws around Gain Share mean that the District is no longer receiving "pass-through" money of approximately \$1.2 million per year from the City and

County. Also, though the region saw significant growth and districts around us experienced increasing enrollment, Hillsboro's enrollment did not meet projections. Furthermore, a majority of the PERS reforms that were passed in the 2013 session were deemed unconstitutional by the State Supreme Court and were nullified.

A positive is that we were able to secure three year contracts with both our licensed and classified employee groups, which provides a measure of certainty when budgeting. Negotiated increases through those contracts included an annual cost of living adjustment (COLA) and insurance cap increase (total value equivalent to 3% COLA and \$25/month/year insurance cap increase).

Our efforts to contain costs for 2016-17 included "trueing up" the staffing ratio to align with actual enrollment (loss of 14.42 licensed FTE positions), and reducing district-level department budgets (discretionary) by 2%. We were able to add 2.0 FTE classified custodial positions to reduce the pressure on some of our buildings with half-time night custodians. Net reductions/savings of approximately \$2.33 million.

2017-18 (-\$7.713,000)

The State Legislature met for their full session starting in February 2017. Facing the state was a \$1.6 billion shortfall versus what would have been needed to simply roll costs up from 2016-17.* On the K-12 side, we were also looking at a significant increase to PERS employer rates beginning in the 2017-18 school year (approx. 6%).

We built our budget assuming an \$8.15 billion allocation to K-12 education, which meant making cuts of approximately \$7.5 million. We ultimately had to stick to those cuts - even though the final allocation was \$8.2 billion - because the money was split 50/50 rather than 49/51, which meant higher costs in the second year of the biennium.

To reach our target, we did the following: 1) Used reserves and adjustments: State School Fund adjustments for 2015-16 and 2016-17 - \$1 million; PERS Reserve Fund - \$1 million; Construction Excise Tax to offset Facilities budget - \$1 million; Reduce Ending Fund Balance to 4.5% - \$1 million; and 2) Implemented efficiencies/reductions: Central Office reductions and efficiencies - \$2,258,000; Student Services reductions - \$455,000; Better align staffing to enrollment - \$1 million. Total reductions were \$7,713,000.

Efforts to pass bills around revenue reform and cost containment were not successful in the 2017 session, but will hopefully be addressed again in the 2019 session.

(*The \$1.6 billion shortfall was largely filled by the implementation of a healthcare provider tax, which would not only bring in revenue from the tax, but also federal matching dollars. A successful signature-gathering campaign in the summer/fall of 2017 led to this item's referral to a special election in January 2018. It was defeated and the tax was initiated as planned.)



2018-19 Approved Budget

HILLSBORO SCHOOL DISTRICT 1J

3083 NE 49th Place
Hillsboro, OR 97124

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HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE COMPENSATION FOR NON-UNION EMPLOYEES

SITUATION

The executive management, administrators, confidential, and supervisory-technical employees are not included in a bargaining unit. Annually, the Board authorizes their compensation, subsequent to performance review and approval of the planned budget, and after receiving recommendations from the Superintendent. Per state public meeting laws (42 Op Atty Gen 362 [1982]), salaries for non-union employees may not be discussed in executive session. The Board is scheduled to take action regarding compensation for non-union employees during the regular session Board meeting on June 26, 2018.

The recommendation is for a three-year agreement for executive management, administrators, confidential and supervisory-technical employees, to align with the timelines of the agreements reached with the licensed and classified employee groups.

For the 2018-19 school year, it is recommended that:

- The compensation package for executive management, administrators, confidential, and supervisor-technical employees be increased as follows:
 - Cost of living adjustment equivalent to negotiated licensed staff increase
 - All eligible employees receive a step
 - Insurance increase equivalent to negotiated licensed staff increase

For the 2019-20 school year, it is recommended that:

- The compensation package for executive management, administrators, confidential, and supervisor-technical employees be increased as follows:
 - Cost of living adjustment equivalent to negotiated licensed staff increase
 - All eligible employees receive a step
 - Insurance increase equivalent to negotiated licensed staff increase
- The work calendar for elementary school principals, assistant principals, and coordinators be increased by three (3) days

For the 2020-21 school year, it is recommended that:

- The compensation package for executive management, administrators, confidential, and supervisor-technical employees be increased as follows:
 - Cost of living adjustment equivalent to negotiated licensed staff increase
 - All eligible employees receive a step
 - Insurance increase equivalent to negotiated licensed staff increase
- The work calendar for elementary school principals, assistant principals, and coordinators be increased by two (2) days

RECOMMENDATION

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

I move that the Hillsboro School District Board of Directors approve the 2018-2021 individual contracts with executive management, administrators, confidential, and supervisory-technical employees.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
REVIEW SUPERINTENDENT'S PERFORMANCE AND
APPROVE PERFORMANCE EVALUATION

SITUATION

The Board of Directors met to conduct an evaluation of the Superintendent's performance in accordance with Policy CBG: Evaluation of the Superintendent on March 13, April 10, April 24, May 8, and May 22.

The Board determined that the Superintendent's performance met or exceeded all of the performance goals and objectives established by the Board for 2017-18.

