



# Hillsboro School District 1J

September 27, 2016  
Board Meeting

## Board of Directors

Monte Akers • Lisa Allen • Wayne Clift • Glenn Miller • Erik Seligman • Janeen Sollman • Kim Strelchun

# HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

Administration Center, 3083 NE 49<sup>th</sup> Place, Hillsboro, OR

## Board Meeting Agenda

September 27, 2016

5:15 PM

1. 5:15 p.m. Executive Session  
ORS 192.660(2)(e)--Real Estate
2. 5:30 PM - Work Session
  - A. Introduction of Citizens' Curriculum Advisory Committee Applicants 5  
Presenter: Travis Reiman
  - B. Discuss Budget Committee Applications / Selection Process 6  
Presenter: Adam Stewart
  - C. OSBA Legislative Priorities Update 7  
Presenter: Kim Strelchun
  - D. High School Academic Program Development Update 18  
Presenter: Travis Reiman
  - E. Board Discussion Time
  - F. Recess Board Meeting
3. 7:00 PM - Regular Session  
Call to Order and Flag Salute
4. Recognition / Student Presentation
  - A. Student Presentation: Century High School Student Leadership Team – National Leadership Conference  
Presenter: Glenn Miller
5. Approval of Agenda
6. Audience Time
7. Reports and Discussion
  - A. Present Superintendent's Goals 19  
Presenter: Mike Scott
  - B. Financial Report (*see written report*) 20  
Presenter: Adam Stewart
  - C. Policies - First Reading  
*If no public comments or questions are received regarding these policies during the review period, they will be placed on the consent agenda for approval during the next regular meeting.*
    1. Policy GCBDD/GDBDD: Sick Time 27  
Presenter: Michelle Morrison
    2. Policy IK-AR: Academic Achievement – Secondary Grading and Reporting Practices 30  
Presenter: Ted Zehr

3. Policy IKF: Graduation Requirements Presenter: Ted Zehr	34
4. Policy IGAEB: Drug, Alcohol, and Tobacco Prevention Plan, Health Education Presenter: Adam Stewart	43
5. Policy IGBAF-AR: Special Education – Individualized Education Program (IEP) Presenter: Elaine Fox	47
8. Consent Agenda <i>Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.</i>	
A. Approve Minutes of July 12, 2016, Board Meeting	56
B. Approve Minutes of August 17, 2016, Board Meeting	62
C. Approve Routine Personnel Matters	67
D. Accept Donations	87
E. Readopt Board / Superintendent Working Agreements	88
F. Approve Policy Revisions <i>The following policy was presented for first reading on July 12, 2016</i>	
1. Policy ECF / EDD / FECBA: Resource Conservation Management (delete policies EDD: Sustainability; and FECBA: Energy-Saving Construction)	89
9. Action Items	
A. Appoint Citizens' Curriculum Advisory Committee Members Presenter: Travis Reiman	94
B. Appoint Audit Committee Presenter: Adam Stewart	95
C. Nominate Oregon School Boards Association (OSBA) Board Members Presenter: Wayne Clift	96
D. Approve Healthy and Safe Schools Plan Presenter: Adam Stewart	97
E. Approve Principal John Allen's Cultural Exchange Trip to Uganda Presenter: Beth Graser	116
F. Approve Easement Termination Agreement for Property Adjacent to HSD Administration Center Presenter: Adam Stewart	117
10. NWRESB / HCU / HEA Reports	
11. Superintendent's Time	
12. Board of Directors' Time	
13. 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.)	

14. Adjourn Regular Session

15. Next Meetings of the Board of Directors:

- October 11, 2016 - Work Session
- October 25, 2016 - Work Session

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**INTRODUCTION OF CITIZENS' CURRICULUM ADVISORY COMMITTEE APPLICANTS**

**SITUATION**

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

Terms for six committee members (including three students) expired on June 30, 2016. There are four additional vacancies, as a result of two resignations and two positions (including one student position) that remained open during the 2015-16 school year. Therefore, a total of ten positions (including four student positions) are currently open, although the Board, in consultation with District staff and the CCAC chair, has the discretion to adjust the number of members, based on the number of qualified candidates.

CCAC openings were advertised during the summer. A total of 18 applications were received – including one application for reappointment and 17 new applications. Six of the new applications were received from students. District and CCAC leaders are pleased at the interest in CCAC membership, and the Assistant Superintendent of Academic Services asked the Board on September 13 to consider appointing all applicants to the committee. If the Board agrees, the total composition of the committee would be 26 members, including six student advisors.

During tonight's work session, CCAC applicants will have an opportunity to be introduced to Board members and share their reasons for applying to serve on the committee. During tonight's regular session, the Board will appoint members to fill the open positions. New members who are appointed by the Board this evening will be able to participate in the first CCAC meeting of the 2016-17 school year on October 3.

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**REVIEW BUDGET COMMITTEE APPLICATIONS**  
**AND DETERMINE SELECTION PROCESS**

**SITUATION**

State law and policy DBEA provide for the establishment of a Budget Committee to review the District's proposed budget. The Budget Committee consists of all seven Board members and an equal number of qualified electors. Budget Committee members are appointed for three-year terms with staggered expiration dates.

Terms for Budget Committee positions 5, 6, and 7 expired on June 30, 2016. Position 1 is also open, due to a resignation, and will be filled for the remainder of the term (one year).

Two applications for reappointment and seven new applications have been received.

During tonight's work session, the Board will review the applications, and determine a selection process. Formal appointment will be made during the October 25 regular session.

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**OSBA LEGISLATIVE PRIORITIES UPDATE**

**SITUATION**

The Board determines its priorities for each upcoming legislative session. A summary of the legislative policies and priorities proposed by Oregon School Boards Association's (OSBA's) Legislative Policy Committee is provided for the Board's consideration. OSBA's proposed priorities and policies will be voted on by the OSBA membership during OSBA's general election, which ends December 16, 2016.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors provide input on priorities for the upcoming 2017 Legislative Session.





**PROPOSED OSBA LEGISLATIVE PRIORITIES FOR 2017-2018**  
**Approved by the Legislative Policy Committee on August 22, 2016**

The Oregon School Boards Association (OSBA) believes funding a strong system of public education is the best investment Oregonians can make to strengthen our economy, create thriving communities and improve the quality of life for every Oregonian.

In order to accomplish these goals, OSBA will introduce and support legislation which:

- **Supports Student Achievement:**

OSBA will actively promote legislation that leads to increased academic achievement for all students from early learning through post-secondary. OSBA will advocate to ensure local school boards and communities control the implementation of programs, curriculum and the allocation of resources so that every student is college or career ready upon graduation or completion of their academic program. OSBA will support efforts to increase graduation and high school completion rates, lower the number of drop-outs, close opportunity and academic achievement gaps and provide additional supports for students from traditionally underserved student populations.

- **Provides Stable and Adequate Funding:**

OSBA will actively promote legislation to increase state and federal funding for the public school system to ensure adequate and stable funding for each school district and Education Service District (ESD) so that they may provide a quality public education for every student.

OSBA will actively promote legislation to restructure Oregon's school funding system to eliminate the financial volatility of Oregon's public schools.

OSBA believes a balanced approach is necessary to increase education funding and to provide stable and adequate funding of Oregon's public school system. OSBA will actively promote legislation that strives for this balance by advocating for the restructure of Oregon's revenue system, promoting job creation and increasing opportunities for economic development across Oregon.

- **Local Determination and Shared Accountability:**

OSBA will actively support legislation that gives locally elected boards the ability to make decisions in the best interests of their students and communities for programs, services, curriculum and resource allocations.





OSBA will advocate to ensure each school district is empowered and given the flexibility to determine the educational needs of their students and to provide services and programs that will maximize student achievement.

OSBA will highlight the need for shared accountability to improve student achievement between state and federal policy makers, the business community, locally elected board members, parents, students and community members across Oregon.

- **Opposes Mandates:**

OSBA will actively oppose any federal or state imposed mandate that does not lead to increased academic achievement for students and is not accompanied with the necessary additional funding to implement the mandate, including all costs associated with the mandate.

- **Promotes Capital Construction/Capital Improvements:**

OSBA will continue to actively promote legislation that provides additional state level resources to school districts to help pay for capital construction/capital improvement needs, as well as deferred maintenance costs for all school facilities.

- **Contains Educational System Cost-Drivers:**

OSBA will actively promote legislation that provides relief for school districts from cost drivers that are beyond the control of the local school district or school board. These cost drivers include, but are not limited to, the Public Employees Retirement System (PERS), health insurance and any state or federally mandated program or service.



**PROPOSED OSBA LEGISLATIVE POLICIES FOR 2017-2018**  
**Approved by the Legislative Policy Committee on August 22, 2016**

**Section 1: Finance**

**PROPOSED 1.1      Investing in Oregon’s Public Schools to Ensure Adequate and Stable Funding**

OSBA supports increasing state resources to school districts so that Oregon’s schools are competitive nationally and globally and each school district and Education Service District (ESD) has the funds necessary to fully support operational, instructional and student achievement goals.

OSBA supports the role of locally elected school boards to set spending priorities and opposes using the State School Fund distribution formula to mandate specific expenditures. OSBA supports school funding equalization. OSBA supports continued funding of local option equalization grants; local option property tax revenue should not be included in the State School Fund.

OSBA supports increased funding for all levels of the public education enterprise to support increased achievement for every child and student. OSBA supports the Quality Education Commission's (QEC) effort to promote best practices to improve student outcomes and identify funding necessary to achieve Oregon’s 40-40-20 goal by 2025.

**PROPOSED 1.2      Reforming Tax Policy**

OSBA supports efforts to provide the revenue necessary to attain the educational goals of Oregon’s education system, restructuring tax policy to reduce the volatility of Oregon’s current system and to provide for a diverse and fair tax system to fund public education in Oregon.

OSBA supports modification of the state's personal and corporate income tax “kicker” law to allow “kicker” funds to be deposited into a “rainy day” account for public education and used in times of economic distress.

OSBA supports the authority of local districts to seek voter approval for supplemental operating revenue from a variety of additional sources, including local option levies.

OSBA supports efforts to modify the property tax system to mitigate the impacts of property tax compression.



### **PROPOSED 1.3      Mandate Relief, Paperwork Reduction and Public Funds for Public Schools**

OSBA advocates for mandate relief and paperwork reductions for school districts and ESDs as a means to streamline bureaucracy, remove duplicative or unnecessary reporting and get more resources into the classroom. OSBA opposes any mechanism that diverts public funds, including tax credits and vouchers, to private, religious or for-profit schools or erodes financial support of the public school system.

### **PROPOSED 1.4      State Department of Education Supporting Districts**

OSBA supports adequate funding for Oregon Department of Education programs and state level initiatives that are sustainable and provide quality technical and programmatic assistance and supports to school districts and ESDs targeted at improving student achievement.

OSBA supports providing resources and supports to school districts and ESDs to support and ensure the equitable distribution of any grant or targeted investment monies.

OSBA opposes any effort to create an accountability or intervention system that would lead to the state take-over of any local school, school district or ESD.

OSBA supports the inclusion of school board members to all state-level workgroups or committees connected to educational issues to allow for input from locally-elected education policy makers.

### **PROPOSED 1.5      Financial and Program Accountability**

OSBA supports a strong system of meaningful school district and ESD financial accountability for the expenditure of public funds and program accountability for student achievement and outcomes.

### **PROPOSED 1.6      School District Capital and Infrastructure Needs**

OSBA supports use of additional state resources and the issuance of state general obligation bonds to assist school districts and ESDs in providing modern, well equipped schools and academically appropriate classrooms and buildings that provide safe, structurally sound and healthy learning environments to promote student achievement.

OSBA supports policies that ensure collaboration at the local level to address the infrastructure needs of school districts, including consideration of the financial impacts of urban renewal, systems development charges and enrollment growth due to new construction.



## **PROPOSED 1.7                      Oregon's Common School Fund**

OSBA supports maximizing the assets and the investment returns of the Common School Fund as an additional state resource for school funding in Oregon

OSBA will vigorously advocate before the State Land Board to ensure that it fulfills its fiduciary obligation to manage the resources in the Common School Fund for the greatest benefit of the current and future generations of schoolchildren in Oregon.

## **Section 2: Programs**

### **PROPOSED 2.1            School Improvement**

OSBA supports state-level school improvement efforts provided they are implemented in ways that grant local school officials maximum flexibility to incorporate community needs and priorities.

### **PROPOSED 2.2            Special Education**

OSBA supports increased categorical funding and enhanced levels of state and federal aid for the costs associated with special education programs throughout the education system, including programs for children birth through age 5. OSBA supports full funding for students with the most severe low-incidence, high-cost disabilities, including those served in out-of-district or out-of-state placements.

### **PROPOSED 2.3            Education Service Districts**

OSBA supports the role of ESDs to assist school districts in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective, locally-responsive educational services on a regional basis.

### **PROPOSED 2.4            Curriculum, Technology and Online Education**

OSBA supports providing a well-rounded and rigorous curriculum for all students, including opportunities for music, art, PE, world languages, STEM, career and technical education and co-curricular activities.

OSBA supports curriculum related decisions made at the district level and opposes state or federal instructional mandates.

OSBA supports the use of English Language Learner and dual language immersion programs as a viable way to provide needed supports for emerging bilingual speakers.



OSBA supports increasing access to technology to enhance and support curriculum delivery and promote greater student achievement.

OSBA supports locally developed alternative education programs as a tool to address the varied educational needs of students.

OSBA supports state level funding to support and improve the technology infrastructure available to school districts and ESDs.

OSBA supports removing online education programs from the charter school statute and creating a separate section within the law for online educational programs.

OSBA supports state financial and professional development resources so districts can implement the Oregon state standards and student assessments and provide appropriate information and updates to the public. OSBA supports local control of curriculum and materials related to the Oregon state standards.

#### **PROPOSED 2.5      Public Charter Schools**

OSBA supports public, district sponsored charter schools as an additional tool to provide innovative educational options to students.

OSBA opposes changes to the charter school law that would channel public funds to private and religious schools, allow entities other than school district boards to authorize charter schools within their boundaries, mandate direct access to the State School Fund by charter schools or decrease school district funding and oversight of charter schools.

OSBA supports updating the charter school law to require charter school applicants to demonstrate how the charter school will meet the legislatively adopted goals of the charter school law, including how the charter school will provide unique opportunities for children in the school district.

#### **PROPOSED 2.6      Career and Technical Education (CTE)**

OSBA supports new and continued partnerships with community colleges, higher education, apprenticeship programs, the business community and other entities to increase educational and career opportunities for students.

OSBA supports changes to teacher licensing laws to allow greater flexibility for individuals who do not hold a traditional teaching license to provide instruction in CTE courses.

OSBA supports funding to ensure the long-term sustainability of new and existing CTE programs.





### **PROPOSED 2.7      Post-Secondary Opportunities for High School Students**

OSBA supports increased access and opportunities for students to participate in post-secondary programs and classes while enrolled in high school at minimal or no cost to the student.

OSBA supports the creation of a dedicated source of funds to invest in “post graduate scholar” programs that does not dilute the State School Fund.

### **PROPOSED 2.8      Student Assessment**

OSBA supports the use of summative, formative and interim student assessments as a tool to inform students, parents, educators and the community about where students and schools are in their learning progression and determining needed supports for students and schools.

OSBA supports reviewing Oregon’s current student assessment system with the goal of improving assessment literacy, providing timely feedback, maximizing instructional time, deriving the necessary information to improve student learning and minimizing classroom disruption for students and educators.

## **Section 3: Personnel**

### **PROPOSED 3.1      Collective Bargaining and Management Rights**

OSBA supports local control of collective bargaining and opposes statewide bargaining and the creation of a statewide salary schedule. OSBA supports changing the collective bargaining structure to eliminate “status quo” bargaining and establish shorter bargaining time lines. OSBA supports the right of districts to look for ways to contain costs by contracting with outside providers for services.

### **PROPOSED 3.2      Employee Rights and Benefits**

OSBA supports determination and definition of school employee rights and benefits through the collective bargaining process at the local level. OSBA supports an actuarially-sound statewide retirement program for school employees that balances benefit adequacy for employees against costs for employers. OSBA supports local school boards working with employee groups to provide the most cost effective health insurance plans, including Oregon Educators Benefit Board (OEBB) opt out.



### **PROPOSED 3.3      Teacher and Administrator Licensing**

OSBA supports licensing requirements that assure a level of preparation necessary to teach to rigorous academic standards, recognize licenses from other states and understand the challenges districts face attracting and retaining qualified personnel. OSBA supports working collaboratively with the Teacher Standards and Practices Commission (TSPC) and the teacher preparation programs within higher education to prepare educators to increase student achievement and address the needs of all students in Oregon.

OSBA supports additional flexibility to allow more teachers to provide college-level instruction in public high schools.

OSBA supports changes to teacher licensing laws to allow greater flexibility for individuals who do not hold a traditional teaching license to provide instruction in CTE courses.

### **PROPOSED 3.4      Teacher and Administrator Quality**

OSBA recognizes that teacher and administrator quality is one of the most important factors in improving student achievement. OSBA supports local and state programs to provide professional development, mentoring and training for teachers and administrators that is rigorous and leads to a system of continuous improvement and growth in student achievement.

OSBA supports rigorous, quality, ongoing evaluations of teachers and administrators, which include consideration of student achievement and growth. OSBA supports efforts to attract a more diverse workforce, including multi-lingual school employees, which reflects the demographics and needs of Oregon's students.

## **Section 4: Governance and Operations**

### **PROPOSED 4.1      State Level Education Policy and the State Board of Education**

OSBA supports a state Board of Education as the appropriate state-level policy-making body for elementary and secondary schools.

OSBA strongly supports collaboration between state level policy makers, educators and stakeholders, including school board members, parents and students, when considering policy changes to Oregon's system of public education.

OSBA believes that any discussion about improving student outcomes must include recognition of and a plan for the needed state investments to implement the goals.





## **PROPOSED 4.2      Local Governance**

OSBA members believe that locally elected school district and ESD boards are best equipped to make decisions in the best interests of their students and communities and will strongly advocate for Oregon's tradition of democratically elected, local governance of school districts. OSBA opposes measures that would place additional restrictions on local voters' ability to govern their school districts.

## **PROPOSED 4.3      School Safety and Student Wellness**

OSBA supports local measures that promote school and student safety, improved social, emotional and behavioral health and other health, nutrition and wellness initiatives in the school environment that benefit students, staff, parents, patrons and the community as a whole.