RECOMMENDATION

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

I move that the Board of Directors commends the Superintendent for his leadership of the Hillsboro School District, and directs that the evaluation letter be placed in his personnel file.



BOARD OF DIRECTORS
3083 NE 49TH Place, #200
Hillsboro OR 97124-6008
TEL: 503-844-1500
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June 26, 2018

Superintendent Mike Scott
Hillsboro School District 1J
3083 NE 49th Place
Hillsboro, OR 97214

Re: Annual Board of Directors' Evaluation of Performance

Dear Superintendent Scott,

The Hillsboro School District (HSD) Board of Directors has completed your evaluation for 2017-18, according to policy CBG: Evaluation of the Superintendent. This year's standards-based model included a pre-evaluation survey completed by individual Board members, your self-evaluation that examines your leadership and operational performance, and a thorough Board discussion guided by an independent consultant.

Thank you for your exceptional service to the HSD community in this your ninth year as Superintendent. You were evaluated on eight standards for Superintendent performance: 1) Leadership and Culture; 2) Policy and Governance; 3) Communication and Community Relations; 4) Organizational Management; 5) Facilities and Technology Management and Planning; 6) Instructional Leadership; 7) Human Resources Management; 8) Values and Ethics of Leadership. The Board used a four-point scoring system with Exceeding, Proficient, Developing, and Does Not Meet as descriptors.

Superintendent Scott, the Board of Directors deeply appreciates your dedication to our school district and your commitment to improving it each year. The evaluation data speaks for itself. For the second consecutive year, you have improved your performance in all eight standards. This feat illustrates for the Board your leadership, vision, and work ethic. Your performance in five of the standards was on the high end of "Proficient," and you received "Exceeding" scores in three of the standards. The Board has been proud to work with you during this outstanding year of success, and looks forward to supporting your continued professional growth and your continued improvement of our District in the year ahead.

The Board has identified some accomplishments that exemplify your performance in each standard. We have seen the initiative to know every student by "name, strength, and need" expand to every part of our District, and we have observed its full implementation in all of the school buildings we visit. In a district as large as Hillsboro, we understand the significant work that is required to move an idea from the executive team to full implementation at the building level. You and your team have laid the groundwork for great success in this area and it is a perfect indication of your outstanding

performance for Standard 1: Leadership and Culture. A common thread in the feedback from Board members for this standard was how effectively you lead by example, in good times and trying ones. We see and value your endeavor to be a visible leader in our community locally and throughout the state.

The Board as a whole appreciates your responsiveness in resolving policy questions. You have been proactive and innovative in your support of the Board's desire to increase the rate at which we are reviewing and updating policies this year, and this support exhibits your proficiency in Standard 2: Policy and Governance.

The Board was immensely impressed with all the great work being done related to Standard 3: Communications and Community Relations. As a Board, we have observed and value your impeccable communication and listening skills. You are a leader who understands the value of listening. We are thrilled to see so many coffee chats, student listening sessions, and similar events on your calendar; and your communication and leadership around our \$408 million bond package was a key factor in this historic success.

For evidence of your performance in Standard 4: Organizational Management, the Board examined Cabinet performance. We see your executive team as a tight-knit, passionate, and driven group who respond to your leadership by example and carry that influence with them as they work throughout our District. We are excited about the implementation of Smarter School Spending in our District. The smooth rollout of this program is indicative of how you effectively manage HSD.

The Board recognizes that the issues our District faces in terms of facilities and technology are primarily due to the funding shortfalls we have faced over the years. The guidance your team provided to the Bond Advisory Committee in building a bond package for our community was exceptional. The passing of the bond measure was a huge victory for our District, and the Board recognizes all the planning that was required of you and your team. We are confident that you will effectively oversee the implementation of the bond, and we are eager to see these plans come to fruition. All of these accomplishments are important indicators of your performance for Standard 5: Facilities and Technology Management and Planning.

The Board identified several highlights this year in Standard 6: Instructional Leadership. We appreciate the work of the Citizens' Curriculum Advisory Committee (CCAC) and the new course offerings they have analyzed. We are enthusiastic about the Career and Technical Education (CTE) work that is happening throughout our District, and we have been excited to see the growth of preschool offerings in HSD. We have also seen the benefits of trauma-informed practices for students, and we support your team in implementing these practices in HSD.

Board members recognize the quality of HSD staff at all levels, from the Administration Center to Facilities to Transportation to individual school buildings. As we have interacted with staff at all of these locations throughout the year, these experiences have confirmed that we are to be "Proud to Be HSD." We also value the support that you and your team offer the Board during contract bargaining, and we are proud of the work you and your team have accomplished in "growing our

own” bilingual teachers with the Western Oregon University Scholars program. Furthermore, we see the value in offering plentiful professional development opportunities to staff, which you and your team do very well. These are all important indicators of your performance in Standard 7: Human Resources Management.

The final standard is Standard 8: Values and Ethics of Leadership. This standard was rated consistently as “Exceeding.” The Board unanimously sees, admires, and values the way in which you lead with values and ethics. You are a leader who exemplifies integrity and service. We trust that you will continue to be unwavering in your advocacy of what is best for the students of HSD. We also appreciate the respectful way you communicate with members of our community, even in difficult conversations. We have seen you handle precarious discussions during coffee chats with tact and in a manner that respects the privacy of individuals when this is appropriate.

Superintendent Scott, your performance in each of the above eight standards has been outstanding this year. We are proud to serve our community as Board members and grateful that you are such a visionary leader for the Hillsboro School District.

As we look forward to the coming year, the Board has identified some areas of focus. The Board shares your vision of a more demographically representative teaching staff for our students. We support you in this area and the area of equity. We encourage you to take risks, think outside the box, and be at the forefront of this work in the state, knowing that we will stand with you. Next year, we will be entering a critical time for K-12 funding in Oregon. We fully appreciate the relationships you have built in Salem with state education leaders and legislators, and want to see you spend more time there advocating for our District. Finally, the All Staff Kickoff last year was an event to remember. Staff began the year inspired and energized. We support you in bringing this event back to share a common message and inspiration with all staff.

There are innumerable things that are unique about you, Superintendent Scott, not the least of which is the significant length of your service to our District. Nine years as Superintendent of one district is uncommon in Oregon, and when the Board works with outside consultants, we consistently hear that you are one of the very best superintendents in the entire state. We are proud to have you lead our District and look forward to what we will accomplish together in the years to come.

Sincerely,

Lisa Allen, Board Chair
Kim Strelchun, Vice Chair
Martin Granum
Erika Lopez
Yadira Martinez
Jaci Spross
Mark Watson

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE EXTENSION OF SUPERINTENDENT'S CONTRACT

SITUATION

In accordance with Policy CBC: Superintendent's Contract and Benefits, the terms and conditions of the Superintendent's appointment are included in a written contract that meets the requirements of state law and is mutually acceptable to the Board and Superintendent.

RECOMMENDATION

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

I move that the Hillsboro School District Board of Directors approves the 2018-19 individual contract with the Superintendent, with a one-year extension through June 30, 2021.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE RECOMMENDATIONS REGARDING
STUDENT REPRESENTATIVES TO THE BOARD OF DIRECTORS

SITUATION

Because the Board values the input of students on matters that are important to them, Board members have agreed to establish a position of "Student Representative to the Board," beginning with the 2018-19 school year. Up to three students may serve during each one-year term, and no school may be represented by more than one position. The opportunity to serve as a student representative will rotate between schools on an annual basis, with students from Liberty High School, Century High School, and the Hillsboro Online Academy having the opportunity to participate in 2018-19; and students from Glencoe High School, Hillsboro High School, and the Miller Education Center having the opportunity to participate the following year.

This spring, five students applied to serve as Student Representatives to the Board of Directors (four students from Century High School, and one student from Liberty High School). All of the students were invited to interview with a sub-committee of Board members. Interviews were conducted on June 19.

During this evening's work session, the interview team presented its recommendations to the Board, and during this evening's regular session, the Board will be asked to approve the recommendations. The selected Student Representatives will be appointed by the Board and begin their terms of service during the September regular session (tentatively scheduled on September 25).

RECOMMENDATION

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

I move that the Board of Directors approve the interview team's recommendations regarding candidates to be appointed in September 2018 as Student Representatives to the Board of Directors.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE NONPROFIT LOW-INCOME HOUSING PROPERTY TAX
EXEMPTION REQUEST

SITUATION

Washington County adopted a non-profit affordable housing tax exemption on March 26, 2013. The exemption supports long-term financial stability of nonprofit low income housing providers serving low-income working families in unincorporated Washington County by allowing 501(c)(3) and (4) non-profit housing providers who serve residents earning 60 percent or less of median income to apply for an annual, renewable property tax exemption.

On February 28, 2012, the Hillsboro School District (HSD) adopted a resolution to support Washington County's non-profit low-income housing property tax exemption through June 30, 2015, and re-evaluate the program at that time.

In 2012, it was estimated that the loss of property tax collections in the HSD would be approximately \$78,000; however, the actual financial impact of the tax exemption to the Hillsboro School District thus far has been no net loss of funds since no non-profit affordable housing providers located within both unincorporated Washington County and the Hillsboro School District (HSD) have applied for the exemption. Due to the Equalization Formula at the state level, the impact to the District is expected to be immaterial. (All property and income taxes go into the State School Fund and are distributed per student (weights) to all school districts in Oregon. Hillsboro School District's student population is 3.5 percent of statewide enrollment.)

The Beaverton School District approved a similar program a few years ago and found that the program actually created additional revenue, due to the fact that the low-income housing units that were constructed to take advantage of this tax-exemption brought in additional families and students, which increased the District's Average Daily Membership.

RECOMMENDATION

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

I move that the Board of Directors adopts the following resolution: The Hillsboro School District 1J Board of Directors hereby approves the use of exemptions from District-assessed property taxes on the value of certain properties that qualify for property administered by Washington County, as provided in the non-profit corporation low-income housing program authorized under ORS 307.540 through 307.548. Board approval of this exemption extends until the statutory sunset date of the program.