## **Section 5: Federal Education Issues**

### **PROPOSED 5.1      Every Student Succeeds Act (ESSA) and the Federal Role in Education**

OSBA supports the replacement of No Child Left Behind (NCLB) with the Every Student Succeeds Act (ESSA). OSBA believes that ESSA rightly places responsibility for student success, school improvement and overall K-12 accountability at the state and local level.

OSBA supports collaboration between the Oregon Department of Education and local education stakeholders, including parents and students, when creating and implementing federally mandated state, district and school accountability systems and student assessments. OSBA believes Oregon stakeholders should be empowered to design, create and implement the programs and systems necessary to fulfill the requirements of ESSA.

OSBA believes ESSA collaboration must focus on supports for struggling schools, closing achievement and opportunity gaps for traditionally underserved students and increasing graduation rates for all student sub-groups.

### **PROPOSED 5.2      K-12 Funding in the Federal Education Budget**

OSBA believes that prioritizing and increasing the federal share of funding for special education programs like the Individuals with Disabilities Act (IDEA), Title I programs that serve students who are experiencing poverty, programs that support emerging English or bi-lingual speakers, Carl Perkins CTE grant funds, and child nutrition programs should be a top priority for the U.S. Department of Education, Congress and the President.



OSBA believes federal education funding should be distributed based on student needs not through competitive grants that pit states against each other for limited funds.

OSBA opposes federal education policy or unfunded mandates that do not include financial resources to implement.

### **PROPOSED 5.3      County Timber Payments**

OSBA supports the efforts of Oregon’s Congressional delegation to ensure that funding for the Secure Rural Schools and Community Self-Determination Act (also known as County Timber Payments) continues or that there is a successor program.

OSBA members know that cuts to timber payments do not just impact the school districts in timber country; the loss of timber money is a net loss to the entire funding system and every school and student in Oregon is impacted.

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**HIGH SCHOOL ACADEMIC PROGRAM DEVELOPMENT UPDATE**

**SITUATION**

During the month of September, leaders from the Office for School Performance have been seeking input from the community regarding shared values around educational outcomes for students, and have been providing guidance to school leaders regarding governance structures. During tonight's report, the Board will receive an update on the process of engaging community voices regarding the development of academic programs at the high school level.

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**PRESENT SUPERINTENDENT GOALS FOR 2016-17**

**SITUATION**

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

Superintendent Goals for 2016-17

- Implement the programs, structures, and instructional strategies necessary to complete the agreed-upon action items and goals for year five of the Strategic Plan in the areas of Instruction, Engagement, Equity, Facilities, and Safety.
- Provide professional development opportunities for Board members to further their understanding of District practices, instructional models, and systems to increase student achievement.

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**FINANCIAL REPORT**

Business Office. This fall, the District will begin participating in the Alliance for Excellence in School Budgeting, a program designed by the Government Finance Officers Association to assist school districts in aligning student achievement with budget development, and provide structure for ongoing evaluation and improvement.

The Business Office collaborates with all District Office departments 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.

Collaboration Example 1: Developing School Profiles

Business Office and Technology Services staff are working closely together to develop internal school profile pages that will provide support staff with information regarding each schools' staff, students, and facility. After a base model has been developed, staff in the District's support service departments will be able to access these profile pages for insights into the unique needs at each school.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. The Finance team welcomed returning and new office managers in August by providing high-level training and encouragement. Office Manager Professional Learning Community (PLC) meetings provide a place to train office managers in Business Office procedures and answer general questions related to financial software and other financial matters. The Business Office staff would like to especially thank Kathy Wilson and Tammy Heckenliable for facilitating the PLCs. The Finance team's early focus this fall will be training office managers on technical processes that will enable them to receive remote support from Finance team members for Infinite Visions and SchoolBooks accounting systems.

Finance Team – Financial Reporting and Grants. Finance Manager Jeff Jones has led the Business Office team through preparations for the independent auditor team's visit to the Administration Center this month, from September 19 through 30. The audit team is testing District controls and documentation for various statements and transactions. The final product of this process will be the District's Comprehensive Annual Financial Report for the 2015-16 fiscal year.

Payroll Team and Employee Benefits. The majority of District staff receive their first paychecks of the school year in September. August through September is an exceptionally busy time of year for the Payroll Team, as they complete the detailed process of setting up the first large payroll of the new school year – entering data regarding newly hired staff, new positions, position changes, and benefit deductions for the new year.

Benefits Supervisor Lynette Coffman and the Benefits team also worked very hard to ensure that all eligible employees completed the mandatory open enrollment process in

time for the September payroll. Due to significant plan changes and new offerings (such as Health Reimbursement Arrangements), educating staff about plan choices and costs was a priority in August and September. The team facilitated open enrollment by making team members available for several days at various locations throughout the District.

**Risk Management.** Risk Manager Leah McCarthy has developed procedures and training for staff in buildings where service animals will be present to accommodate the needs of students. Additionally, Ms. McCarthy has a leadership role on the District Wellness Committee, which brings nutrition services and physical education specialists together to monitor District processes and develop low-cost / no-cost wellness strategies for staff and students.

**Workers' Compensation Report.** In order to ensure accurate reports to the Board, and allow adequate time for the claims submitted each month to be fully processed, there is a one-month delay in reporting workers' compensation claims to the Board. The table below includes workers' compensation claims reported in July 2016.

The District received 3 workers' compensation claims in July 2016. As of July 31, 2016, there are 65 open claims; 31 are for medical costs only, and 34 include time loss. There were 3 employees on modified work plans during July.

<b>Worker's Compensation Claims</b>			
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
July	1	3	3
August	9	2	
September	10	10	
October	12	8	
November	3	7	
December	6	13	
January	16	11	
February	6	11	
March	11	12	
April	8	10	
May	11	8	
June	8	9	
<b>Yearly Total:</b>	<b>101</b>	<b>104</b>	<b>3</b>

**Student Incident Report.** There is a one-month delay in reporting student accidents to the Board, in order to allow adequate time to ensure that these reports are complete and accurate. There was 1 student accident reported in July.

<b>Student Incident Reports</b>			
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
July	4	0	1
August	1	6	
September	83	181	
October	156	243	
November	64	160	
December	59	43	
January	94	134	
February	98	177	
March	78	165	
April	109	183	
May	106	175	
June	36	68	
<b>Yearly Total:</b>	<b>888</b>	<b>1,467</b>	<b>1</b>

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 2 bus accidents in July.



**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**MONTHLY FINANCIAL REPORT - Actual as of June 30, 2016**

<b>Revenues</b>	<b>1st Quarter Actual</b>	<b>2nd Quarter Actual</b>	<b>3rd Quarter Actual</b>	<b>April Actual</b>	<b>May Actual</b>	<b>June Preliminary Actual</b>	<b>4th Quarter Actual</b>	<b>Fiscal YTD 2015-16</b>	<b>Budget 2015-16</b>	<b>% of 2015-16 Budget Expended</b>	<b>2014-15 Fiscal YTD</b>	<b>% of 2014-15 Budget Expended</b>
Taxes	\$127,260.87	\$61,787,723.25	\$2,110,075.93	\$192,514.89	\$170,005.91	\$1,873,249.27	\$2,235,770.07	\$66,260,830.12	\$62,536,410.00	105.96%	\$58,039,580.89	100.89%
Interest	\$52,288.99	\$77,034.79	\$118,740.27	\$38,889.57	\$38,900.84	\$27,569.94	\$105,360.35	\$353,424.40	\$16,188.96	2183.12%	\$237,924.36	87.15%
Local Sources	\$199,461.83	\$86,219.27	\$638,458.53	\$124,543.33	\$18,557.40	\$389,605.98	\$532,706.71	\$1,456,846.34	\$12,932.13	11265.32%	\$1,262,472.60	106.73%
<b>Total Local</b>	<b>\$379,011.69</b>	<b>\$61,950,977.31</b>	<b>\$2,867,274.73</b>	<b>\$355,947.79</b>	<b>\$227,464.15</b>	<b>\$2,290,425.19</b>	<b>\$2,873,837.13</b>	<b>\$68,071,100.86</b>	<b>\$62,565,531.09</b>	<b>108.80%</b>	<b>\$59,539,977.85</b>	<b>100.95%</b>
County/ESD	\$971,666.67	\$920,523.56	\$883,338.42	\$322,529.13	\$242,916.67	\$53,023.17	\$618,468.97	\$3,393,997.62	\$485,833.33	698.59%	\$4,641,539.96	97.61%
State Sources	\$40,118,362.26	\$30,475,578.27	\$31,276,453.79	\$8,656,030.00	\$11,180,369.63	-\$736,977.37	\$19,099,422.26	\$120,969,816.58	\$18,719,634.29	646.22%	\$120,064,129.08	105.32%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$473.86	\$833.50	\$427.00	\$249.99	\$12,286.32	\$128.82	\$12,665.13	\$14,399.49	\$0.00	0.00%	\$6,184.83	0.00%
Beginning Balance	\$17,604,269.16	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,604,269.16	\$16,659,380.00	105.67%	\$14,456,891.66	86.75%
<b>Total Revenue</b>	<b>\$59,073,783.64</b>	<b>\$93,347,912.64</b>	<b>\$35,027,493.94</b>	<b>\$9,334,756.91</b>	<b>\$11,663,036.77</b>	<b>\$1,606,599.81</b>	<b>\$22,604,393.49</b>	<b>\$210,053,583.71</b>	<b>\$98,430,378.71</b>	<b>213.40%</b>	<b>\$198,708,723.38</b>	<b>102.21%</b>
<b>Expenditures</b>												
<b>Instruction</b>												
Salaries	\$5,823,167.08	\$19,170,779.24	\$19,278,214.44	\$6,513,778.89	\$6,535,469.01	\$15,255,439.64	\$28,304,687.54	\$72,576,848.30	\$74,917,802.72	96.88%	\$51,364,962.04	75.11%
Benefits	\$2,612,738.05	\$8,767,124.96	\$8,720,280.90	\$2,915,055.10	\$2,937,483.27	\$8,040,819.62	\$13,893,357.99	\$33,993,501.90	\$33,637,805.45	101.06%	\$25,641,529.19	73.24%
Purchased Service	\$729,274.10	\$711,575.36	\$1,066,252.03	\$212,883.95	\$232,827.65	\$2,325,436.19	\$2,771,147.79	\$5,278,249.28	\$3,507,293.65	150.49%	\$2,374,681.85	94.46%
Supplies/Materials	\$327,916.86	\$507,807.90	\$409,956.29	\$147,644.47	\$201,394.52	\$584,726.02	\$933,765.01	\$2,179,446.06	\$1,950,893.70	111.72%	\$1,416,388.88	85.15%
Capital Purchases	\$461.25	\$7,100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,561.25	\$0.00	0.00%	\$0.00	0.00%
Other	\$74,482.73	\$31,675.27	\$11,128.80	\$44,250.11	\$7,797.16	\$4,858.75	\$56,906.02	\$174,192.82	\$207,495.55	83.95%	\$172,137.72	88.13%
<b>Total Instruction</b>	<b>\$9,568,040.07</b>	<b>\$29,196,062.73</b>	<b>\$29,485,832.46</b>	<b>\$9,833,612.52</b>	<b>\$9,914,971.61</b>	<b>\$26,211,280.22</b>	<b>\$45,959,864.35</b>	<b>\$114,209,799.61</b>	<b>\$114,221,291.07</b>	<b>99.99%</b>	<b>\$80,969,699.68</b>	<b>75.13%</b>
<b>Support Services</b>												
Salaries	\$6,035,909.75	\$9,298,608.43	\$9,456,958.23	\$3,137,518.96	\$3,233,736.43	\$6,772,012.81	\$13,143,268.20	\$37,934,744.61	\$36,413,507.95	104.18%	\$28,924,763.66	84.90%
Benefits	\$3,090,496.08	\$4,795,510.75	\$4,645,085.05	\$1,620,363.31	\$1,651,126.89	\$3,943,259.72	\$7,214,749.92	\$19,745,841.80	\$21,237,576.32	92.98%	\$16,248,694.83	82.08%
Purchased Service	\$3,492,200.86	\$3,043,336.59	\$3,525,903.42	\$724,009.66	\$1,075,993.75	\$1,697,367.55	\$3,497,370.96	\$13,558,811.83	\$13,509,913.10	100.36%	\$12,744,265.78	93.11%
Supplies/Materials	\$1,971,951.01	\$1,438,415.77	\$820,083.98	\$316,270.39	\$321,409.83	\$713,560.40	\$1,351,240.62	\$5,581,691.38	\$6,065,759.18	92.02%	\$5,256,422.23	84.49%
Capital Purchases	\$43,303.46	\$152,927.50	\$72,529.24	\$63,770.35	\$68,812.19	\$227,151.42	\$359,733.96	\$628,494.16	\$384,414.00	163.49%	\$64,816.88	9.47%
Other	\$1,166,078.02	\$28,382.28	\$129,603.80	\$6,943.00	\$902.00	\$241.00	\$8,086.00	\$1,332,150.10	\$1,369,321.56	97.29%	\$1,306,239.68	92.03%
<b>Total Support</b>	<b>\$15,799,939.18</b>	<b>\$18,757,181.32</b>	<b>\$18,650,163.72</b>	<b>\$5,868,875.67</b>	<b>\$6,351,981.09</b>	<b>\$13,353,592.90</b>	<b>\$25,574,449.66</b>	<b>\$78,781,733.88</b>	<b>\$78,980,492.11</b>	<b>99.75%</b>	<b>\$64,545,203.06</b>	<b>85.07%</b>

<i>Expenditures (continued)</i>	1st Quarter Actual	2nd Quarter Actual	3rd Quarter Actual	April Actual	May Actual	June Preliminary Actual	4th Quarter Actual	Fiscal YTD 2015-16	Budget 2015-16	% of 2015-16 Budget Expended	2014-15 Fiscal YTD	% of 2014-15 Budget Expended
<b>Community Services</b>												
Salaries	\$44,952.95	\$64,891.35	\$60,241.47	\$19,951.87	\$20,112.79	\$24,783.29	\$64,847.95	\$234,933.72	\$238,396.08	98.55%	\$196,447.55	87.83%
Benefits	\$20,228.38	\$26,865.35	\$32,499.10	\$9,300.59	\$10,898.11	\$18,181.94	\$38,380.64	\$117,973.47	\$140,340.24	84.06%	\$109,056.31	83.68%
Purchased Service	\$9,164.94	\$68,768.98	\$61,173.81	\$20,739.92	\$12,268.63	\$21,813.22	\$54,821.77	\$193,929.50	\$222,588.19	87.12%	\$27,682.39	58.69%
Supplies/Materials	\$1,077.98	\$587.79	\$750.02	\$0.00	\$0.00	\$0.00	\$0.00	\$2,415.79	\$4,540.37	53.21%	\$3,027.47	44.59%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$594.91	\$178.23	\$773.14	\$773.14	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$700.00	\$814.12	0.00%	\$1,700.00	0.00%
<b>Total Community Services</b>	<b>\$75,424.25</b>	<b>\$161,813.47</b>	<b>\$154,664.40</b>	<b>\$49,992.38</b>	<b>\$43,874.44</b>	<b>\$64,956.68</b>	<b>\$158,823.50</b>	<b>\$550,725.62</b>	<b>\$606,679.00</b>	<b>90.78%</b>	<b>\$337,913.72</b>	<b>82.74%</b>
<b>Capital Projects</b>												
Purchased Service	\$17,447.86	\$2,461.36	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$19,909.22	\$0.00	0.00%	\$83,818.20	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	0.00%
<b>Total Capital Projects</b>	<b>\$17,447.86</b>	<b>\$2,461.36</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$19,909.22</b>	<b>\$0.00</b>	<b>0.00%</b>	<b>\$83,818.20</b>	<b>0.00%</b>
Debt Service Payment	\$341,443.76	\$450.00	\$486,770.84	\$0.00	\$0.00	\$0.00	\$0.00	\$828,664.60	\$848,213.82	97.70%	\$824,515.62	95.06%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500,000.00	\$500,000.00	\$500,000.00	\$500,000.00	100.00%	\$0.00	0.00%
Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,824,319.00	0.00%	\$0.00	0.00%
<b>Total Expenditures</b>	<b>\$25,802,295.12</b>	<b>\$48,117,968.88</b>	<b>\$48,777,431.42</b>	<b>\$15,752,480.57</b>	<b>\$16,310,827.14</b>	<b>\$40,129,829.80</b>	<b>\$72,193,137.51</b>	<b>\$194,890,832.93</b>	<b>\$208,980,995.00</b>	<b>93.26%</b>	<b>\$146,761,150.28</b>	<b>75.49%</b>

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**MONTHLY FINANCIAL REPORT - as of August 31, 2016**