HILLSBORO SCHOOL DISTRICT 1J
JUNE 26, 2018
DECLARE SURPLUS PROPERTY AND AUTHORIZE DEMOLITION OF OBSOLETE
ELEMENTARY SCHOOL PLAYGROUND EQUIPMENT AND PORTABLE
CLASSROOM BUILDING

SITUATION

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

As part of the 2017 bond program, the District will be replacing obsolete playground equipment at Butternut Creek Elementary School, Farmington View Elementary School, West Union Elementary School, and W. L. Henry Elementary School with new playground equipment, rubber tile fall protection, and synthetic turf play areas.

In addition, the District will be replacing the obsolete portable classroom building at Farmington View Elementary School. The portable classroom building is obsolete, no longer of value to the District, has no resale value and will be replaced by a new modular building.

RECOMMENDATION

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

I move that the Board of Directors declares the obsolete playground equipment at Butternut Creek, Farmington View, West Union, and W. L. Henry elementary schools and the portable classroom building at Farmington View Elementary School as surplus and authorize their demolition as part of the 2017 bond program.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
AUTHORIZE GRANTING OF EASEMENT TO CITY OF HILLSBORO FOR
TURN LANE AT BROOKWOOD PARKWAY AND 49TH PLACE

SITUATION

A "Right of Way Agent" has contacted the District on behalf of the City of Hillsboro regarding the NE Brookwood Parkway Improvement Project. The attached project overview provides specifications for an easement on District property for a turn lane onto NE 49th Place. The project would provide entry access for Administrative Center staff, as well as the personnel of the new credit union headquarters building.

District staff have consulted with a local realtor to confirm the compensatory amount of \$26,200 to be of fair market value. The city representative has confirmed that the design of the project will not reduce the amount of parking available at the Administrative Center. The board must authorize the granting of the easement on District property in order for the project to proceed as described.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the easement documents and take action on the following motion:

I move that the Board of Directors authorize the administration to execute the necessary documents to grant an easement to the City of Hillsboro for a traffic turn lane from Brookwood Parkway onto NE 49th Place, Hillsboro, for the consideration of \$26,200.

File: 001
Name: Hillsboro School District
Date: May 18, 2018

ACQUISITION SUMMARY STATEMENT

*Land and **Improvements	\$26,200
Damages	N/A
Other	N/A
TOTAL JUST COMPENSATION	\$26,200

*** LAND ACQUIRED**

1.	Permanent Roadway Easement	2,376 SF
2.	Slope Easement	856 SF
3.	Temporary Construction Easement	1,347 SF

**** IMPROVEMENTS IN ACQUISITION AREA:**

Concrete Sidewalk, street light pole, mature trees,
grass and irrigated landscaping

NOTICE TO VACATE:

Written notice to vacate will not be required. Possession will be upon payment.

THE FOLLOWING SEPARATELY HELD OWNERSHIP INTERESTS ARE NOT INCLUDED IN THE TOTAL JUST COMPENSATION SHOWN ABOVE:

None

APPRAISAL INFORMATION:

Appraisal/Valuation by: David Balfour

Date of Valuation: 3-7-2018

Value: \$26,200.00

Date Written: 3-8-2018

City of Hillsboro
NE Brookwood Parkway Improvement Project
Taking & Damage Appraisal Report

File WHPX0000-0025

Location of Property

3072 NE Brookwood Parkway
Hillsboro OR, 97124

Section:	First Tech Credit Union Improvement Project
Road:	NE Brookwood Pkwy/NE 49 th Place
Project No.:	14039W
County:	Washington
Description Dated:	2/28/2018 (Acquisition/TCE), 7/28/2017 (Slope)
Eng. Station:	51+72.00 to 53+72.00 (Brookwood Parkway)
FAP#:	None
Appraiser:	David Balfour

Ownership Information

Legal Owner: Hillsboro School District 1J

Mailing Address: 3083 NE 49th Pl #200
Hillsboro, OR 97124

Contact Person: Casey Waletich
Executive Director of Facilities
503-844-1340

Contract Purchaser: None reported

Tenant: Owner Occupied

Type of Taking:

Area of Entire Property:	184,259 SF (4.23 AC)
Area of Remainder:	181,883 SF (excluding easements)
Fee Acquisition:	2,376 SF (Parcel 1)
Slope Easement:	856 SF (Parcel 2)
Temporary Easement for Work Area:	1,347 SF (Parcel 3) (1 Year)

Access

Before Taking: Unrestricted ingress and egress by means of a commercial asphalt driveway approach to NE 49th Place, a public right-of-way. The access point is outside of the proposed acquisition areas.

After Taking: Unaffected by project.

Land Use Regulations

Zoning: I-P; Industrial Park (Hillsboro)

Comp. Plan Designation: IN; Industrial (Hillsboro)

City of Hillsboro
NE Brookwood Parkway Improvement Project
Taking & Damage Appraisal Report

File WHPX0000-0025

Uses Permitted: As reflected on the most recent City of Hillsboro zoning map, the subject property is zoned Industrial Park (I-P). Uses permitted on an outright basis in the I-P zone include all types of industrial service, manufacturing, warehouse, wholesale uses, retail services, banks, restaurants, day care facilities, beauty salons and barber shops, exercise or fitness center, office uses, self-service storage, vehicle service and repair, tutoring services, and private universities. Relative to other industrial use zones around the Portland Metropolitan Area, Hillsboro's I-P zone is highly competitive and offers a wider range of permitted uses.