	July Actual	August Actual	1st Quarter Actual	Fiscal YTD 2016-17	Budget 2016-17	% of 2016-17 Budget Expended	2015-16 Fiscal YTD	% of 2015-16 Budget Expended
<b>Revenues</b>								
Taxes	\$0.00	\$0.00	\$0.00	\$0.00	\$67,230,674.00	0.00%	\$0.00	0.00%
Interest	\$22,629.68	\$31,464.00	\$54,093.68	\$54,093.68	\$307,952.00	17.57%	\$35,166.23	14.07%
Local Sources	\$12,871.62	\$59,231.64	\$72,103.26	\$72,103.26	\$1,895,229.00	3.80%	\$83,166.08	7.46%
<b>Total Local</b>	<b>\$35,501.30</b>	<b>\$90,695.64</b>	<b>\$126,196.94</b>	<b>\$126,196.94</b>	<b>\$69,433,855.00</b>	<b>0.18%</b>	<b>\$118,332.31</b>	<b>0.21%</b>
County/ESD	\$0.00	\$923,487.50	\$923,487.50	\$923,487.50	\$3,253,669.00	28.38%	\$728,750.00	97.17%
State Sources	\$20,039,146.00	\$10,013,509.00	\$30,052,655.00	\$30,052,655.00	\$124,345,402.00	24.17%	\$30,079,847.00	31.68%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$0.00	\$830.13	\$830.13	\$830.13	\$0.00	0.00%	\$148.86	0.00%
Beginning Balance	\$13,987,750.00	\$0.00	\$13,987,750.00	\$13,987,750.00	\$13,657,752.00	102.42%	\$17,604,269.16	187.40%
<b>Total Revenue</b>	<b>\$34,062,397.30</b>	<b>\$11,028,522.27</b>	<b>\$45,090,919.57</b>	<b>\$45,090,919.57</b>	<b>\$210,690,678.00</b>	<b>21.40%</b>	<b>\$48,531,347.33</b>	<b>28.51%</b>
<b>Expenditures</b>								
<b>Instruction</b>								
Salaries	\$32,950.46	\$123,458.42	\$156,408.88	\$156,408.88	\$79,116,611.61	0.20%	\$127,094.45	0.21%
Benefits	\$9,547.83	\$34,598.16	\$44,145.99	\$44,145.99	\$37,786,428.92	0.12%	\$86,067.33	0.28%
Purchased Service	\$341,863.80	\$113,308.74	\$455,172.54	\$455,172.54	\$2,969,803.33	15.33%	\$359,716.51	13.73%
Supplies/Materials	\$108,534.12	\$120,848.99	\$229,383.11	\$229,383.11	\$1,424,484.63	16.10%	\$86,631.97	5.33%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$69,010.00	\$8,589.02	\$77,599.02	\$77,599.02	\$197,254.76	39.34%	\$56,674.38	43.43%
<b>Total Instruction</b>	<b>\$561,906.21</b>	<b>\$400,803.33</b>	<b>\$962,709.54</b>	<b>\$962,709.54</b>	<b>\$121,494,583.25</b>	<b>0.79%</b>	<b>\$716,184.64</b>	<b>0.75%</b>
<b>Support Services</b>								
Salaries	\$1,572,700.64	\$1,747,148.80	\$3,319,849.44	\$3,319,849.44	\$38,038,656.98	8.73%	\$3,038,017.00	10.05%
Benefits	\$815,514.44	\$847,225.14	\$1,662,739.58	\$1,662,739.58	\$18,419,332.24	9.03%	\$1,518,998.09	8.94%
Purchased Service	\$1,446,071.04	\$947,143.20	\$2,393,214.24	\$2,393,214.24	\$13,509,529.66	17.72%	\$2,253,010.32	19.37%
Supplies/Materials	\$501,434.74	\$518,533.22	\$1,019,967.96	\$1,019,967.96	\$6,489,844.64	15.72%	\$917,284.07	16.78%
Capital Purchases	\$1,560.00	\$324,035.75	\$325,595.75	\$325,595.75	\$250,052.97	130.21%	\$17,780.00	7.66%
Other	\$30,438.00	\$1,079,420.37	\$1,109,858.37	\$1,109,858.37	\$1,536,470.53	72.23%	\$1,055,702.52	81.91%
<b>Total Support</b>	<b>\$4,367,718.86</b>	<b>\$5,463,506.48</b>	<b>\$9,831,225.34</b>	<b>\$9,831,225.34</b>	<b>\$78,243,887.02</b>	<b>12.56%</b>	<b>\$8,800,792.00</b>	<b>13.37%</b>

<i>Expenditures (continued)</i>	July Actual	August Actual	1st Quarter Actual	Fiscal YTD 2016-17	Budget 2016-17	% of 2016-17 Budget Expended	2015-16 Fiscal YTD	% of 2015-16 Budget Expended
<b>Community Services</b>								
Salaries	\$13,951.48	\$35,424.74	\$49,376.22	\$49,376.22	\$264,225.41	18.69%	\$25,995.13	12.33%
Benefits	\$5,762.88	\$10,589.12	\$16,352.00	\$16,352.00	\$109,906.57	14.88%	\$10,758.70	8.86%
Purchased Service	\$4,229.02	\$11,220.49	\$15,449.51	\$15,449.51	\$36,069.36	42.83%	\$7,530.31	15.47%
Supplies/Materials	\$0.00	\$1,974.63	\$1,974.63	\$1,974.63	\$3,043.15	64.89%	\$436.49	4.12%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$1,568.52	0.00%	\$0.00	0.00%
<b>Total Community Services</b>	<b>\$23,943.38</b>	<b>\$59,208.98</b>	<b>\$83,152.36</b>	<b>\$83,152.36</b>	<b>\$414,813.01</b>	<b>20.05%</b>	<b>\$44,720.63</b>	<b>11.42%</b>
<b>Capital Projects</b>								
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
<b>Total Community Services</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>0.00%</b>	<b>\$0.00</b>	<b>0.00%</b>
Debt Service Payment	\$0.00	\$0.00	\$0.00	\$0.00	\$826,118.76	0.00%	\$294,668.76	55.81%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$9,604,527.00	0.00%	\$0.00	0.00%
<b>Total Expenditures</b>	<b>\$4,953,568.45</b>	<b>\$5,923,518.79</b>	<b>\$10,877,087.24</b>	<b>\$10,877,087.24</b>	<b>\$210,583,929.04</b>	<b>5.17%</b>	<b>\$9,856,366.03</b>	<b>5.79%</b>

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**FIRST READING—POLICY GCBDD/GDBDD: SICK TIME**

**SITUATION**

On January 1, 2016, new sick leave provisions became law within the State of Oregon. [Oregon Administrative Rule \(OAR\) 839-007-0000](#) states that all employers in Oregon with ten or more employees must provide up to 40 hours of paid leave per year. (Within the Portland, Oregon, city limits, employers with six or more employees must provide up to 40 hours of paid, protected sick time per year.) Provisions regarding the qualifying uses of this sick time align with the District's current policy and collective bargaining agreements; and District employees who are covered by these bargaining agreements, regardless of FTE and classification, already accrue more sick leave than is required by these new provisions. District employees are notified of the amount of leave for which they are eligible at any given time, via the Employee Self Service web portal, which is also used to provide their electronic pay statements.

Sick leave eligibility and accruals for staff members who are not contractually eligible for leave (including coaches and other interim employees who are not covered by the District's bargaining agreements) will be tracked by Human Resources department staff, who will notify them of this information.

Contracted substitutes are not eligible for leave from the District, as their leave hours are accumulated through EMS Subdesk, their employer.

The proposed new Board policy GCBDD/GDBDD: Sick Time is based on recommendations from Oregon School Boards Association (OSBA) and the District's legal counsel to align with the new requirements.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors review the first reading of Board policy GCBDD/GDBDD: Sick Time.

# Hillsboro School District 1J

Code: GCBDD/GDBDD

Adopted: \_\_\_\_

## Sick Time\*

This policy applies only to District employees who are not covered by a collective bargaining agreement or other employment agreement. In the District's collective bargaining and other employment agreements, provisions regarding sick time shall comply with sick leave laws.

"Employee" means an individual who is employed by the District, and who is paid on an hourly, stipend or salary basis, and for whom withholding is required under Oregon Revised Statute (ORS) 316.162-316.221. The definition does not include volunteers or independent contractors.

Employees qualify to begin earning and accruing sick time on the first day of employment with the District.

The District shall allow an eligible employee to access up to 40 hours of paid sick time per year. Paid sick time shall accrue at the rate of at least one hour of paid sick time for every 30 hours the employee works, or 1-1/3 hours for every 40 hours the employee works.

The employee may carry up to 40 hours of unused sick time from one year to the subsequent year. An employee is limited to using no more than 40 hours of sick time in a year.

Sick time shall be taken in hourly increments, and may be used for the employee's or a family member's<sup>1</sup> mental or physical illness, injury or health condition; need for medical diagnosis, care or treatment of a mental or physical illness, injury, or health condition, or need for preventive care; or for reasons consistent with the Family Medical Leave Act (FMLA) or Oregon Family Leave Act (OFLA). Sick time may also be used in the event of a public health emergency.

The use of sick time may not lead to, or result in, an adverse employment action against the employee.

The District reserves the right, after three consecutive days of absence, to require proof of personal illness or injury from an employee, including a medical examination by a physician chosen and paid for by the District. An employee refusing to submit to such an examination or to provide other evidence as required by the District, shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA/OFLA leave, the sick time and the FMLA/OFLA leave may run concurrently.

When the reason for sick time is consistent with ORS 332.507, the sick time and leave pursuant to ORS 332.507 may run concurrently.

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<sup>1</sup>"Family member" is defined by the Oregon Family Leave Act (OFLA).

If the reason for sick time is a foreseeable absence, the District may require the employee to provide advance notice of their intention to use sick time within ten (10) days of the requested sick time, or as soon as practicable. When the employee uses sick time for a foreseeable absence, the employee shall take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the District (e.g., grading deadlines, in-service training, mandatory meetings).

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the District as soon as practicable.

The District shall establish a standard process to track the eligibility for sick time of a substitute.

Upon termination for any reason, employees are not entitled to the cash value of their accrued, but unused, sick leave.

Nothing in this policy impacts the District's sick leave obligation under Oregon Revised Statute (ORS) 332.507.

## END OF POLICY

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### Legal Reference(s):

[ORS 332.507](#)  
[ORS 342.545](#)

[ORS 342.610](#)  
[ORS 659A.150](#) to -659A.186

SB 454 (2015)

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

Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2006); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2006).

Americans with Disabilities Act Amendments Act of 2008.



**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**FIRST READING – POLICY IK-AR: ACADEMIC ACHIEVEMENT –**  
**SECONDARY GRADING AND REPORTING PRACTICES**

**SITUATION**

Effective for the 2016-17 school year, and retroactive to ninth grade for this year's seniors, the transcripts of students who graduate from Hillsboro School District will include both a regular grade point average (GPA) and class rank, and a weighted GPA and class rank. Grades A, B, and C earned in weighted classes will receive an extra grade point, which will increase the GPA that students earn in these classes. Only advanced placement (AP) and International Baccalaureate (IB) courses will be weighted.

Providing both the regular and weighted GPA and class rank information is beneficial to students whose applications are reviewed by college entrance and scholarship committees that make use of either system.

The proposed revisions to Board policy IK-AR: Academic Achievement – Secondary Grading and Reporting Practices – provide information regarding the weighted grading system. A detailed plan for communicating these changes will be implemented.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors review the first reading of policy IK-AR: Academic Achievement – Secondary Grading and Reporting Practices.

## Academic Achievement Secondary Grading and Reporting Practices

### Grading and Reporting Parameters

1. Teachers will distribute a class/course syllabus to parents and students at the beginning of each class/course.

Where applicable, these syllabi include:

- a. Expectations
- b. Learning targets – content and skills
- c. Grading process and performance criteria to be used
- d. A description of how academic and non-academic behaviors, not embedded in the learning targets, will be assessed and communicated

### 2. Guidelines for Determining Grades

Teachers will use a collection of evidence and professional judgment to ensure a student's grade is an accurate representation of what the student knows, understands, and is able to do in regard to the class/course learning targets.

- a. Student grades should be based on a collection of evidence that evaluates their proficiency level based on established performance criteria.
- b. Summative performance should constitute the primary evidence collection for a student's grade.
- c. If a teacher does not have sufficient evidence to determine an accurate level of proficiency in regard to class/course learning targets, the grade may be recorded as an *Incomplete*, "I".

A student may make arrangements with a teacher within three weeks of the final grading period in order to determine what evidence is needed to earn a final grade and a timeline for providing such evidence. If the student fails to provide this evidence in the agreed-upon timeline, the final grade will be based upon the remaining evidence, and the missing work will be accounted for consistent with the performance criteria described in the syllabus.

- d. Staff (teachers, content-area coordinators, and administrators) will work to ensure that academic achievement grade determination is accurate and consistent throughout the District.

### 3. Grading Scale

- A Work of such character as to merit special recognition
- B Above-average performance
- C Average work, meeting minimum requirements
- D Below-average work that fulfills only the minimum expectations of the course
- F Failing work ~~which~~ that does not meet minimum requirements and demonstrates lack of competence

To allow for adequate transition time and professional development around new standards and assessments, grading scales that are not standards/proficiency-based will reflect nationally acknowledged best practices in grading.

### 4. Weighted Grading System

The transcripts of students who graduate from Hillsboro School District include both a regular grade point average (GPA) and class rank, and a weighted GPA and class rank. Grades A, B, and C earned in weighted classes receive an extra grade point, which increases the GPA that students earn in these courses: an “A” that is earned in a weighted class yields 5 grade points (4 points for the “A” and 1 additional point as a weighted “bonus”), a “B” yields 4 grade points, and a “C” yields 3 grade points.

A student’s GPA is calculated using two factors: credits earned and the “grade points” that are awarded to letter grades (A = 4 points, B = 3 points, C = 2 points, D = 1 point). A student’s class rank is based on his or her GPA. A student with a class rank of 43, for example, has the 43rd highest GPA in his or her graduating class. Providing both the regular and weighted GPA and class rank information benefits students whose applications are reviewed by college entrance and scholarship committees that make use of either system. This dual reporting system is helpful for students because it provides additional information about their academic records.

Limitations: Only advanced Placement (AP) courses and International Baccalaureate (IB) courses are weighted. While students may enroll in additional college level courses for enrichment, such courses are not transcribed or considered for GPA purposes. Since high school transcripts reflect the work that students are doing toward high school graduation or toward the completion of a specific high school program of study, off campus courses may be transcribed only if the courses are needed in order to earn enough credits to graduate (e.g., credit recovery).

### 5.4. Additional Grade Reporting Codes

- I INCOMPLETE  
Student is in an extension period from the grade reporting deadline in which they can produce evidence to demonstrate their level of proficiency.
- N NO GRADE  
For office use only. Indicates that the student took the class, but received no grade for it. N is not used in the calculation of the GPA. No graduation credit is awarded.

- P PASSING**  
Awarded to students with modified course objectives (e.g., IEP students). P is a final grade that is not used in the calculation of the GPA. Graduation credit is awarded.
- S/U SATISFACTORY/UNSATISFACTORY**  
Assigned for non-credit classes and credit recovery.
- WF WITHDRAWN FAILING**  
Administrative approval is required. Used to indicate that the student has withdrawn from class with an F. Like the F grade, WF (point value 0) is a final grade used in the calculation of the GPA. No graduation credit is awarded.
- WP WITHDRAWN PASSING**  
Administrative approval is required. Used to indicate that, upon withdrawal, the student was passing the class, but is medically or unavoidably unable to finish. WP is a final grade and cannot be made up. It is not used in the calculation of the GPA. No graduation credit is awarded.

## **Glossary of Terms**

**Final grade:** Grades on report cards at the end of a semester that reflect what will be on a transcript.

**Learning Targets:** Measurable goals, based on standards, to be evaluated to determine the grade representative of a student's academic achievement on a report card.

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**FIRST READING – POLICY IKF: GRADUATION REQUIREMENTS**

**SITUATION**

House Bill (HB) 2655 amended Oregon Revised Statute (ORS) Chapter 329 to require that school districts and public charter schools annually notify adult students (18 years of age or older) and students' parents or guardians of the time frame in which the statewide assessments will take place, and the right of an adult student or a student's parent or guardian to request an exemption from taking the statewide summative assessments. Schools are required to provide notice twice each year: once at the beginning of the year; and a second time at least 30 days prior to the administration of the test. Oregon School Boards Association (OSBA) has provided recommended revisions to align Board policy IKF with the new legal requirements.

Other recommended revisions to IKF: Graduation Requirements include clarification of diploma requirements in the areas of math and social sciences.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors review the first reading of policy IKF: Graduation Requirements.

## Graduation Requirements

The Board will establish graduation requirements for the awarding of a chancellor's diploma, standard diploma, modified diploma, extended diploma, and alternative certificate that meets or exceeds state requirements.

A student may satisfy graduation requirements in less than four years. The District will award a diploma to a student fulfilling graduation requirements in less than four years if consent is received given by the student's parent or guardian, or by the student, if they are 18 years of age or older or emancipated.

Students and their parents / guardians will be notified annually of the requirements for all Hillsboro diplomas. See the graduation requirement manual for specific instructions.

### Chancellor's Diploma

The Chancellor's Diploma will be awarded to students who have demonstrated their commitment to a rigorous course of study during high school in order to prepare for college and career success. The Chancellor's Diploma includes classes and requirements that promote critical thinking skills and an enriched learning experience. These requirements are aligned with general Oregon university admissions, but do not guarantee automatic acceptance. Students who earn a Chancellor's Diploma demonstrate the experience that is desired for every student in the Hillsboro School District (HSD). All students earning a Chancellor's Diploma will be recognized with a Chancellor's Diploma Recognition during the graduation ceremony.

<u>HSD Chancellor's Diploma Requirements</u>	<u>Graduating classes through 2018</u>	<u>Cohort class of 2019 and following years</u>	
Math (including one unit at the Algebra 1 level, and two units at a higher level than Algebra 1 Algebra 2)*	3.0	4.0	
English* (one unit in written comprehension)	4.0	4.0	
Science*	3.0	3.0**	**Minimum of 3 credits in each plus one additional credit in either; total = 7 credits
Social Sciences (including history, civics, geography, and economics)*	3.0	3.0**	
Science* / Social Sciences*		1.0**	
Health Education	1.0	1.0	
Physical Education	1.0	1.0	
Career and Technical Education (CTE), the Arts, and World Language* (with at least two credits of world language)	3.0	3.0	
Electives	7.0	5.0	
Senior Seminar (or Focused Program Internship credit)	0.5	0.5	
Career and College Development	0.5	0.5	

<b>Total Credits</b>	<b>26.0</b>	<b>26.0</b>
<b>*Academic Credit Requirements</b> (English, mathematics, science, social science, and/or world language)		
<b>Number of required academic credits</b>	<b>18.0</b>	<b>18.0</b>
Minimum number of required academic credits that must be completed in advanced-level coursework (as defined by AP, IB, or dual-credit designation)		<b>4.0</b>
<b>Required cumulative GPA in academic courses</b>	<b>3.4</b>	<b>3.0</b>
<b>Minimum grade in every academic requirement course</b>	<b>C</b>	<b>C</b>
Required GPA in all coursework	3.0 GPA	3.0 GPA
<b>Proficiency in Essential Skills</b>	<b>Required</b>	<b>Required</b>

In addition to credit requirements as outlined in OAR 581-022-1130, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and apply math;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences.

The District shall offer students credit options, provided the method for obtaining such credits is described in the student's personal education plan, and the credit is earned by meeting requirements described in OAR 581-022-1131.

### **Graduation Honors - Valedictorian and Salutatorian**

Students who earn a Chancellor's Diploma may be eligible for graduation honors.

#### **Valedictorian**

Students earning a Chancellor's Diploma and receiving an unweighted GPA of 4.0 for all classes taken will be recognized as Valedictorians. In the event that no students receive a 4.0 GPA, but earn a Chancellor's Diploma, the student(s) with the highest GPA will be recognized as the Valedictorian(s). More than one person may be recognized as the Valedictorian(s).

#### **Salutatorian**

Student(s) who earn a Chancellor's Diploma and have the second highest unweighted GPA will be recognized as the Salutatorian(s). More than one person may be recognized as the Salutatorian(s).

#### **Honors Graduate**

The students who earn a Chancellor's Diploma and maintain above a 3.75 unweighted GPA will be recognized as Honors graduates.



## **Essential Skills**

The District will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skill of “Apply mathematics in a variety of settings” in the student’s language of origin for those students who, by the end of their 11th grade year, are:

1. On track to meet all other graduation requirements; and
2. Unable to demonstrate proficiency in the Essential Skill in English.

The District will allow ELL students to demonstrate proficiency in Essential Skills other than “Apply mathematics in a variety of settings” in the student’s language of origin for those students who by the end of their 11th grade year:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Receive at least a level 3 (Intermediate) on the English Language Proficiency Assessment (ELPA).

## **Standard Diploma**

A standard diploma will be awarded to students who have satisfactorily completed all state and local graduation requirements. Students completing the standard diploma may qualify for entrance to colleges, community colleges, military and trade schools. A standard diploma will be awarded to students in Grades 9 through 12 who complete a minimum of 24 credits that include at least:

<b><u>Standard Diploma Requirements</u></b>	<b><u>Required Credits</u></b>
Math (one unit at the Algebra 1 level, and two units at a higher level than Algebra 1 at Algebra I level or higher)	3.0
English (one unit in written comprehension)	4.0
Science	3.0
Social Sciences (including history, civics, geography, and economics)	3.0
Health Education	1.0
Physical Education	1.0
Career and College Development	0.5
Senior Seminar (or Focused Program Internship credit)	0.5
Career and Technical Education (CTE), the Arts, and World Language	3.0
Electives	5.0
<b>Total Credits</b>	<b>24.0</b>

The District shall offer students credit options, provided the method for obtaining such credits is described in the student’s personal education plan, and the credit is earned by meeting requirements described in OAR 581-022-1131.

In addition to credit requirements as outlined in OAR 581-022-1130, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and apply math;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences.

### **Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated difficulty meeting the full set of academic standards established by the State Board of Education for a diploma, while receiving reasonable modifications and accommodations. Students completing the modified diploma may qualify for entrance to colleges, community colleges, military and trade schools. To be eligible for a modified diploma, a student must:

1. Have a documented history of difficulty maintaining grade-level achievement due to significant learning and instructional barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade 9 through completion of high school, complete 24 credits, which shall include:

<b><u>Modified Diploma Requirements</u></b>	<b><u>Required Credits</u></b>
Math	2.0
English	4.0
Science	2.0
Social Sciences	2.0
Health Education	1.0
Physical Education	1.0
Career and College Development	2.5
Electives (including 0.5 Senior Seminar or Focused Program Internship credit)	8.5 (0.5)
Career and Technical Education (CTE), the Arts, and World Language	1.0
<b>Total Credits</b>	<b>24.0</b>

In addition to credit requirements as outlined in OAR 581-022-1134, a student must:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

A student must also demonstrate proficiency in the Essential Skills of reading, writing, and apply math with reasonable modifications and accommodations. Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications are changes to the achievement level, construct, or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.

2. For a student not on an IEP, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed, and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a 504 plan may not receive any modified OAKS / SBAC state-approved assessments.

A student's school team shall decide whether that a student should work toward a modified diploma no earlier than the end of Grade 6, and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school, if the documented history has changed.

### **Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated difficulty meeting the full set of academic content standards for a diploma, while receiving modifications and accommodations. Students receiving an extended diploma may have varying educational opportunities after graduation to help meet IEP goals and objectives through age 21. To be eligible for an extended diploma, a student must:

1. While in Grade 9 through completion of high school, complete 12 credits which may not include more than 6 credits in a self-contained special education classroom, and will include:

<b><u>Extended Diploma Requirements</u></b>	<b><u>Required Credits</u></b>
Math	2.0
English	2.0
Science	2.0
History, Geography, Economics, or Civics	3.0
Health Education	1.0
Physical Education	1.0
The Arts or a World Language	1.0
<b>Total Credits</b>	<b>12.0</b>

2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade 5, or after a documented history to qualify for an extended diploma has been established, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma, and an alternative certificate.

### **Alternative Certificate**

An alternative certificate will be awarded to students who do not satisfy the requirements for a chancellor's diploma, standard diploma, modified diploma, or extended diploma, if the students meet minimum credit requirements established by the District. Students receiving an alternative certificate may have varying educational opportunities after graduation. Alternative certificates will be awarded based on individual student needs and achievement.

### **Other District Responsibilities**

The District will ensure that students have onsite access to the appropriate resources to achieve a chancellor's diploma, standard diploma, modified diploma, extended diploma, or alternative certificate at each high school. The District will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The District may not deny a student who has a documented history of difficulty maintaining grade-level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievement, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or extended diploma for the sole reason **that** the student has a documented history.

The District may award a modified diploma or extended diploma to a student only upon the written consent of the student's parent or guardian. The District shall receive the written consent during the school year in which the modified diploma or extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or extended diploma is awarded may sign the consent.

A student shall have the opportunity to satisfy the requirements for a modified diploma, extended diploma, or alternative certificate either within four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, extended diploma, or alternative certificate in less than four years, but not less than three years. In order to satisfy the requirements for a modified diploma, extended diploma, or alternative certificate in less than four years, the student's parent or guardian, or a student who is emancipated or has reached the age of 18, must provide written consent which clearly states that the parent, guardian, or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the District Superintendent / designee, who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who receives **a** modified diploma, extended diploma, or alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.

A student on an IEP who receives a modified diploma, extended diploma, or alternative certificate shall have access to individually designed instructional hours, hours of transition services, and hours of other services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, unless reduced by the IEP team.

The District must provide a Summary of Performance to students who are graduating from secondary school with a standard diploma, or are leaving due to exceeding the age of eligibility for a free appropriate public education (end of school year in which they turn 21).

The District will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, extended diploma, alternative certificate, or completion of a General Education Development document. The continuance of services for students with disabilities who receive a modified diploma, extended diploma, or alternative certificate is contingent on the IEP team determining the student's continued eligibility and need for special education services.

The District may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form<sup>1</sup>, and submitting the form to the District.

The District will issue a high school diploma, upon request, to a person who served in the Armed Forces<sup>2</sup>, as specified in Oregon law, if the person was discharged or released under honorable conditions and has received either a General Educational Development or a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery.

The District shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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<sup>1</sup>[www.ode.state.or.us](http://www.ode.state.or.us); or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

<sup>2</sup>The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
  - a. World War I;
  - b. World War II;
  - c. The Korean Conflict; or
  - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
  - a. Operation Urgent Fury (Grenada);
  - b. Operation Just Cause (Panama);
  - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
  - d. Operation Restore Hope (Somalia);
  - e. Operation Enduring Freedom (Afghanistan); or
  - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

**Legal References:**

ORS 329.095	ORS 339.115	OAR 581-022-0617	OAR 581-022-1134	OAR 581-022-1350
ORS 329.451	ORS 339.505	OAR 581-022-1130	OAR 581-022-1135	<a href="#">OAR 581-022-1910</a>
ORS 332.107	ORS 343.295	OAR 581-022-1131	OAR 581-022-1210	
ORS 332.114	OAR 581-022-0615	OAR 581-022-1133	OAR 581-022-1215	HB 2655 (2015)
ORS 338.115				

TEST ADMINISTRATION MANUAL, APPENDIX L-REQUIREMENTS FOR ASSESSMENT OF ESSENTIAL SKILLS.

**Cross References:**

Policy IBDJA/LBD - Home-Schooled Students  
Policy IGBHD - Program Exemptions  
Policy IK - Academic Achievement  
Policy IKAB - Student Progress Reports to Parents  
Policy IKAC - High School Classes/Courses for Eighth Graders  
Policy IKFA - Early Graduation

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**FIRST READING – POLICY IGAEB: DRUG, ALCOHOL, AND TOBACCO**  
**PREVENTION, HEALTH EDUCATION**

**SITUATION**

The revisions to Board policy IGAEB: Drug, Alcohol, and Tobacco Prevention, Health Education, are recommended by Oregon School Boards Association (OSBA) in order to clarify and update the policy, and are not the result of any recent changes in legislation. Because policy IGAEB and its administrative regulation, IGAEB-AR: Drug and Alcohol Abuse Program, consist, for the most part, of the same information, it is recommended that the sections of text that are unique to the administrative regulation be incorporated into the policy, and that IGAEB-AR then be deleted. This will simplify access to this information for students and their families.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors review the first reading of policy IGAEB: Drug, Alcohol, and Tobacco Prevention, Health Education.

# Hillsboro School District 1J

Code: IGAEB  
Adopted: 07/96  
Revised: 12/08

## **Drug, Alcohol, and ~~Drug Abuse Program~~ Tobacco Prevention, Health Education\*\***

Students have a right to attend school in an environment conducive to learning. Since student alcohol, drug, and tobacco use is illegal and harmful, and interferes with both effective learning and the healthy development of students, the school has a fundamental legal and ethical obligation to prevent unlawful drug, alcohol, and tobacco use, and to maintain drug-free educational environments.

After consulting with parents, teachers, school administrators, local community agencies, and persons from the health or alcohol and drug, alcohol, or health service community who are knowledgeable of the latest research information, the Board will adopt a written plan for a drug, alcohol, and tobacco prevention and intervention program. The plan will be reviewed annually for revision and readoption.

### **Drug Prevention Program**

The District's drug, alcohol, and tobacco curriculum will be age-appropriate, reviewed annually, and updated as necessary to reflect current research and Oregon's Health Education Academic Content Standards.

Drug, alcohol, and tobacco prevention instruction will be integrated in the District's health education courses for grades K-12. Students not enrolled in health education shall receive such instruction through other designated courses. At least annually, all senior high school students, grades 9-12, shall receive such instruction about drug and alcohol prevention. Instruction shall minimally meet the requirements set forth in Oregon Administrative Rules.

The District will include information regarding the District's intervention and referral procedures, including those for drug-related medical emergencies, in student/parent and staff handbooks.

Intervention is defined as the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically, and/or legally, as a result of prohibited drug, alcohol, and/or tobacco use.

Any staff member who has reason to suspect a student is in possession of, or under the influence of, unlawful drugs, alcohol, other intoxicants, or tobacco on District property, on a school bus, or while participating in any District-sponsored activity, whether on District property or at sites off District property, will escort the student to the office or designated area, and will report the information to the principal or his/her designated representative.



*{Text below inserted from IGAEB-AR}*

The building principal or designee will:

1. Call ~~the police~~ law enforcement, if deemed appropriate;
2. Call the parents / guardians for a meeting;
3. Discuss the incident with student, parents if available, and police if contacted;
4. Impose the penalty for violations using due process procedures;
5. Tell the parents / guardians about resources ~~which that~~ offer treatment or assistance for young people suffering from drug-, alcohol-, or tobacco-related problems.

Students possessing, using, and/or selling unlawful drugs, including drug paraphernalia, alcohol, or tobacco on District property, in District vehicles, at District-sponsored activities on or off District grounds, shall be subject to discipline up to and including expulsion, as outlined in the Standards of Student Conduct handbook (JF/JFA-AR). When considering disciplinary action for a student with disabilities, the District must follow the requirements of Board policy JGDA/JGEA – Discipline of Students with Disabilities, including those involving functional behavioral assessment, change or placement, manifestation determination, and an interim alternative educational setting. Students may also be referred to law enforcement officials.

*{Text below inserted from IGAEB-AR}*

Each year the administration will meet with law enforcement officials to discuss the following:

1. Who the school should call for suspected violations of the law or other needs;
2. How school representatives should handle evidence of a suspected offense (e.g., school staff should not taste a substance to ascertain whether or not it is a drug).
3. What questioning procedures may take place on District property;
4. Other needs of the District and law enforcement to avoid conflicts or confusion before a substance-related incident occurs.

In general, drug-related medical emergencies will be handled like a serious accident or illness. Immediate notification of the community emergency care unit is required. Trained staff members will assist the student in any way possible. Parents / guardians shall be contacted immediately. A staff member shall be designated to accompany the student to the hospital or emergency medical facility. Procedures to be taken, including those for students participating in District-sponsored activities off District grounds, shall be included in the District's comprehensive first aid / emergency plan.

The District will actively seek funds from outside sources either independently or through coordinated efforts with other districts, community agencies, or the education service district for drug-free schools grants.

~~Funds needed to support District activities related to unlawful drug, alcohol, and tobacco prevention will be identified by source, including the Safe and Drug Free Schools Act, and monies or other grants received from federal, state, or local sources.~~

A planned staff development program that includes current drug, alcohol, and tobacco prevention education, and an explanation of the District's plan and staff responsibilities within that plan, will be developed by the Superintendent / designee. The input of staff, parents, and the community is encouraged to ensure a staff development program that best meets the needs of District students.

The District will develop a public information plan for students, staff, and parents.

The District's drug, alcohol, and tobacco prevention policy; health education policy; and other related Board policies, rules, and procedures will be reviewed annually and updated as needed.

END OF POLICY

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**Legal Reference(s):**

[ORS 163.575](#)  
[ORS 336.067](#)  
[ORS 336.222](#)  
[ORS 339.133-137](#)  
[ORS 339.873](#)  
[ORS Chapter 475](#)  
[ORS 809.260](#)

[ORAR 581-011-0052](#)  
[ORAR 581-015-2000](#)  
[ORAR 581-015-2040](#)  
[ORAR 581-015-2045](#)  
[ORAR 581-015-2050](#)

[ORAR 581-015-2055](#)  
[ORAR 581-015-2060](#)  
[ORAR 581-015-2070](#)  
[ORAR 581-015-2075](#)  
[ORAR 581-015-2205](#)  
[ORAR 581-015-2220](#)  
[ORAR 581-015-2225](#)  
[ORAR 581-015-2230](#)  
[ORAR 581-015-2235](#)  
[ORAR 581-015-2240](#)  
[ORAR 581-015-2325](#)  
[ORAR 581-015-2410](#)  
[ORAR 581-015-2415](#)

[ORAR 581-015-2420](#)  
[ORAR 581-015-2425](#)  
[ORAR 581-015-2430](#)  
[ORAR 581-015-2435](#)  
[ORAR 581-015-2440](#)  
[ORAR 581-015-2600](#)  
[ORAR 581-015-2605](#)  
[ORAR 581-021-0050](#)  
[ORAR 581-021-0055](#)  
[ORAR 581-022-0413](#)  
[ORAR 581-022-1210](#)

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 701-707 (2006); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 85.600 - 85.645 (2006).

Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11 - 1308.15 (2006).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006). 34 C.F.R. §§ 300.108

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**FIRST READING – POLICY IGBAF-AR: SPECIAL EDUCATION –**  
**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**SITUATION**

The State Board of Education has made a change in Oregon Administrative Rule (OAR) 581-015-2200, to reflect the revisions made to the guidance for Individualized Education Plan (IEP) teams in the selection of statewide assessments for students on IEPs. The new requirement states that “Oregon IEP teams will be required to select the Oregon’s Extended Assessment as the only option for all subject areas assessed. Students who participate in Oregon’s Extended Assessment will not participate in Oregon’s general assessments.” The purpose of this new requirement is to “allow the states’ assessment models to appropriately measure the student populations they were designed to measure.”

Oregon School Boards Association (OSBA) has recommended revisions to policy IGBAF-AR, to align the administrative regulation with the new requirements. Due to the nature of IGBAF-AR, the Oregon Department of Education (ODE) requires that revisions to this administrative regulation be approved by school boards.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors review the first reading of policy IGBAF-AR: Special Education – Individualized Education Program (IEP).

## Special Education - Individualized Education Program (IEP)\*\*

### 1. General IEP Information

- a. The District ensures that an IEP is in effect for each eligible student:
  - (1) Before special education and related services are provided to a student;
  - (2) At the beginning of each school year for each student with a disability for whom the District is responsible; and
  - (3) Before the District implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The District uses:
  - (1) The Oregon standard IEP; or
  - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The District develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s), the student's related services provider(s), and other service provider(s).
- e. ~~The District informs all teachers and service providers of their specific responsibilities for implementing the IEP accommodations, modifications, and/or supports that must be provided for or on behalf of the student to fully implement the IEP, including any amendments the District and parents agreed to make between annual reviews.~~
- f. The District takes steps to ensure that parent(s) / guardian(s) are present at each IEP meeting or have the opportunity to participate through other means.
- g. The District ensures that each teacher and service provider is informed of:
  - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications, and/or supports that must be provided for, or on behalf of, the student; and
  - (2) Their responsibility to fully implement the IEP, including any amendments the District and parent(s) / guardian(s) agreed to make between annual reviews.

The District takes whatever action is necessary to ensure that parent(s) / guardian(s) understand the proceedings of the IEP team meeting, including arranging for an

interpreter for parent(s) / guardian(s) with deafness or whose native language is other than English.

- h. The District provides a copy of the IEP to the parent(s) / guardian(s) at no cost.

## 2. IEP Meetings

- a. The District conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The District convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s) / guardian(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the District and the parent(s) / guardian(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the agreement to amend or modify IEP subsection.
- e. When the parent(s) / guardian(s) requests a meeting, the District will either schedule a meeting within a reasonable time or provide timely written prior notice of the District's refusal to hold a meeting.
- f. If an agency other than the District fails to provide agreed upon transition services contained in the IEP, the District convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

## 3. IEP Team Members

- a. The District's IEP team members include the following:
  - (1) The student's parent(s) / guardian(s);
  - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
  - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
  - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the District will determine which teacher or teachers will participate;
  - (5) A representative of the District (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about District resources. The representative of the District will have the authority to commit District resources and be able to ensure that all services identified in the IEP can be delivered;
  - (6) An individual, who may also be another member of the team who can interpret the instructional implications of the evaluation results; and
  - (7) At the discretion of the parent(s) / guardian(s) or District, other persons who have knowledge or special expertise regarding the student.

b. Student participation:

- (1) Whenever appropriate, the student with a disability is a member of the team.
- (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the District includes the student in the IEP team meeting.
- (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the District will take other steps to consider the student's preferences and interests in developing the IEP.

c. Participation by other agencies:

- (1) With parent / guardian or adult student written consent, and where appropriate, the District invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the District refers or places a student in an education service district (ESD), state operated program, private school, or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call, or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The District and the parent / guardian may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The District designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the District ensures:
  - (1) The parent / guardian and the District consent in writing to the excusal;
  - (2) The team member submits written input to the parent(s) / guardian(s) and other members of the IEP team before the meeting; and
  - (3) The parent / guardian is informed of all information related to the excusal in the parent's / guardian's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the District considers the student's strengths, the parent's / guardian's concerns, the results of the initial or most recent evaluation, and the academic, developmental, and functional needs of the student.