Conditional Uses: Uses permitted on a conditional basis include colleges and universities, community services, major assembly facilities, parks, and telecommunication facilities.

Present Use: Owner-occupied office building (Hillsboro School District offices).

Highest & Best Use

Entire Property: As currently improved: owner-occupied office building.

Remainder Property: As currently improved: owner-occupied office building. Current use unaffected by the project.

Utilities

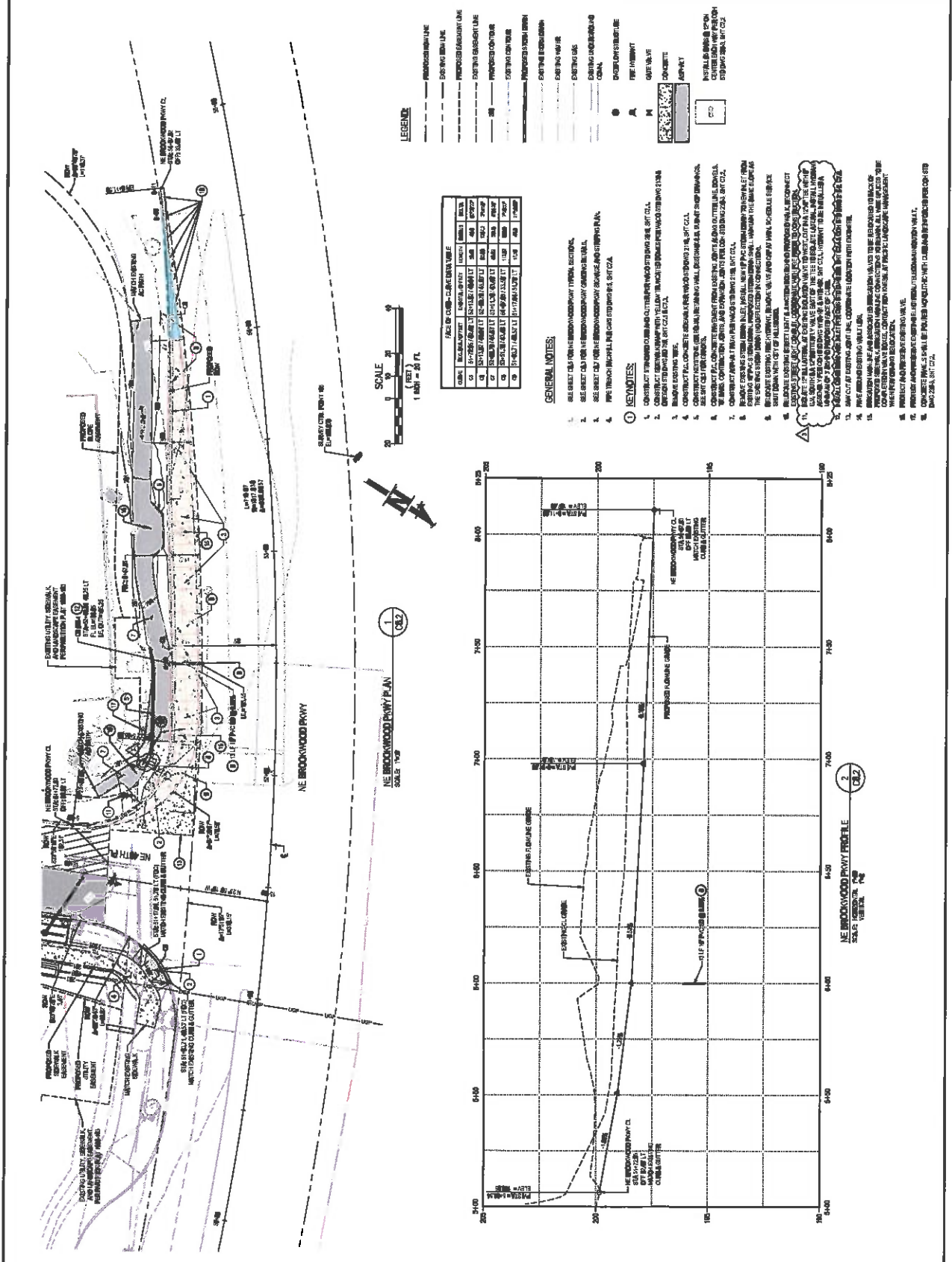
Current Facilities: Water, sanitary and storm sewer services are provided by the City of Hillsboro. Emergency services are also provided by the City of Hillsboro. Electricity, natural gas and telecommunication services are available through quasi-public vendors.

Possible Facilities: Fully served site.