- b. The District ensures that IEPs for each eligible student includes:
- (1) A statement of the student's present levels of academic achievement and functional performance that:
    - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
    - (b) Describes the results of any evaluations conducted, including functional and developmental information;
    - (c) Is written in language that is understood by all IEP team members, including parents / guardians;
    - (d) Is clearly linked to each annual goal statement;
    - (e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
  - (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standards, statements of measurable goals, and short-term objectives. The goals and, if appropriate, objectives:
    - (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
    - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
    - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
  - (3) A statement of the special education services, related services, supplementary aids, and services that the District provides to the student:
    - (a) The District bases special education and related services, modifications, and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum, and participating with other students (including those without disabilities), in academic, nonacademic, and extracurricular activities.
    - (b) Each statement of special education services, related or supplementary services, aids, modifications, or supports includes a description of the inclusive dates, amount or frequency, location, and who is responsible for implementation.
  - (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic, and extracurricular activities.
  - (5) A statement of any individual modifications and accommodations in the administration of state or Districtwide assessments of student achievement.

- (a) A student will not be exempt from participation in state or Districtwide assessment because of a disability unless the parent / guardian requests an exemption;
  - (b) If the IEP team determines that the student will take ~~an~~ the alternate assessment ~~in any area~~ instead of ~~a~~ the regular statewide or a Districtwide assessment, a statement of why the student cannot participate in the regular assessment, and why the alternate assessment ~~selected~~ is appropriate for the student.
- (6) A statement describing how the District will measure the student's progress toward completion of the annual goals, and when periodic reports on the student's progress toward the annual goals will be provided.

#### 6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the District and the parent / guardian may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the District and the parent/ guardian.

- a. The District and the parent / guardian record any amendments, revisions, or modifications on the student's current IEP. If additional IEP pages are required, these pages must be attached to the existing IEP.
- b. The District files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The District provides the parent / guardian prior written notice of any changes in the IEP and, upon request, provides the parent / guardian with a reserved copy of the IEP with the changes incorporated.

#### 7. IEP Team Considerations and Special Factors

- a. In developing, reviewing, and revising the IEP, the IEP team considers:
  - (1) The strengths of the student and concerns of the parent / guardian for enhancing the education of the student;
  - (2) The results of the initial or most recent evaluation of the student;
  - (3) As appropriate, the results of the student's performance on any general state or Districtwide assessments;
  - (4) The academic, developmental, and functional needs of the child.
- b. In developing, reviewing, and revising the student's IEP, the IEP team considers the following special factors:
  - (1) The communication needs of the student; and
  - (2) The need for assistive technology services and/or devices.



- c. As appropriate, the IEP team also considers the following special factors:
- (1) For a student whose behavior impedes his or her learning or that of others, strategies, positive behavioral intervention, and supports to address that behavior;
  - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
  - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate; ~~and~~
  - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.; ~~and~~
  - (5) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the IEP in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:
    - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
    - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
  - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the District has informed the student that all procedural rights will transfer at the age of majority; and
  - (3) If identified transition service providers, other than the District, fail to provide any of the services identified on the IEP, the District will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

## 8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:

- (1) Participation of students with disabilities in state and Districtwide assessment; and
  - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

## 9. Extended School Year Services

- a. The District makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide a FAPE; and
- b. ESY services are:
  - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
  - (2) Identified in the student's IEP; and
  - (3) Provided at no cost to the parent / guardian.
- c. The District does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of service.
- d. The District provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The District's criteria for determining the need for ESY services include:
  - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
  - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

## 9. Assistive Technology

- a. The District ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services, or supplementary aids and services.
- b. On a case-by-case basis, the District permits the use of District-purchased assistive technology devices in the student's home or in other settings if the student's IEP

team determines that the student needs access to those devices to receive a FAPE. In these situations, District policy will govern liability and transfer of the device when the student ceases to attend the District.

#### 10. Transfer Students

##### a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the District and enrolls in a District school within the same school year, the District (in consultation with the student's parent(s)) provides a FAPE to the student (including services comparable to those described in the student's IEP from the previous district), until the District either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts, and implements a new IEP for the student in accordance with all of the IEP provisions.

##### b. Out of State:

If a student transfers into the District with a current IEP from a district in another state, the District, in consultation with the student's parent(s) / guardian(s), will provide a FAPE to the student, including services comparable to those described in the student's IEP from the previous district, until the District:

- (1) Conducts an initial evaluation (if determined necessary by the District to determine Oregon eligibility) with parent / guardian consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the District develops, adopts, and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the District provides prior written notice to the parent(s) / guardian(s), explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

## HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS - MINUTES

July 12, 2016

District Administration Center, 3083 NE 49<sup>th</sup> Place, Hillsboro, OR

### 1. WORK SESSION

#### Board Present:

Wayne Clift, Chair  
Glenn Miller, Vice Chair  
Monte Akers  
Lisa Allen  
Erik Seligman  
Kim Strelchun

#### Staff Present:

Mike Scott, Superintendent  
Travis Reiman, Assistant Superintendent, Academic Services  
Dayle Spitzer, Assistant Superintendent, School Performance  
Kona Lew-Williams, Chief Human Resources Officer  
Adam Stewart, Chief Financial Officer  
Beth Graser, Director, Communications  
Val Bokma, Assistant to the Board

#### Others Present:

Jill Golay, HEA

Laurie Boyd, Assistant to the Superintendent  
Sev Flores, Technology Support

Board Chair Wayne Clift called the meeting to order at 5:18 PM. Director Janeen Sollman was not able to attend the work session.

#### a. South Hillsboro Local Improvement District (LID) Report

Chief Financial Officer Adam Stewart explained that Hillsboro School District (HSD) has been working closely with developers in the South Hillsboro urban growth boundary expansion area, and has been asked to participate in a proposed Local Improvement District (LID) that is being planned for the purpose of completing gating improvements, which are estimated to cost almost \$25 million and must be accomplished before development can proceed. The large developers who are forming the LID will pay up front for the gating improvements. Newland Development, from whom HSD is purchasing a 40-acre parcel of land, has agreed to pay all LID assessments levied against HSD's property, until HSD passes a bond and is issued a building permit, at which time HSD will reimburse Newland Development for the assessments paid on HSD's behalf.

Transportation system development charges will be initially significantly less for LID participants, with the amount of savings decreasing over time. The construction of a new school within the first three years of the LID (by 2020), will result in projected net savings to HSD of \$338,870. Because the location of HSD's property will be determined after the concept is completed, HSD's participation in the LID will facilitate the division of HSD's acreage into separate sites for new schools.

Superintendent Mike Scott, Chief Financial Officer Adam Stewart, and the District's realtor, Ed Hayden, recently met with City of Hillsboro staff and representatives from Newland Development to discuss this matter, and all agreed that participating in the LID is in the best interest of Hillsboro School District. During tonight's regular session, the Board will be asked to approve HSD's participation in the South Hillsboro LID.

#### b. Meeting Advanced Learners' Needs – Update

Superintendent Scott explained that the District received feedback last spring from community members who were concerned about changes that were made regarding

certain honors courses. Realizing that the changes had not been fully communicated to all stakeholders, District leaders restored the previous course offerings, and committed themselves to creating a process that gathers input from all viewpoints, identifies shared educational values, and ensures that the District's curriculum meets the needs of all students. Superintendent Scott explained that the goals of the evening's presentation included outlining the process that will be used for reaching decisions regarding advanced / honors courses and curriculum, and explaining why it is important to consider the needs of all students.

Assistant Superintendent Travis Reiman outlined a process and timeline, which includes establishing shared staff, student, and community values; drafting a program development plan based on the shared values; gathering feedback from all stakeholders on the draft plan; and developing a 2017-18 course catalog and a forecasting plan for future course offerings. He discussed methods of communicating with families and community members regarding opportunities for providing input.

Sharing economic and demographic statistics, Assistant Superintendent Reiman discussed the necessity of ensuring that the District's culture is based on a value of 100 percent college and career readiness for all students, including the personal needs of students and their families, the social and economic well-being of the community, and state and federal requirements. He emphasized the necessity of ensuring that equitable and challenging learning experiences are provided for all students; and the importance of maintaining an ongoing communication system with all stakeholders.

Board members discussed student success and methods for engaging families in the program development process.

c. Student Advisors Update

Superintendent Mike Scott presented an update on his meetings with the student advisory team, and Board members discussed options for student involvement. Throughout the 2015-16 school year, Superintendent Scott and Board members who volunteered to serve on the Board / Superintendent Advisory Team (BSAT) met monthly with these students. Superintendent Scott presented an update on the meetings, and discussed the value of students' input and their participation in District events, including the District and legislative summits. Options for student involvement in the 2016-17 school year were discussed. It was agreed that engaging students with diverse backgrounds would be beneficial, and that the student representatives need to speak on behalf of all students; but there was no consensus on having a student representative serve on the Board. During the August 17 Board retreat, Superintendent Scott will present a proposal for BSAT student selection and engagement in 2016-17.

d. Review Summer Work Session Agenda

Superintendent Mike Scott presented a draft agenda for the Board's August 17 extended work session. Board members provided feedback and suggestions, and will communicate with Superintendent Scott if they would like additional topics added to the agenda.

Director Lisa Allen clarified that she was withdrawing her name from consideration for Board Vice Chair for the 2016-17 school year, since Director Glenn Miller would like to continue in that capacity.

e. Board Discussion Time

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

Board Chair Wayne Clift stated that Director Janeen Sollman, who was unable to attend the work session, expected to arrive in time for the regular session.

Superintendent Mike Scott and Chief Financial Officer Adam Stewart shared information regarding a piece of property that the District might be interested in purchasing at a future date.

Recess Board Meeting

The meeting was recessed at 6:59 PM.

**REGULAR SESSION**

Board Present:

Wayne Clift, Chair  
Glenn Miller, Vice Chair  
Monte Akers  
Lisa Allen  
Erik Seligman  
Janeen Sollman  
Kim Strelchun

Staff Present:

Mike Scott, Superintendent  
Travis Reiman, Assistant Superintendent, Academic Services  
Dayle Spitzer, Assistant Superintendent, School Performance  
Kona Lew-Williams, Chief Human Resources Officer  
Adam Stewart, Chief Financial Officer  
Casey Waletich, Executive Director, Facilities, Safety, Operations  
Beth Graser, Director, Communications  
Val Bokma, Assistant to the Board  
Laurie Boyd, Assistant to the Superintendent  
Martha Méndez Bolaños, Bilingual Interpreter / Translator  
Sev Flores, Technology Support

Others Present:

Jill Golay, HEA

2. Call to Order and Flag Salute

Board Chair Wayne Clift reconvened the meeting at 7:08 PM, and led the Pledge of Allegiance.

3. Approval of Agenda

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

4. Audience Time

Jacki Archibald addressed the board regarding the importance of ensuring that all students graduate and achieve their full potential, and the importance of involving parents in the development of programs and practices.

5. REPORTS AND DISCUSSION

a. AdvancED Final Report

Assistant Superintendent Travis Reiman presented an update on the findings of the AdvancED External Review Team, which conducted a systems accreditation review of Hillsboro School District in February 2016. The team recommended to the AdvancED Accreditation Commission that the Hillsboro School District earn the distinction of

systems accreditation by AdvancED for a five-year term that expires on June 30, 2021. Assistant Superintendent Reiman outlined next steps in developing plans for sustaining the District's identified strengths and addressing improvement priorities in the areas of Teaching and Learning Impact, Leadership Capacity, and Resource Utilization. A progress assessment of three improvement priorities is due to AdvancED by May 1, 2018.

b. Curriculum Adoption Cycle: Postpone Selection of Instructional Materials

Assistant Superintendent Travis Reiman reported on the District's intention to notify the Oregon Department of Education of the need to continue to postpone the adoption of instructional materials in the following academic content areas: Science, World Languages, Health and Physical Education, Social Science, and Art. This postponement is the result of multiple years of budget reductions.

Assistant Superintendent Reiman explained that, although the District is not on cycle with the purchase of instructional materials in these content areas, the District is fulfilling the requirements of teaching to standard. He stated that he expects the curriculum adoption requirement to change, as a result of the increasing availability of technology and digital resources. He also clarified that the District is in the process of identifying a science curriculum to be adopted, and a recommendation is expected this coming winter or spring.

Director Lisa Allen requested that an estimate of the cost of adopting all required curriculum be calculated prior to the next legislative session.

c. Financial Report (see written report)

Chief Financial Officer Adam Stewart presented the monthly financial report. He clarified that complete financial data for the month ending June 30 was not available in time for posting in the packet, because the regular July Board meeting is scheduled early in the month, and he confirmed that the District is on-target with its ending fund balance. He also clarified that the apparent increase in student incidents is the result of transitioning to a new online reporting system, and training staff in the reporting procedures.

The financial report is included in the Board packet.

d. Policies – First Reading

*If no public comments or questions are received regarding these policies during the review period, they will be placed on the consent agenda for approval during the next regular meeting.*

1) Policy ECF / EDD / FECBA: Resource Conservation Management and Sustainable Business Practices (delete policies EDD: Sustainability; and FECBA: Energy-Saving Construction)

Chief Financial Officer Adam Stewart presented revisions to policy Policy ECF / EDD / FECBA: Resource Conservation Management and Sustainable Business Practices. He explained that three existing policies are being combined into a single policy, with additional emphasis on sustainability and energy savings; and that administrative regulations will be drafted to support the policy.

Concerns were expressed by individual Board members, who inquired whether the policy revisions would result in an additional layer of work for school custodians, and emphasized that resource conservation / sustainability for the District should not compromise the District's mission of educating students.

Superintendent Mike Scott clarified that the additional work of implementing the policy is conducted by Resource Conservation Manager Jeff Hammon, rather than the school custodians. Mr. Hammon explained that goals would be reviewed annually to assess the continued effectiveness of the program, and that the requirements of the original policy were softened in the revised version. Superintendent Scott and Chief Financial Officer Stewart explained that Mr. Hammon's employment with the District (approximately ten months, to date) has already resulted in significant cost savings, and commended him for the value of his work.

Staff will review the policy for additional revisions.

6. CONSENT AGENDA

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

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

Regarding the minutes of the June 14 Board meeting, Director Monte Akers clarified that he voted against the District's 2016-2021 Strategic Plan because he thought it was incomplete, since it did not include a destination at the end of five years. Rather than requesting that the minutes be revised, he wanted to provide this clarification.

Consent Agenda items were as follows:

- a. Approve Minutes of June 14, 2016, Board Meeting
- b. Approve Routine Personnel Matters
- c. Establish Tuition Rates for Nonresident Students
- d. Approve Annual Depository, Auditor, Legal Counsel, Newspaper, and Agent Designations
- e. Approve Annual Clerk / Officer Designations
- f. Approve Annual Crime Policy Coverage Limits
- g. Readopt Policy DFAA: Capital Project Fund
- h. Readopt Policy IGBC: Title I / Parental Involvement
- i. Establish Mileage Reimbursement Rate
- j. Approve Resolution to Extend Workers' Compensation to Volunteers
- k. Accept Gifts and Donations
- l. Approve Parent Organization Activities for Liability Insurance Coverage

7. ACTION ITEMS

- a. Elect Board Chair and Vice Chair

Board Chair Wayne Clift opened the floor to nominations for Board chair for 2016-17. Director Kim Strelchun nominated Director Wayne Clift for the position of Board chair. Director Clift accepted the nomination. Hearing no further nominations, Board Chair Clift closed the nominations. The vote in favor of Director Clift was unanimous (7-0).

Board Chair Wayne Clift then opened nominations for Board vice chair for 2016-17. Director Erik Seligman nominated Director Glenn Miller for the position of Board vice



chair. Director Miller accepted the nomination. Hearing no further nominations, Board Chair Clift closed the nominations. The vote in favor of Director Miller was unanimous (7-0).

b. Approve Participation in South Hillsboro Local Improvement District (LID)

Chief Financial Officer Adam Stewart asked the Board to approve Hillsboro School District's participation in the South Hillsboro Local Improvement District, and summarized the information that was discussed during the evening's work session.

Director Monte Akers MOVED, SECONDED by Director Lisa Allen, to approve the participation of the Hillsboro School District in the South Hillsboro Local Improvement District. The MOTION CARRIED (7-0).

8. NWRESD/HCU/HEA Reports

HCU President Devin Hunter was not present.

HEA President Jill Golay introduced herself, and said that she is looking forward to working with District administrators and Board members, she is honored to represent the District's 1100+ teachers, and she believes in the District's strategies and is focused on safety for staff and students.

9. Superintendent's Time

Superintendent Mike Scott discussed District events and programs, and welcomed Kona Lew-Williams to her first Board meeting as Chief Human Resources Officer.

10. Board of Directors' Time

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

11. Follow-Up Items

Agenda Item / Request	Action
<u>Curriculum Adoption Cycle: Postpone Selection of Instructional Materials</u> Estimate the cost of adopting all required curriculum (prior to the next legislative session)	To be provided in a Board Update

12. Adjourn

The meeting was adjourned at 8:14 PM.

## HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

August 17, 2016

District Administration Center, 3083 NE 49<sup>th</sup> Place, Hillsboro, Oregon

### Board Present:

Wayne Clift, Chair

Glenn Miller, Vice Chair

Monte Akers

Lisa Allen

Janeen Sollman

Kim Strelchun

### Administration / Staff Present:

Mike Scott, Superintendent

Travis Reiman, Assistant Superintendent, Academic Services

Dayle Spitzer, Assistant Superintendent, School Performance

Kona Lew-Williams, Chief Human Resources Officer

Adam Stewart, Chief Financial Officer

Casey Waletich, Executive Director, Facilities, Safety, Operations

Beth Graser, Director, Communications

Michelle Morrison, Director, Business Services

### Others Present:

Greg McKenzie

Val Bokma, Assistant to the Board

Diana Kleintob, Technology Support

### **WORK SESSION - Retreat**

Board Chair Wayne Clift called the meeting to order at 8:37 AM, and explained that Director Erik Seligman would not be able to attend.

#### 1. Team-Building Activity 1

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

#### 2. Planning Ahead

##### A. Strategic Plan: 2016-2021 Year 1 Planning

Superintendent Mike Scott and Cabinet members discussed goals and reporting procedures for Year 1 of the District's 2016-2021 Strategic Plan, and received feedback from Board members. Measurable goals that were discussed included increases in assessment scores, graduation rates, the number of students completing internships, the number of credits earned by English Language Learners, the use of highly effective strategies, staff participation in equity-focused professional development, and the employment of multicultural / multilingual staff. Process goals that were discussed included strengthening student-led anti-bullying efforts at the secondary level, convening a citizens' bond oversight committee and developing bond package options, and holding a Schools Summit to share the District's annual report and achievement metrics. The District's key academic indicators, and the tracking of assessment data for students who were previously (but are no longer) categorized as English Language Learners, was also discussed.

##### B. Bond / Local Option Discussion

Chief Financial Officer Adam Stewart, Director of Communications Beth Graser, and Superintendent Mike Scott shared information regarding the District's long-range planning process and goals. They discussed resources that may be needed to accommodate increased student enrollment, increasing PERS costs, and other challenges. The benefits and limitations of bond options (general obligation bond / local option levy), and the interrelated factors that must be considered in developing a bond / levy timeline were presented. No consensus was reached regarding bond options or a timeline, but Board members supported taking steps to

convene a Citizens' Bond Advisory Committee to develop a preliminary recommendation to be presented to the Board in February / March 2017, and they provided input on the roles and perspectives that are essential for an effective committee. Board members will provide additional suggestions for committee membership to Chief Financial Officer Stewart; and the Board will continue their discussion of options and timelines at a future meeting. The results of the November 2016 election is expected to provide additional information that will assist in the decision-making process.

Director of Communications Beth Graser presented the results of a communications survey conducted by MDC Research to provide insight into the community's perception of the District and potential support for a bond. She explained that the research is preliminary, and additional market research will be needed closer to the date of the bond.

C. Budget Process Discussion

Chief Financial Officer Adam Stewart and Director of Business Services Michelle Morrison presented information regarding the "Smarter School Spending for Student Success" program, developed by the Government Finance Officers Association to assist school districts in developing sustainable budgets that are focused on optimizing student achievement, while dealing with frequent revenue fluctuations. Chief Financial Officer Stewart and Director Morrison will receive training in the process, which involves District leaders and community representatives, and will be used to develop the 2017-18 proposed budget.

Communications Director Beth Graser presented budget reference materials, including an overview of the District's revenue, expenditures, and reinvestment priorities.

D. 2017-18 Meeting Dates

Board members discussed proposed Board meeting dates for the 2017-18 school year. The 2017-18 Board meeting dates are scheduled for approval during the regular June 2017 Board meeting.

3. Alternative Programs

This report was postponed, to allow additional time for other agenda items. It will be presented during a future Board meeting.

4. Information / Updates

A. Graduation Location – 2017

Casey Waletich, Executive Director of Facilities, Safety, and Operations, proposed that District high school graduation ceremonies be moved from Liberty High School to the Hillsboro Stadium. He explained that Liberty High School does not have adequate space to accommodate the growing number of graduating students and their family members, and that holding the ceremonies at the Hillsboro Stadium would cost less than holding them at Liberty High School.

Preliminary information regarding this matter was presented to the Board in May 2016, after which public input was requested. Approximately 80 percent of

respondents to a District survey favored moving graduation ceremonies to the Hillsboro Stadium.

The consensus of the Board was that the District should move forward with this change, effective June 2017.

B. Board / Superintendent Advisory Team (BSAT) Update and Proposal

Superintendent Scott presented an update on the Board / Superintendent Advisory Team, and proposed steps for obtaining feedback from a variety of students at all District high school locations. The proposal includes: attending IGNiTE (Inspiring Growth Now in Teacher Education) meetings bi-monthly, meeting with students at each high school, working with administrative and counseling staff to gather a diverse group of students, utilizing IGNiTE students to host community events, and selecting students who will make presentations at Board meetings every few months on topics related to the District's Strategic Plan goals.

Board members discussed the importance of hearing from students who have a broad selection of opinions.

ADDED AGENDA ITEM: Accelerated Learners Update

Assistant Superintendent of Academic Services Travis Reiman presented a schedule of events where community members and the Board will be invited to provide input regarding their core educational values. The process that will be used for establishing shared staff, student, and community values, and for developing a 2017-18 high school course catalog and a forecasting plan for future offerings that are based on those values, was presented during the July 12 Board meeting. Board members will receive status reports throughout this process.

Board members discussed the importance of receiving input from community members with a variety of experiences and viewpoints.

Board Chair Wayne Cliff recessed the meeting at 12:32 PM, and reconvened the meeting at 12:48 PM.

C. Lead Report Review and Explanation

Executive Director Casey Waletich reported on the District's lead testing process and follow-up plan for all sources of water in the District that could be used for public consumption. He explained that the District's environmental safety contractor, PBS, has gathered samples from all of these water sources, and lab results are expected in approximately five weeks. He described safety and communication steps that will be taken if elevated lead levels are determined to be present in any of these water sources. In addition to notifying the families of students at any impacted schools, staff will also post results on the District's website, as they are received.

D. Transgender Students' Needs

Superintendent Mike Scott presented information regarding the District's goals for creating safe and accessible spaces for all students. He discussed the importance of problem-solving, helping all students feel accepted, and working to ensure that

each building has options for students who may not feel comfortable or safe in certain settings for a variety of reasons.

5. Board Evaluation / Goal Setting

In February 2016, the Board adopted a process for conducting Board self-evaluations, which includes 360° feedback gathered from District and community leaders. Greg McKenzie (NextUp Leadership) presented a compiled report of this feedback, and facilitated a discussion of how trends in the responses could be used to improve the Board's effectiveness. Board members will review the feedback, and will continue their discussions at a future meeting.

Board members reaffirmed their interest in developing a District evaluation process that will be aligned with the District Strategic Plan, and will constitute the third pillar of an evaluation system that includes the Superintendent and Board evaluation processes. A District evaluation process will be drafted and presented to the Board during a future meeting.

Mr. McKenzie recommended that the Board evaluation process be conducted every two to four years.

6. Team-Building Activity 2

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

7. Board Professional Development

A. Professional Development Planning

Board members provided input regarding professional development opportunities for the 2016-17 school year.

Superintendent Scott discussed 2016-17 committee opportunities with Board members, who volunteered to serve on the following Superintendent's committees:

Bargaining Team - Licensed (aligning sick leave article to new state law; reviewing stipends and job descriptions in preparation for future bargaining)	Director Monte Akers Director Kim Strelchun (alternate)
Bargaining Team - Classified (aligning sick leave article to new state law)	Director Lisa Allen Director Kim Strelchun (alternate)
College and Career Pathway Steering Committee	Director Janeen Sollman Director Kim Strelchun
Long-Range Facilities Planning Committee	Director Monte Akers Director Glenn Miller
Bond Committee	Director Kim Strelchun Director Glenn Miller
Budget Process Review Committee	Director Monte Akers Director Janeen Sollman* Director Lisa Allen* *(tentative – depending on meeting schedule)

Audit Committee	Director Monte Akers
Technology Input Committee	Director Glenn Miller
Extracurricular Advisory Committee	Director Kim Strelchun Director Monte Akers
School-Based Health Center Steering Committee	Director Janeen Sollman
Board / District Evaluation Committee	Board Chair Wayne Clift Director Lisa Allen
Board and Superintendent Student Input	Director Janeen Sollman Director Kim Strelchun Director Lisa Allen

B. Review of Board Budget

Chief Financial Officer Adam Stewart presented the Board of Directors' 2016-17 budget for review and discussion.

8. Teamwork / Communication

Superintendent Scott and Board members discussed communication and Board meeting efficiencies. There was a consensus that the current processes are working well.

9. Board Discussion Time

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

10. Adjourn

The meeting was adjourned at 3:58 PM.

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**APPROVE ROUTINE PERSONNEL MATTERS**

The Superintendent recommends the Board of Directors:

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

**Ken McCoy**

Assignment: Principal  
Location: Brookwood Elementary School  
Effective Date: July 15, 2016

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

**Patricia E. Carr**

Assignment: 1.0 FTE Science  
Location: Hillsboro High School  
Effective Date: June 17, 2016  
Years of Service: 11 year

**Martin Merrill**

Assignment: 1.0 FTE 3rd/4th Grade  
Location: Groner K-8  
Effective Date: October 31, 2016  
Years of Service: 26 years

**William Smith III**

Assignment: 1.0 FTE Mathematics/PE  
Location: Century High School  
Effective Date: February 1, 2017  
Years of Service: 14 years

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

**Sarah Bywater**

Assignment: 1.0 FTE Mathematics  
Location: Evergreen Middle School  
Effective Date: June 17, 2016

**Connie Abel**

Assignment: 1.0 FTE Advanced Mathematics  
Location: Glencoe High School  
Effective Date: June 17, 2016

**Erick Castillo**

Assignment: 0.5 FTE Migrant Pre-K and 2<sup>nd</sup> Grade  
Location: Reedville Elementary School  
Effective Date: June 17, 2016

**Allison Combs**

Assignment: 1.0 FTE TOSA – Dean of Students  
Location: Witch Hazel Elementary School  
Orenco Elementary School  
Effective Date: June 17, 2016

**Jamie Ferchland**

Assignment: 1.0 FTE 4<sup>th</sup>/5<sup>th</sup> Grade  
Location: Reedville Elementary School  
Effective Date: June 17, 2016

**Benjamin Fong**

Assignment: 1.0 FTE 5<sup>th</sup> Grade  
Location: W. L. Henry Elementary School  
Effective Date: June 17, 2016

**Byron Fuentes**

Assignment: 1.0 FTE 2<sup>nd</sup> Grade  
Location: Reedville Elementary School  
Effective Date: June 17, 2016

**John Gaffney**

Assignment: 1.0 FTE Athletic Director/Senior Seminar  
Location: Glencoe High School  
Effective Date: June 17, 2016

**Anabel Grinnell**

Assignment: 1.0 FTE Kindergarten  
Location: Eastwood Elementary School  
Effective Date: June 17, 2016

**Chris Hesselbein**

Assignment: 1.0 FTE Innovation Strategist TOSA  
Location: Technology Services  
Effective Date: June 17, 2016

**Lara Leedom**

Assignment: 1.0 FTE Speech Language Pathologist  
Location: W.L. Henry Elementary School  
Effective Date: June 17, 2016



**Anne Lins-Bafaro**

Assignment: 1.0 FTE Counselor  
Location: South Meadows Middle School  
Effective Date: June 17, 2016

**John Lockhart**

Assignment: 0.5 FTE Beginning Teacher Mentor  
Location: Office for School Performance  
Effective Date: June 17, 2016

**Jeannie London**

Assignment: 1.0 FTE English Language Learner  
Location: Quatama Elementary School  
Effective Date: June 17, 2016

**Gina McLain**

Assignment: 1.0 FTE TOSA  
Location: Office for School Performance  
Effective Date: June 17, 2016

**Vytas Nagisetty**

Assignment: 0.833 FTE French / Mathematics / Graphic Design /  
Computer Applications  
Location: Liberty High School  
Effective Date: June 17, 2016

**Larissa Parker**

Assignment: 1.0 FTE Instructional Coach  
Location: Eastwood Elementary School  
Effective Date: June 17, 2016

**Eric Peterson**

Assignment: 1.0 FTE Science  
Location: Glencoe High School  
Effective Date: June 17, 2016

**Loryn Reed**

Assignment: 1.0 FTE Elementary Resource Specialist  
Location: Brookwood Elementary School  
Effective Date: June 17, 2016

**Hannah Rivas**

Assignment: 0.5 FTE 1<sup>st</sup> Grade  
Location: Lenox Elementary School  
Effective Date: June 17, 2016

**Laura Robledo**

Assignment: 1.0 FTE Learning Resource Center  
Location: Poynter Middle School  
Effective Date: June 17, 2016

**Mykle Rojas**

Assignment: 1.0 FTE 1st Grade  
Location: Lenox Elementary School  
Effective Date: June 17, 2016

**Jennifer Shelton**

Assignment: 1.0 FTE Social Learning Center  
Location: South Meadows Middle School  
Effective Date: June 17, 2016

**Tiffany Sidwell**

Assignment: 1.0 FTE Counselor  
Location: South Meadows Middle School  
Effective Date: June 17, 2016

**Cynthia Simantel**

Assignment: 1.0 FTE 1<sup>st</sup> Grade  
Location: Quatama Elementary School  
Effective Date: June 17, 2016

**Tyler Steele**

Assignment: 1.0 FTE PE/Health  
Location: Hillsboro High School  
Effective Date: June 17, 2016

**Nicole Thoen**

Assignment: 1.0 FTE Bilingual Coach  
Location: Eastwood Elementary School  
Effective Date: June 17, 2016

**Angela Vargas**

Assignment: 1.0 FTE 3rd Grade Dual  
Location: W. L. Henry Elementary School  
Effective Date: June 17, 2016

**Kris Welch**

Assignment: 1.0 FTE Athletic Director / District Athletic Director  
Location: Century High School & Office for School Performance  
Effective Date: June 17, 2016

- D. Approve the employment of the following administrative personnel for the 2016-17 school year.

**Gina McLain**

Assignment: Principal  
Location: Lenox Elementary School  
Effective Date: July 29, 2016

**Allison Combs**

Assignment: Principal  
Location: Orenco Elementary School  
Effective Date: July 29, 2016

**Michelle Jensen**

Assignment: Principal  
Location: Brookwood Elementary School  
Effective Date: July 29, 2016

**Teresa Vazquez**

Assignment: Assistant Principal  
Location: Orenco Elementary School  
Effective Date: August 18, 2016

- E. Approve the employment of the following licensed personnel in the 2016-17 school year:

**Karen Adams**

Education: MA – Pacific University, Forest Grove, OR  
Experience: 20 years  
Assignment: 1.0 FTE English Language Learners – Hillsboro High School

**Kaylee Aman**

Education: MA – Oregon State University, Corvallis, OR  
Experience: 6 years  
Assignment: 1.0 FTE 4<sup>th</sup> Grade – Free Orchards Elementary School

**Alvaro Ares**

Education: MA – University of Oregon, Eugene, OR  
Experience: 10 years  
Assignment: 1.0 FTE Spanish – Century High School

**Michele Batista**

Education: MA – Montclair State, Montclair, NJ  
Experience: 8 years  
Assignment: 1.0 FTE Learning Resource Center – Century High School

**Leslie Barnes**

Education: MA – Portland State University, Portland, OR  
Experience: None  
Assignment: 1.0 FTE 6th Grade - Eastwood Elementary School

**Nicole Beadnell**

Education: MA – George Fox University, Newberg, OR  
Experience: None  
Assignment: 0.2 FTE 1<sup>st</sup> Grade Dual – Reedville Elementary School

**Vanessa Beddoe Phillips**

Education: MA – Pacific University, Forest Grove, OR  
Experience: 13 years  
Assignment: 0.75 FTE Secondary Resource Specialist –  
Glencoe High School  
0.25 FTE (Temporary) Secondary Resource Specialist –  
Glencoe High School

**Solitaire Betts**

Education: MA – Drexel University, Philadelphia, PA  
Experience: 1 year  
Assignment: 1.0 FTE Kindergarten Dual – Free Orchards Elementary  
School

**Zachary Binkerd**

Education: MA – Pacific University, Forest Grove, OR  
Experience: None  
Assignment: 0.6 FTE PE – Farmington View Elementary School  
0.4 FTE PE – North Plains Elementary School

**Jayna Blanchard**

Education: BA – Western Washington University, Bellingham, WA  
Experience: None  
Assignment: 0.75 FTE Elementary Resource Specialist –  
Indian Hills Elementary School  
0.25 FTE Elementary Resource Specialist –  
Imlay Elementary School

**Brittany Bonnet**

Education: MA – Lewis & Clark College, Portland, OR  
Experience: None  
Assignment: 1.0 FTE Language Arts – Century High School

**Rebecca Brauer**

Education: MA – Southern Oregon University, Ashland, OR  
Experience: 28 years  
Assignment: 1.0 FTE Social Studies/Dual Language Coordinator – South Meadows Middle School

**Kasey Breuier**

Education: MA – Concordia University, Portland, OR  
Experience: 2 years  
Assignment: 1.0 FTE 5<sup>th</sup> Grade – Brookwood Elementary School

**Alesha Brock**

Education: MA – Pacific University, Forest Grove, OR  
Experience: None  
Assignment: 1.0 FTE 3<sup>rd</sup> Grade - Patterson Elementary School

**William Bromley**

Education: MA – Pacific University, Forest Grove, OR  
Experience: 5 years  
Assignment: 1.0 FTE Social Learning Center – Groner K-8

**Claudia Brubaker**

Education: BA – Universidad Autónoma de Nuevo León, NL, México  
Experience: 9 years  
Assignment: 1.0 FTE 3<sup>rd</sup> Grade Dual – Free Orchards Elementary School

**Len Bryan**

Education: MA – University of North Texas, Denton, TX  
Experience: 15 years  
Assignment: 0.8 FTE TOSA - District Media Specialist – Office for School Performance

**LeAndre Butler**

Education: MA – Portland State University, Portland, OR  
Experience: None  
Assignment: 1.0 FTE 3<sup>rd</sup> Grade – Imlay Elementary School

**Karen Cabral**

Education: BA – Benemérita & Centenaria State, Durango, México  
Experience: 3 years  
Assignment: 1.0 FTE 2<sup>nd</sup> Grade Dual – Reedville Elementary School

**Yesenia Carmolinga**

Education: MA – Portland State University, Portland, OR  
Experience: 1 year  
Assignment: 1.0 FTE Counselor – W. L. Henry Elementary School

**Jennifer Cary**

Education: MA – Portland State University, Portland, OR  
Experience: 10 years  
Assignment: 1.0 FTE Behavior Specialist – Student Services

**Stephanie Clark**

Education: MA – University of Oregon, Eugene, OR  
Experience: None  
Assignment: 1.0 FTE 1st Grade – Indian Hills Elementary