Summary of Valuation

Estimated Fair Market Value of Land Acquired:	\$13,467
Improvements in the Acquisition Areas:	\$12,666
Damages to Remaining Land:	None
Damages to Remaining Improvements:	None
Special Benefits to Remainder:	None
General Benefits to Remainder:	None
Total Fair Market Value Estimate:	\$26,133
Rounded:	\$26,200





HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE CONTRACTOR PREQUALIFICATION –
LOW-VOLTAGE ELECTRICIANS

SITUATION

On April 24, 2018, the Board approved updated lists of prequalified general contractors, line voltage electrical sub-contractors, and mechanical sub-contractors. On May 29, 2018, the District issued a Request for Qualification (RFQ) for the purpose of also prequalifying low-voltage electrical contractors. The RFQ closed on June 19, and submissions were received from the following seven vendors:

- Cache Valley Electric Company
- OEG - Integrated Systems Group
- Reece Complete Security Solutions
- GB Manchester, Inc.
- Hyperion Communications LLC
- Applied Technical Systems
- Diverse Communications Solutions, Inc.

After scoring the submissions, the selection committee prequalified all seven of the respondents.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review and approve the list of prequalified low-voltage electrical contractors.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
ADJUST APPROPRIATIONS

SITUATION

The District adopts current fiscal year appropriations as projected during the annual budget development process of the prior spring. Estimates of revenue and expenditures are adjusted as needed throughout the year as projections become actuals. Per Local Budget Law, changes of less than 10 percent within major funds and functions are approved by the Board of Directors.

The appropriations below include the following:

- General Fund appropriation adjustments within the operating budget and major functions from Support to Community Services.
- Adjustment to appropriate debt service from the General Fund operating budget to Fund 170 Construction Excise Tax.

FUND	DESCRIPTION	MAJOR FUNCTION	PREVIOUS APPROPRIATION	ADJUSTMENT	ADJUSTED APPROPRIATION
100	General Fund	Decrease Support	\$84,749,021.01	- \$34,626.00	\$84,714,395.01
100	General Fund	Increase Community Services	\$574,703.00	+ \$34,626.00	\$609,329.00
100	General Fund	Decrease Debt Service	\$528,500.00	- \$528,500.00	\$0.00
170	Construction Excise Tax Fund	Increase Debt Service	\$1,876,941.00	+ \$528,500.00	\$2,405,441.00

RECOMMENDATION

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

I move that the Board of Directors approve the adjusted appropriations for general and special revenue funds listed in the June 26, 2018, Board meeting packet.

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE REVISIONS TO POLICY AC: NONDISCRIMINATION

SITUATION

Revisions to policy AC: Nondiscrimination, based on recommendations from the Oregon School Boards Association, were presented to the Board for first reading on February 27, 2018, and included on the April 24 consent agenda. Approval of the policy was postponed to allow time to research options regarding additional text requested by Board members that reflects the District's values. During the May 22 work session, Board members received additional information regarding policy AC and reviewed the most recent revisions. The policy is being presented for approval on June 26.

RECOMMENDATION

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

I move that the Board of Directors approves the revisions to policy AC: Nondiscrimination.

Hillsboro School District 1J

Code: AC
Adopted: 7/96
Revised/Readopted: 6/19/07; 08/25/09; 2/12;
11/01/16;

Nondiscrimination

The District prohibits discrimination and harassment on any basis protected by law; including, but not limited to¹:

1. An individual's perceived or actual race, color, religion, sex, sexual orientation², gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status or veterans' status; or
2. The perceived or actual race, color, religion, sex, sexual orientation¹, gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status or veterans' status of any other persons with whom the individual associates.

The District prohibits discrimination and harassment; including, but not limited to, in employment, assignment, and promotion of personnel; in educational opportunities and services offered students; in student assignments to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals; and to establish channels through which citizens patrons can communicate their concerns to the administration and the Board.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX, and other civil rights or discrimination issues³. The District will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees, and the public, and such procedures will be available at the district's administrative office and on the home page of the district's website.

The District prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted, or participated in an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

¹ The district will also abide by the parameters of the Immigration and Nationality Act

² "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 with the individual's sex at birth.

³ Districts are required to notify students and employees of the name, office address and telephone number of the employee or employees appointed.

Legal Reference(s):

<u>ORS 174.100</u>	<u>ORS 659A.006</u>	<u>ORS 659A.321</u>
<u>ORS 192.630</u>	<u>ORS 659A.009</u>	<u>ORS 659A.409</u>
<u>ORS 326.051(1)(e)</u>	<u>ORS 659A.029</u>	<u>OAR 581-021-0045</u>
<u>ORS 659.805</u>	<u>ORS 659A.030</u>	<u>OAR 581-021-0046</u>
<u>ORS 659.815</u>	<u>ORS 659A.040</u>	<u>OAR 581-021-0049</u>
<u>ORS 659.850 to -860</u>	<u>ORS 659A.103 to -145</u>	<u>OAR 581-022-2310</u>
<u>ORS 659.865</u>	<u>ORS 659A.230 to -233</u>	<u>OAR 581-022-2370</u>
<u>ORS 659.870</u>	<u>ORS 659A.236</u>	<u>OAR 839-003</u>
<u>ORS 659A.003</u>	<u>ORS 659A.309</u>	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2017).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2017); 29 C.F.R Part 1626 (2017).

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

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2017).

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2017).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2017); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2017).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2017).

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 (2017).

Title II of the Genetic Information Nondiscrimination Act of 2008 (2017).