**Ashley Clemens**

Education: MA – University of Oregon, Eugene, OR  
Experience: 8 years  
Assignment: 1.0 FTE Language Arts – Hillsboro High School

**Amy Contreras**

Education: BA – Santa Clara University, Santa Clara, CA  
Experience: 6 years  
Assignment: 0.4 FTE Social Studies – South Meadows Middle School

**Trina Dixon**

Education: MA – Portland State University, Portland, OR  
Experience: 1 year  
Assignment: 1.0 FTE 4<sup>th</sup> Grade Dual – Eastwood Elementary School

**Sarah Dufficy**

Education: BA – Pacific University, Forest Grove, OR  
Experience: 1 year  
Assignment: 1.0 FTE Elementary Resource Specialist – Minter Bridge Elementary School

**Lora Dunlap**

Education: MA – Portland State University, Portland, OR  
Experience: 3 years  
Assignment: 1.0 FTE Mathematics – Hillsboro High School

**Meredith Ferrier**

Education: BA – Moody Bible Institute, Chicago, IL  
Experience: None  
Assignment: 1.0 FTE English Language Learners - Hillsboro High School

**Amy Fifth-Lince**

Education: MA – Portland State University, Portland, OR  
Experience: 9 years  
Assignment: 1.0 FTE Social Studies – Liberty High School

**Holly Flores**

Education: MA – Portland State University, Portland, OR  
Experience: None  
Assignment: 0.8 FTE Kindergarten Dual – W. L. Henry Elementary School

**Sara Franklin**

Education: MA – Arizona State University, Phoenix, AZ  
Experience: 3 years  
Assignment: 0.95 FTE Career Coordinator – MEC West

**Ashley Fryer**

Education: BA – College of William & Mary, Williamsburg, VA  
Experience: 4 years  
Assignment: 1.0 FTE 3<sup>rd</sup> Grade – West Union Elementary School

**Javier Fuentes Rios**

Education: BA – Benemérito Instituto Normal del Estado, Puebla, México  
Experience: 19 years  
Assignment: 1.0 FTE 2<sup>nd</sup> Grade Dual – Reedville Elementary School

**Maria Galindo Sanz**

Education: MA – Universidad Complutense de Madrid, Madrid, Spain  
Experience: 24 years  
Assignment: 1.0 FTE 4<sup>th</sup> Grade Dual – Lincoln Street Elementary School

**Ronda Gatewood**

Education: MA – George Fox University – Newberg, OR  
Experience: 1 year  
Assignment: 1.0 FTE 3<sup>rd</sup> Grade - Patterson Elementary School

**Regan Gieger**

Education: MA – Portland State University, Portland, OR  
Experience: 4 years  
Assignment: 0.9 FTE Music/Band - West Union Elementary School  
0.1 FTE Band - Mooberry Elementary School

**Lauren Giobetti**

Education: BA – Linfield College, McMinnville, OR  
Experience: 1 year  
Assignment: 1.0 FTE Mathematics – Evergreen Middle School

**Julie Going**

Education: BA – University of South Florida, Tampa, FL  
Experience: 1 year  
Assignment: 1.0 FTE English Language Learners –  
Quatama Elementary School

**Priscilla Goodman**

Education: BA – Rutgers University, New Brunswick, NJ  
Experience: None  
Assignment: 1.0 FTE Counselor – Butternut Creek Elementary School

**April Gouldsbrough**

Education: MA – Portland State University, Portland, OR  
Experience: 15 years  
Assignment: 1.0 FTE Autism Disorder Consultant –  
Student Services Department

**Paige Grandas**

Education: BA – University of North Florida, Jacksonville, FL  
Experience: 2 years  
Assignment: 1.0 FTE 3<sup>rd</sup> / 4<sup>th</sup> Grade – Farmington View Elementary  
School

**Sarah Gross Miller**

Education: BA – Northern Arizona University, Flagstaff, AZ  
Experience: 18 years  
Assignment: 1.0 FTE Elementary Resource Specialist – Brookwood  
Elementary School

**Cynthia Harp**

Education: BA – Oregon State University, Corvallis, OR  
Experience: None  
Assignment: 1.0 FTE Social Communications Center – Hillsboro  
High School

**Karin Harrington**

Education: MA – Concordia University, Portland, OR  
Experience: None  
Assignment: 0.875 FTE PE/6<sup>th</sup> Grade – Reedville Elementary School  
0.125 FTE (Temporary) Climate Coach – Reedville  
Elementary School



**Michelle Harrison**

Education: MA – Smith College School of Social Work, Northampton, MA  
Experience: 15 years  
Assignment: 1.0 FTE Behavior Specialist – Student Services Department

**Scott Henderson**

Education: MA – Willamette University, Salem, OR  
Experience: 11 years  
Assignment: 1.0 FTE Mathematics – Hillsboro High School

**Jeffrey Hendryx**

Education: MA – University of Oregon, Eugene, OR  
Experience: None  
Assignment: 1.0 FTE Mathematics – Poynter Middle School

**Jacqueline Herrera**

Education: MA – California State University, Long Beach, CA  
Experience: 15 years  
Assignment: 1.0 FTE Counselor - Hillsboro High School

**Kellen Hobie**

Education: MA – Western Oregon University, Monmouth, OR  
Experience: 3 years  
Assignment: 0.8 FTE PE – Butternut Creek Elementary School

**Cynthia Honma**

Education: MA – Pacific University, Forest Grove, OR  
Experience: 10 years  
Assignment: 1.0 FTE 3<sup>rd</sup> Grade - Eastwood Elementary School

**Rebecca Hoppen**

Education: MA – Southern Oregon University, Ashland, OR  
Experience: 11 years  
Assignment: 0.5 FTE 1<sup>st</sup> Grade – Lenox Elementary School

**Tessa Hornbuckle**

Education: MA – Portland State University, Portland, OR  
Experience: 6 years  
Assignment: 1.0 FTE English Support Specialist – W.L Henry Elementary School

**Andrew Hull**

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

**Louisa Hunt**

Education: MA – Concordia University, Portland, OR  
Experience: None  
Assignment: 0.5 FTE Science - Hillsboro High School

**Corey Jones**

Education: MA – Pacific University, Forest Grove, OR  
Experience: None  
Assignment: 1.0 FTE 4<sup>th</sup> Grade – Witch Hazel Elementary School

**Jeffrey Johnson**

Education: MA – George Fox University, Newberg, OR  
Experience: 10 years  
Assignment: 0.8 FTE Band/Choir – Poynter Middle School  
0.1 FTE Choir – Evergreen Middle School

**Russell Jordan**

Education: MA – Willamette University, Salem, OR  
Experience: 2 years  
Assignment: 1.0 FTE 6<sup>th</sup> Grade – Lenox Elementary School

**Kelsey Julian**

Education: BA – Eastern Washington University, Cheney, WA  
Experience: None  
Assignment: 0.8 FTE PE – Poynter Middle School

**Julie Kahut**

Education: MA – Liberty University, Lynchburg, VA  
Experience: 2 years  
Assignment: 1.0 FTE 2<sup>nd</sup> Grade Dual – Minter Bridge Elementary School

**Ashley Kalar**

Education: MA – Portland State University - Portland, OR  
Experience: None  
Assignment: 1.0 FTE 3<sup>rd</sup> / 4<sup>th</sup> Grade – Farmington View Elementary School

**Alexandria Kannel**

Education: MA – Concordia University, Portland, OR  
Experience: 5 years  
Assignment: 1.0 FTE Language Arts – Glencoe High School

**Rachael Kares**

Education: BA – University of North Carolina, Chapel Hill, NC  
Experience: 6 years  
Assignment: 0.883 FTE Language Arts – Liberty High School

**Bernice Koelbl**

Education: MA – Linfield College, McMinnville, OR  
Experience: 5 years  
Assignment: 1.0 FTE Family & Consumer Science – Hillsboro High School

**Grace Liao**

Education: MA – Stanford University, Stanford, CA  
Experience: None  
Assignment: 1.0 FTE Science – Glencoe High School

**Roseanna Ling**

Education: MA – University of Oregon, Eugene, OR  
Experience: 1 year  
Assignment: 1.0 FTE 4<sup>th</sup> Grade – Quatama Elementary School

**Nicola Long**

Education: MA – Concordia University, Portland, OR  
Experience: 8 years  
Assignment: 1.0 FTE 4<sup>th</sup> Grade – Free Orchards Elementary School

**Moriah Loos**

Education: BA – University of South Dakota, Vermillion, SD  
Experience: 9 years  
Assignment: 1.0 FTE 4<sup>th</sup> Grade – Groner K-8

**Courtney Mahar**

Education: MA – Teachers College, Columbia University, New York, NY  
Experience: 16 years  
Assignment: 1.0 FTE Mathematics – Evergreen Middle School

**Dixie Mahmud**

Education: MA – Harding University, Searcy, AR  
Experience: 8 years  
Assignment: 1.0 FTE 4<sup>th</sup> Grade – Lincoln Street Elementary School

**Jennifer Mallory**

Education: BA – George Fox University, Newberg, OR  
Experience: 1 year  
Assignment: 1.0 FTE 3<sup>rd</sup> Grade – Rosedale Elementary School

**Cary Martin**

Education: MA – Concordia University, Portland, OR  
Experience: 7 years  
Assignment: 1.0 FTE 4<sup>th</sup> Grade Dual – W. L. Henry Elementary School

**Tonya Mauk**

Education: MA – Pacific University, Forest Grove, OR  
Experience: 9 years  
Assignment: 1.0 FTE 8<sup>th</sup> Grade – Groner K-8 School

**G. Claudia McClellan**

Education: BA – University of Phoenix, Tigard, OR  
Experience: None  
Assignment: 0.50 FTE Spanish – Glencoe High School

**Ken McCoy**

Education: MA – Concordia University, Portland, OR  
Experience: 15 years  
Assignment: 1.0 FTE 4<sup>th</sup> / 5<sup>th</sup> Grade – Imlay Elementary School

**Ashley McElmurry**

Education: BA – Oregon State University, Corvallis, OR  
Experience: None  
Assignment: 1.0 FTE 1<sup>st</sup> Grade – Quatama Elementary School

**James Mick**

Education: BA – Portland State University, Portland, OR  
Experience: 5 years  
Assignment: 1.0 FTE Social Studies - Hillsboro High School

**Valerie Midkiff**

Education: BA – George Fox University, Portland, OR  
Experience: 1 year  
Assignment: 1.0 FTE English Language Learners – Brookwood Elementary School

**Patrick Mendonca**

Education: BA – Sonoma State University, Rohnert Park, CA  
Experience: 6 years  
Assignment: 1.0 FTE 2<sup>nd</sup> Grade – Rosedale Elementary School

**Kirsten Meyer**

Education: MA – Tulane University, New Orleans, LA  
Experience: 4 years  
Assignment: 0.75 FTE English Language Learners – Butternut Creek Elementary School

**Breann Mudrick**

Education: MA – Oregon State University, Corvallis, OR  
Experience: 5 years  
Assignment: 1.0 FTE 2<sup>nd</sup> Grade/English Language Learners - Reedville Elementary School

**Jessica Nies**

Education: MA – San Jose State University, San Jose, CA  
Experience: 16 years  
Assignment: 1.0 FTE 4<sup>th</sup> Grade - Groner K-8

**Alison Palmer**

Education: MA – Pacific University, Forest Grove, OR  
Experience: 1 year  
Assignment: 1.0 FTE Science - South Meadows Middle School

**Salvador Paz**

Education: MA – Pacific University, Forest Grove, OR  
Experience: 18 years  
Assignment: 1.0 FTE 5th Grade Dual – W. L. Henry Elementary School

**Renee Peront**

Education: MA – Pacific University, Forest Grove, OR  
Experience: 8 years  
Assignment: 1.0 FTE 3<sup>rd</sup> Grade – West Union Elementary School

**Teresa Pieser-Wirsching**

Education: MA - Marylhurst University, Marylhurst, OR  
Experience: 14 years  
Assignment: 1.0 FTE 5th Grade/English Language Learners/Title Resource – Reedville Elementary School

**Melina Pugsley**

Education: BA – Brigham Young University, Provo, UT  
Experience: 7 years  
Assignment: 0.5 FTE Language Arts – Century High School

**Jessica Ramirez Vasquez**

Education: MA – Lewis & Clark College, Portland, OR  
Experience: None  
Assignment: 1.0 FTE 3<sup>rd</sup> / 4<sup>th</sup> Grade Dual – Reedville Elementary School

**Kaitlin Reeves**

Education: BA – University of Portland, Portland, OR  
Experience: None  
Assignment: 1.0 FTE 1st Grade Dual – Minter Bridge Elementary

**Randall Reina**

Education: MA – Dartmouth College, Hanover, NH  
Experience: 16 years  
Assignment: 1.0 FTE Mathematics – Hillsboro High School

**Erin Rockenbaugh**

Education: BA – California State University, Chico, CA  
Experience: 11 years  
Assignment: 1.0 FTE Elementary Resource Specialist – Lincoln Street Elementary School

**Amy Rosato**

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

**John Santella**

Education: MA – Columbia University, New York, NY  
Experience: 12 years  
Assignment: 0.5 FTE Social Studies – Liberty High School

**Ryan Scheafer**

Education: MA – Pacific University, Forest Grove, OR  
Experience: None  
Assignment: 1.0 FTE 2<sup>nd</sup> Grade – Rosedale Elementary School

**Tori Scoles**

Education: MA – University of Phoenix, Lathrop, CA  
Experience: 9 years  
Assignment: 1.0 FTE Drama – Hillsboro High School

**Carolyn Seres**

Education: MA – Millersville University, Millersville, PA  
Experience: 28 years  
Assignment: 1.0 FTE Behavior Specialist – Student Services

**Blair Shanklin**

Education: BA – University of Portland, Portland, OR  
Experience: None  
Assignment: 1.0 FTE Mathematics – Brown Middle School

**Mary Shores**

Education: MA – University of Wyoming, Laramie, WY  
Experience: 16 years  
Assignment: 0.8 FTE Secondary Resource Specialist – Poynter Middle School

**Deka Smith**

Education: MA – George Fox University, Newberg, OR  
Experience: 8 years  
Assignment: 1.0 FTE Chemistry/Physics – Liberty High School

**Josie Stewart-Lewis**

Education: MA – Western Governors University, Salt Lake City, UT  
Experience: 2 years  
Assignment: 1.0 FTE Elementary Resource Specialist – North Plains Elementary School

**Pamela Thorpe**

Education: MA – Framingham State University, Framingham, MA  
Experience: 23 years  
Assignment: 1.0 FTE 6<sup>th</sup> Grade – Free Orchards Elementary School

**Nancy Timmer**

Education: MA – Western Oregon University, Monmouth, OR  
Experience: 15 years  
Assignment: 0.5 FTE English Language Learners - Groner K-8

**Kayleigh Tyerman**

Education: BA – Florida State University, Tallahassee, FL  
Experience: 2 years  
Assignment: 1.0 FTE Learning Resource Center – Century High School

**Lindsey Story**

Education: MA – Portland State University, Portland, OR  
Experience: 8 years  
Assignment: 1.0 FTE Kindergarten – West Union Elementary School

**Karen Van Wye**

Education: MA – Portland State University, Portland, OR  
Experience: 15 years  
Assignment: 1.0 FTE Spanish – Hillsboro High School

**Hadley Walsh**

Education: MA – Liberty University, Lynchburg, VA  
Experience: None  
Assignment: 1.0 FTE Kindergarten Teacher - Quatama Elementary School

**Kathryn Rose Welch**

Education: MA – Southern Utah University, Cedar City, UT  
Experience: 6 years  
Assignment: 1.0 FTE Mathematics – Glencoe High School

**Mary Katherine Welch**

Education: BA – California State University, Stanislaus, Turlock, CA  
Experience: 12 years  
Assignment: 0.5 FTE Graphic Design – Century High School

**Stephen Weller**

Education: BA – Arizona State University, Temple, AZ  
Experience: 8 years  
Assignment: 0.8 FTE 6<sup>th</sup> Grade Dual – W. L. Henry Elementary School

**Mary White**

Education: MA – Arizona State University, Temple, AZ  
Experience: 15 years  
Assignment: 0.5 FTE English Language Learners – Free Orchards Elementary School  
0.25 FTE (Temporary) English Language Learners – Free Orchards Elementary School  
0.25 FTE English Language Learners – North Plains Elementary School

**Ruth Whitnah**

Education: MA – Walden University, Minneapolis, MN  
Experience: 24 years  
Assignment: 0.5 FTE Elementary Resource Specialist – Free Orchards Elementary School



**Libbey Wood**

Education: MA – Northern Arizona University, Flagstaff, AZ  
Experience: 8 years  
Assignment: 1.0 FTE Elementary Resource Specialist - Witch Hazel Elementary School

**Jeffrey Wright**

Education: MA – Lewis & Clark College, Portland, OR  
Experience: 13 years  
Assignment: 1.0 FTE Support Specialist - Student Services

**Matt York**

Education: MA – Oregon State University, Corvallis, OR  
Experience: 6 years  
Assignment: 1.0 FTE Athletic Director - Glencoe High School

**Scott Zyp**

Education: MA – University of Oregon, Eugene, OR  
Experience: 10 years  
Assignment: 1.0 FTE 3rd Grade - McKinney Elementary School

- E. Approve the employment of the following licensed personnel in the 2016-17 school year, who have held temporary status:

**Megan Dunn**

Education: MA – George Fox University, Newberg, OR  
Experience: 1 year  
Assignment: 0.5 FTE Art – Glencoe High School

**Emily Farley**

Education: BA – Great Basin College, Elko, NV  
Experience: 2 years  
Assignment: 0.25 FTE Elementary Resource Specialist – Brookwood Elementary School  
0.25 FTE Elementary Resource Specialist – Orenco Elementary School

**Joel Fragoso**

Education: MA – Loyola Marymount University, Los Angeles, CA  
Experience: 13 years  
Assignment: 1.0 FTE Social Studies Dual – South Meadows Middle School

**Jonathan Gaspardis**

Education: MA – Concordia University, Portland, OR  
Experience: 1 year  
Assignment: 1.0 FTE Mathematics – South Meadows Middle School

**Kristi Moe**

Education: BA – Brigham Young University, Provo, UT  
Experience: 1 year  
Assignment: 1.0 FTE Family & Consumer Science – Century High School

**Ji Hye Park**

Education: MA – Portland State University, Portland, OR  
Experience: 3 years  
Assignment: 0.5 FTE Elementary Resource Specialist – Ladd Acres Elementary School  
0.25 FTE (Temporary) English Language Learners – Ladd Acres Elementary School

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**ACCEPT GIFTS AND DONATIONS – as of August 31, 2016**

**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 \$6,000 from The Oregon Community Foundation to Hillsboro High School to be used for the Automotive Technology Program.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors accept this donation.