Immigration and Nationality Act of 1952, as amended

Cross Reference(s):

ACA - Americans with Disabilities Act

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunity

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE REVISIONS TO POLICY JBB: EDUCATIONAL EQUITY

SITUATION

Proposed policy JBB: Educational Equity has been developed in response to the request of the Hillsboro School District Board of Directors, and is based on the recommendations of the Oregon School Boards Association, modified to reflect the District's values and Strategic Plan. The proposed policy was presented to the Board for first reading on May 22.

RECOMMENDATION

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

I move that the Board of Directors approves the revisions to policy JBB: Educational Equity.

Educational Equity

The Hillsboro School District is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing and eliminating institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principle that each student receives what is required for them to achieve success with regard to allocation of resources, opportunity, treatment, and access.

The principle of educational equity goes beyond formal equality where all students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally. Educational equity promotes equality of educational outcomes for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity, the district will commit to:

- Systematically using districtwide, school- and classroom-level data, disaggregated by Oregon Department of Education data sets (e.g., race/ethnicity, national origin, language, qualification for special education services, gender, socioeconomic status and mobility) to inform district decision making.
- Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
- Eliminating the predictability and disparity in all aspects of our education system and its administration, including but not limited to, the disproportionate representation of students by race/ethnicity, national origin, language proficiency, socioeconomic status, mobility, sexual orientation, perceived ability level, perceived/identified disability, and gender identity¹ in discipline, special education services and in various advanced learning opportunities.
- Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

- The Hillsboro School District shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

¹“Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean 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 with the individual’s sex at birth.

- The Hillsboro School District shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed with educational equity as a priority.
- The Hillsboro School District shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, sex, gender, and linguistic diversity, as well as culturally responsive administrative, instructional and support personnel.
- The Hillsboro School District shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
- The Hillsboro School District shall create schools with a safe, welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families, district staff, and our community. Information provided by the district and schools shall be accessible to families.
- The Hillsboro School District shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
- The Hillsboro School District shall provide multiple pathways to success in order to meet the needs of the diverse student body (in terms of race/ethnicity, national origin, language proficiency, socioeconomic status, mobility, sexual orientation, perceived ability level, perceived/identified disability, and gender identity) and shall actively encourage, support and expect high academic achievement for each student.
- The Hillsboro School District shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, language, ethnicity, socioeconomic status, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall develop an action plan in order to embed equity practices in the district's strategic plan, for which updates are provided throughout the course of the year.

END OF POLICY

Legal Reference(s):

[ORS 174.100\(7\)](#)
[ORS 332.075](#)
[ORS 332.107](#)
[ORS 342.437 to -342.449](#)

Educación Equitativa

El Distrito Escolar de Hillsboro está comprometido con el éxito de todos los estudiantes en cada una de nuestras escuelas. Para que ese éxito suceda, el Distrito está comprometido con la equidad reconociendo y eliminando barreras institucionales, y creando acceso y oportunidades que beneficien a cada estudiante. “Lograr equidad” significa que las identidades de los estudiantes no predecirán ni predeterminarán su éxito en la escuela.

La educación equitativa se basa en el principio de que cada estudiante recibe lo que necesita en términos de asignación de recursos, oportunidades, trato y acceso para que alcance el éxito.

El principio de la equidad educativa va más allá de la igualdad formal donde todos los estudiantes son tratados de la misma manera. En lugar de esto, la equidad educativa fomenta un entorno sin barreras en el que todos los estudiantes tienen la oportunidad de beneficiarse por igual. La educación equitativa promueve igualdad de resultados educativos para cada estudiante y entre diversos grupos de estudiantes. Las estrategias de equidad son intencionales, sistémicas y están centradas en el proceso fundamental de la enseñanza y el aprendizaje.

Para lograr la educación equitativa, el Distrito se comprometerá a:

- Utilizar sistemáticamente los datos a nivel de distrito, escuela y salón de clase, separados en conjuntos de datos del Departamento de Educación de Oregón (por ejemplo, raza/etnicidad, origen nacional, idioma, elegibilidad para servicios de educación especial, género, nivel socioeconómico y movilidad) para informar la toma de decisiones del Distrito.
- Aumentar el rendimiento de todos los estudiantes mientras se reduce la brecha entre los estudiantes de más bajo y más alto rendimiento.
- Eliminar la predictibilidad y la desigualdad en todos los aspectos de nuestro sistema de educación y su administración, incluyendo, entre otros, la representación desproporcionada de estudiantes por raza/etnicidad, origen nacional, competencia lingüística, nivel socioeconómico, movilidad, orientación sexual, nivel de habilidad percibida, discapacidad percibida/identificada, identidad de género¹, en asuntos de disciplina, servicios de educación especial y en varias oportunidades de aprendizaje avanzado.
- Graduar a todos los estudiantes listos para tener éxito en una comunidad diversa local, nacional y global.

Para lograr la educación equitativa para todos y cada uno de los estudiantes:

- El Distrito Escolar de Hillsboro debe proporcionar a cada estudiante un acceso equitativo a un currículo de alta calidad, apoyo, instalaciones y otros recursos educativos, incluso cuando esto signifique diferenciar la asignación de recursos.

¹ La “orientación sexual” está definida por los Estatutos Revisados de Oregón (ORS) 174.100 (7) como la heterosexualidad, homosexualidad, bisexualidad o identidad de género real o percibida de un individuo, independientemente de si la identidad de género, apariencia, expresión o conducta del individuo difieren de lo que tradicionalmente se asocia con el sexo del individuo al nacer.

- El Distrito Escolar de Hillsboro debe revisar las políticas, programas, desarrollo profesional y procedimientos existentes para la promoción de la educación equitativa; y todas las nuevas políticas, los programas y procedimientos aplicables serán desarrollados tomando la educación equitativa como prioridad.
- El Distrito Escolar de Hillsboro debe trabajar activamente hacia una fuerza laboral balanceada de maestros y administradores para reflejar la diversidad del cuerpo estudiantil. El Distrito busca reclutar, emplear, apoyar y retener una fuerza laboral que incluya diversidad de raza, sexo, género y lingüística, así como personal administrativo, de instrucción y de apoyo que sea culturalmente receptivo.
- El Distrito Escolar de Hillsboro debe proporcionar desarrollo profesional para fortalecer el conocimiento y las destrezas de los empleados para eliminar las brechas de oportunidades y otras desigualdades en el rendimiento.
- El Distrito Escolar de Hillsboro debe crear escuelas con una cultura y un entorno seguro, acogedor e inclusivo que refleje y apoye la diversidad de la población estudiantil, de sus familias, del personal del Distrito y de nuestra comunidad. La información provista por el Distrito y las escuelas debe estar accesible para las familias.
- El Distrito Escolar de Hillsboro debe incluir socios que hayan demostrado un conocimiento culturalmente específico, incluyendo, entre otros, familias, agencias gubernamentales, instituciones de educación superior, organizaciones de educación temprana, organizaciones comunitarias, empresas locales y la comunidad en general, para lograr nuestras altas metas de resultados educativos. El Distrito debe buscar involucrar a estudiantes, personal, familias y miembros de la comunidad que reflejen los datos demográficos del Distrito para tomar decisiones informadas acerca de la reducción de las brechas de rendimiento y otras oportunidades.
- El Distrito Escolar de Hillsboro debe proporcionar múltiples vías para el éxito con el fin de satisfacer las necesidades del cuerpo estudiantil diverso (en términos de raza/etnicidad, origen nacional, competencia lingüística, nivel socioeconómico, movilidad, orientación sexual, nivel de habilidad percibida, discapacidad percibida/identificada e identidad de género), y debe activamente alentar, apoyar y esperar un alto rendimiento académico para cada estudiante.
- El Distrito Escolar de Hillsboro debe proporcionar materiales y evaluaciones que reflejen la diversidad de los estudiantes y del personal, y que estén orientados a la comprensión y apreciación de la cultura, idioma, etnicidad, nivel socioeconómico, habilidad y otras diferencias que contribuyen a la singularidad de cada estudiante y miembro del personal.

El superintendente debe desarrollar un plan de acción con el fin de integrar prácticas de equidad en el plan estratégico del Distrito, para el cual se proporcionen informes actualizados durante el transcurso del año.

FIN DE LA POLÍTICA

Referencias legales:

[ORS 174.100\(7\)](#)

[ORS 332.075](#)

[ORS 332.107](#)

[ORS 342.437](#) to -342.449

HILLSBORO SCHOOL DISTRICT 1J
June 26, 2018
APPROVE 2018-19 BOARD MEETING DATES

SITUATION

The Board annually sets the schedule of Board meeting dates for the upcoming school year. Board meetings are usually held on the second and fourth Tuesdays of the month, with some exceptions to accommodate school breaks. The recommended Board meeting dates for the 2018-19 school year are listed below for the Board's approval. Due to a scheduling conflict the June regular session, which was tentatively planned for June 25, is being moved to June 11.

<u>Date</u>	<u>Meeting / Session</u>
August 6, 2018	Full-Day Work Session / Retreat
September 11, 2018	Work Session
September 25, 2018	Regular Session
October 2, 2018	Work Session
October 23, 2018	Regular Session
November 13, 2018	Regular Session
December 11, 2018	Regular Session
January 8, 2019	Work Session
January 22, 2019	Regular Session
February 12, 2019	Work Session
February 26, 2019	Regular Session
March 12, 2019	Regular Session
April 9, 2019	Work Session
April 30, 2019	Regular Session
May 9, 2019	Budget Committee Meeting
May 14, 2019	Work Session
May 28, 2019	Regular Session
June 11, 2019	Regular Session

RECOMMENDATION

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

I move that the Board of Directors approves the Board meeting dates for the 2018-19 school year.

HILLSBORO SCHOOL DISTRICT 1J
July 26, 2018
ELECT BOARD CHAIR AND VICE CHAIR

SITUATION

As part of its organizational meeting every year, the Board must elect a Chair and Vice Chair. The incumbent Chair will preside over the meeting until a successor is elected, whereupon the successor will assume the duties of Board Chair. Separate elections must be held for the Board Chair and Vice Chair positions.

RECOMMENDATION

The Superintendent recommends that Board Chair Lisa Allen accept nominations and conduct elections for the Chair and Vice Chair offices for the 2018-19 school year.