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**READOPT BOARD / SUPERINTENDENT WORKING AGREEMENTS**

**SITUATION**

The Board of Directors is the educational policy-making body for the Hillsboro School District. In order to effectively meet the District's challenges, it is essential that the Board and Superintendent function together as a leadership team. The Board / Superintendent working agreements, a tool that facilitates unity among the team members, is annually reviewed and readopted by the Board. The Board discussed the working agreements during the August 17 and September 13, 2016, work sessions.

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**APPROVE REVISIONS TO POLICY ECF / EDD / FECBA:**  
**RESOURCE CONSERVATION MANAGEMENT**

**SITUATION**

As the District moves forward with energy and resource conservation efforts, relevant Board policies are being reviewed, and updates recommended. The proposed revision to policy ECF: Energy Conservation incorporates guidelines and direction from policies EDD: Sustainability and FECBA: Energy Conserving Construction, together with new language regarding the District's resource conservation management program. Upon Board approval of policy ECF / EDD / FECBA: Resource Conservation Management, standalone policies EDD and FECBA will be deleted.

The revised policy was presented to the Board for first reading on July 12, 2016. Additional revisions have been made since that meeting, based on input from Board members.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors approve the revisions to policy ECF / EDD / FECBA: Resource Conservation Management, and the deletion of the standalone versions of policies EDD and FECBA.

## **Energy Conservation Resource Conservation Management**

The District encourages and supports an energy conservation and education program to substantially lower consumption of electricity, natural gas, gasoline, and water. It will be the responsibility of each District employee and student to participate in conservation efforts to reduce consumption to levels prescribed by state and federal guidelines while maintaining programs.

The Board of Directors recognizes the responsibility of the District to ensure the most responsible and economical use of energy and other resources in fulfilling its mission of educating students; and is committed to modeling environmental stewardship, wisely managing natural resources, and supporting conservation, in order to create and maintain healthy school environments through environmentally and economically sound practices. In order to fulfill these environmental and financial responsibilities, the District will engage in a resource conservation management program that focuses on minimizing resource utilization and promoting environmental stewardship.

The program shall include:

### Resource Conservation:

- Allocating available staff and resources to develop and implement a program of effective resource conservation management and education;
- Establishing a resource conservation management plan that includes goals, activities, and deliverables designed to minimize waste and effectively and efficiently manage available resources;
- Engaging in educational opportunities for staff and students that promote economic, social, and environmental responsibility; and maintaining an expectation that all District students and staff utilize resources responsibly;

### Energy-Conserving Construction:

- Considering the most prudent use of available resources in the design and construction of new buildings, and the remodeling of existing buildings; and assigning high priority to proposed construction and renovation projects that contain the most efficient energy-saving plans within an acceptable budget;
- Documenting in the architectural evaluation energy-saving designs that comply with District educational specifications and cost-control checklists;
- Including life cycle cost analyses for all new construction projects within the scope of the architect's services, to be used as a basis for project design and value engineering decisions.

The Superintendent will direct staff to develop comprehensive administrative regulations that supplement and directly support this policy. It is the responsibility of District administrators, through the Superintendent's office, to implement, direct, monitor, evaluate, and report District energy conservation efforts.

END OF POLICY

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**Legal Reference(s):**

ORS Chapters 279A, 279B, and 279C

ORS 332.107

ORS 332.155

ORS 455.560

ORS 455.565

## Hillsboro School District 1J

Code: EDD  
Adopted: 07/96  
Revised: 11/08

### Sustainability

The District will strive to conduct its operations and make decisions that support sustainability by minimizing the waste of natural resources, while protecting the health and wellbeing of its constituents through environmentally and economically sound practices.

The District shall consider, when purchasing, the potential for recycling of materials and shall avoid, when feasible, the purchase of materials that are not recyclable. The District shall take advantage of local opportunities to recycle waste materials and cooperate with the recycling efforts of the community.

END OF POLICY

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#### Legal Reference(s):

ORS Chapters 279A, 279B and 279C  
ORS 332.107



## **Hillsboro School District 1J**

Code: FECBA  
Adopted: 07/96  
Revised: 11/08

### **Energy-Conserving Construction**

The Board recognizes the importance and need for energy conservation in the construction of new District facilities.

Proposed construction and renovation projects that contain the most efficient energy-saving plans within an acceptable budget will have high priority. Energy-saving designs will be documented in the architectural evaluation and will comply with educational specifications and cost-control checklists as determined by the Board.

A continuous study of energy problems and energy sources will be maintained for future planning.

END OF POLICY

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#### **Legal Reference(s):**

[ORS 332.107](#)  
[ORS 332.155](#)

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**APPOINT CITIZENS' CURRICULUM ADVISORY COMMITTEE MEMBERS**

**SITUATION**

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

Terms for six committee members (including three students) expired on June 30, 2016. There are four additional vacancies, as a result of two resignations and two positions (including one student position) that remained open during the 2015-16 school year. Therefore, a total of ten positions (including four student positions) are currently open, although the Board, in consultation with District staff and the CCAC chair, has the discretion to adjust the number of members, based on the number of qualified candidates.

CCAC openings were advertised during the summer. A total of 18 applications were received – including one application for reappointment and 17 new applications. Six of the new applications were received from students. District and CCAC leaders are pleased at the interest in CCAC membership, and the Assistant Superintendent of Academic Services asked the Board on September 13 to consider appointing all applicants to the committee. If the Board agrees, the total composition of the committee would be 26 members, including six student advisors.

During tonight's work session, CCAC applicants were introduced to Board members and shared their reasons for applying to serve on the committee. During tonight's regular session, the Board will appoint members to fill the open positions. A majority vote will result in the appointment of members to fill committee vacancies. New members who are appointed by the Board this evening will be able to participate in the first CCAC meeting of the 2016-17 school year on October 3.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors appoint members to the open positions on the CCAC for two-year terms.

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**APPOINT AUDIT COMMITTEE**

**SITUATION**

The Board appoints an Audit Committee annually to maintain communication between the Board and the District's audit firm. This committee includes one or more Board members and the Chief Financial Officer. The Audit Committee will meet with the auditors before they begin their major field work, and again after they conclude their work in the fall. The second meeting will include a report on the 2015-16 audit, and a conversation about the District's fiscal management. The Audit Committee reports to the Board following the second meeting. The Audit Committee may also meet at other times, if needed.

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**NOMINATE MEMBERS TO OSBA BOARD OF DIRECTORS—POSITION 15**

**SITUATION**

Oregon School Boards Association (OSBA) is seeking nominations for several positions on the OSBA board of directors. Nominations are open until September 30, 2016.

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

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

- Candidates must be active members of a local board in the represented area.
- Candidates must certify that they are willing to serve, if elected, as a member of the OSBA board of directors.
- The nomination must be an official action of the local board in the represented area.
- Candidates must complete an OSBA board of directors candidate questionnaire and personal / professional resume form.

In October, OSBA will distribute official ballots to member boards. Each member board shall have one vote for each open OSBA board position in their geographic area. Voting will open on November 14, and close on December 16. Newly elected members of the OSBA board will officially take office on January 1, 2017.

**RECOMMENDATION**

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

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**APPROVE HEALTHY AND SAFE SCHOOLS PLAN**

**SITUATION**

In 2016, the Oregon Legislature passed Oregon Administrative Rule (OAR) 581-022-2223, which requires that each school district develop a Healthy and Safe Schools Plan to address environmental safety concerns, including the following:

- ❖ A plan for testing district-owned buildings for radon, as required under ORS 332.167;
- ❖ A plan to test for and reduce exposure to lead in water used for drinking or food preparation;
- ❖ A plan to reduce exposure to lead paint that includes the following compliance with the United States Environmental Protection Agency's Renovation, Repair, and Painting Program Rule;
- ❖ A plan to implement integrated pest management practices, as required under ORS 634.700 through 634.750; and
- ❖ A plan to communicate results for all tests required under the Healthy and Safe Schools Plan.

During the September 13, 2016, work session, the Board received information regarding steps that the District is taking to fulfill the new requirements. During tonight's regular session, the Board will be asked to approve the Hillsboro School District's preliminary Healthy and Safe Schools Plan. School districts are required to submit the preliminary versions of their Healthy and Safe Schools Plans to the Oregon Department of Education (ODE) by October 1, 2016.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors approve the Hillsboro School District Healthy and Safe Schools Plan.

# Healthy and Safe Schools Plan 2016

Hillsboro School District  
3083 Northeast 49th Place  
Hillsboro, OR 97124



Hillsboro School District  
3083 Northeast 49th Place  
Hillsboro, OR 97124

September 2016

## Table of Contents

- I. Introduction
- II. Responsible Administrator
- III. List of District Facilities
- IV. Radon Testing Plan
- V. Water Testing Plan
- VI. Lead Paint Procedures
- VII. Integrated Pest Management
- VIII. Communication Procedures
- IX. Annual Compliance Procedures

## I. INTRODUCTION

In 2016, the Oregon Legislature passed Oregon Administrative Rule (OAR) 581-022-2223, which requires school districts to develop a Healthy and Safe Schools Plan to address environmental safety concerns, including: a plan for testing district-owned buildings for radon, as required under ORS 332.167; a plan to test and reduce exposure to lead in water used for drinking or food preparation; a plan to reduce exposure to lead paint that includes the following compliance with the United States Environmental Protection Agency's Renovation, Repair, and Painting Program Rule; a plan to implement integrated pest management practices, as required under ORS 634.700 through 634.750; and a plan to communicate results for all tests required under the Healthy and Safe Schools Plan.

Hillsboro School District is committed to providing a safe environment for all students and staff.

## II. ADMINISTRATOR RESPONSIBLE

Executive Director of Facilities, Safety, and Operations

## III. DISTRICT FACILITIES

### Elementary Schools

Brookwood	Imlay	Minter Bridge	Rosedale
Butternut Creek	Indian Hills	Mooberry	Tobias
Eastwood	Jackson	North Plains	West Union
Farmington View	Ladd Acres	Orenco	Witch Hazel
Free Orchards	Lenox	Patterson	
Groner	Lincoln Street	Quatama	
WL Henry	McKinney	Reedville	

### Middle Schools

Brown	Evergreen	Poynter	South Meadows
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### High Schools

Century	Glencoe	Hillsboro	Liberty
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### Alternative Education

Hillsboro Online Academy	Miller Education West	Miller Education East	
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### Support Services Facilities

Administration Center	Hare Field	Transportation	Surplus Warehouse
Facilities	Peter Boscow Center		



#### **IV. RADON TESTING PLAN**

##### **PLAN SUMMARY**

Background  
Regulatory Requirements  
About Radon  
Action Level

##### **TESTING PLAN**

Testing Locations  
Reporting

PRELIMINARY

## Background

The Hillsboro School District (District), located in Hillsboro, Oregon, comprises 36 separate school campuses. Along with administrative, maintenance, transportation, and special program sites, the District maintains approximately 44 buildings that are regularly occupied by students or staff. Hillsboro School District is committed to completing initial radon testing, in accordance with ORS 332.166-167, in district-owned schools and sites, prior to January 1, 2021. It is estimated that approximately 1,850 rooms will need to be tested for radon based on the guidance outlined in the Oregon Health Authority (OHA) *Testing for Elevated Radon in Oregon Schools: A Protocol and Plan (Version 1.0), 2016 (Plan)*. (<https://public.health.oregon.gov/HealthyEnvironments/HealthyNeighborhoods/RadonGas/Pages/Testing-in-Schools-.aspx>)

## Regulatory Requirements

In 2015, the Oregon Legislature passed House Bill (HB) 2931 to bring awareness to elevated radon levels in Oregon schools. HB 2931 later became Oregon Revised Statute (ORS) 332.166-167.

This Radon Testing and Reporting Plan is designed to help school districts fulfill the requirements of ORS 332.166-167 of submitting a plan to OHA by September 1, 2016.

Per ORS 332.166-167, actual testing of each school for radon will be completed before January 1, 2021, and testing results will be sent to OHA and posted on the school's or school district's website.

## About Radon

Radon is a naturally occurring, colorless, odorless, and tasteless radioactive gas that comes from natural deposits of uranium in the soil, and is found everywhere in the world. Deposits of uranium naturally decay into radium, which further breaks down into radon gas. Because radon is a gas, it can move up through soil and enter buildings that are in contact with the soil. Radon is typically at its highest concentration in the lower portion of a building. Once radon enters a building, it is easily dispersed through the air. It then begins a radioactive decay process that leads to the creation of radon decay products. If inhaled, these radioactive particles (decay products) can be trapped in the lungs. As these particles decay further, they release small bursts of radiation, which can damage lung tissue and lead to lung cancer over the course of a lifetime.

According to Environmental Protection Agency (EPA) estimates, radon is the number one cause of lung cancer among non-smokers. No amount of radon is safe, but steps can be taken to reduce its potential for harm.

For most schoolchildren and school staff, the second largest contributor to radon exposure, next to their home is their school. As a result, both the EPA and OHA recommend that school buildings and homes be tested for radon. For schools in Oregon, this recommendation became law in the 2015 Legislature with ORS 332.166-167.

### **Action Level**

In the US, radioactivity is measured in curies. A curie is an approximate amount of radioactivity that is produced by one gram of radium. A picocurie is one trillionth of a curie. Radiation from radon is expressed in picocuries per liters of air (pCi/L).

The EPA has set the action level for radon at 4.0 pCi/L and recommends reducing the concentration of radon in indoor environments to below this action level.

### **Testing Locations**

The District will develop a detailed list of rooms for each site to be tested for radon in accordance with recommendations in the OHA Plan. The District will utilize each facility's floor plan to determine testing locations in frequently occupied rooms that are in contact with the ground or located above a crawlspace or basement, as required per ORS 332.166-167. Locations to be tested will be identified on drawings to be included in final reports and future radon testing plans.

Once testing locations are identified for each site, the District will calculate the number of test kits needed for each site. One test kit or device will be used per room for rooms that are less than 2,000 square feet. For rooms greater than 2,000 square feet, one kit or detector will be placed for every 2,000 square feet.

For quality assurance purposes, the District will also calculate the number of kits or devices needed to allow for blanks, duplicates, and spikes. At each site, blanks will be deployed in five percent of the rooms to be tested, and duplicates will be deployed in ten percent of rooms to be tested. Blanks and duplicates will be deployed following the same methodology as the actual test kits. Spike samples are used for laboratory quality control and are not deployed on site. Test kits from the same batch as the kits used for on-site testing are sent to a third-party laboratory and "spiked" with a known concentration of radon. These test kits are then returned to the user and submitted to the testing laboratory along with the test kits from each school. Spikes will be submitted at a rate of three percent of the rooms to be tested at each site. Delivery of spike samples will coincide with the collection of test kits, duplicates, and blanks. A minimum of one blank, one duplicate, and one spike will be deployed per site.

For specific details and guidance, see sections "What rooms should be tested?" "Quality Assurance Procedures for a School Radon Measurement Program," and "APPENDIX D: STEP-BY-STEP GUIDE FOR PLANNING RADON TESTING" in the OHA plan.

### **Initial Short-Term Testing:**

All locations identified will be tested using short term activated charcoal adsorption test kits. Test kit, duplicate, and blank locations will be plotted on a building floor plan and tracked in a placement log or electronic database. Ideally, initial short-term testing will occur in October to allow time for follow-up long-term testing, beginning in November, if needed. Testing will occur during normal school days or days when the HVAC system is functioning in the same manner as normal school days.

Specific details and guidance outlining best practices for placing test kits and when to deploy test kits is not included in the scope of this plan. See “APPENDIX A: RADON TEST PLACEMENT PROTOCOL CHECKLIST” in the OHA Plan for details and guidance.

Results of initial short-term tests that are equal to or greater than 4.0 pCi/L will be evaluated using the quality assurance calculations listed in the “INTERPRETATION OF RESULTS” section of the OHA Plan.

Hillsboro School District will schedule a second short-term test, or long-term follow-up test, based on the initial short-term test results as indicated below:

- If the result is less than 2.0 pCi/L, the District will test again every 10 years (as required by Oregon Revised Statute 332.166-167).
- If the result is between 2.0 pCi/L and 4.0 pCi/L, the District will investigate options for fixing (lowering) the radon in that room (e.g., adjustments to HVAC, sealing entry routes, etc.).
- If the result is between 4.0 pCi/L and 8.0 pCi/L, the District will perform a follow-up measurement of that room using a long-term test. This will be conducted over as much of a nine-month school year as possible, when rooms are likely to be occupied. If that result is equal to or greater than 4.0 pCi/L, the District will investigate options for lowering the radon in that room (e.g., adjustments to HVAC, soil depressurization, sealing entry routes, building pressurization, zone-specific ventilation, etc.).
- If the initial test result is equal to or greater than 8.0 pCi/L, the District will conduct a second short-term test within a month. The follow up result is then averaged with the result of the initial short-term test (see follow-up testing below).
- If the average result of the two short-term tests is equal to or greater than 4.0 pCi/L, the District will investigate options for lowering the radon in that room (e.g., adjustments to HVAC, soil depressurization, sealing entry routes, building pressurization, zone-specific ventilation, etc.).
- If the follow-up test is long-term, and the result is 4.0 pCi/L or above, the District will investigate options for lowering the radon in that room (e.g., adjustments to HVAC, soil depressurization, sealing entry routes, building pressurization, zone-specific ventilation, etc.).

Results of any follow-up tests that are equal to or greater than 4.0 pCi/L will be evaluated using the same quality assurance calculations as the initial short-term tests listed in the “INTERPRETATION OF RESULTS” section of the OHA Plan.

### **CRM Use**

The District may use continuous radon monitors (CRM) for follow-up long-term and short-term testing. The use of CRMs can help determine radon levels in a room during times when it is actually occupied, which may in turn determine if adjustments to the HVAC system are adequate for reducing radon levels.

### **Mitigation**

Mitigation measures are not specifically addressed in this plan but the District is committed to doing everything it can to reduce radon levels and provide a safe environment in every District building.

The EPA, OHA Oregon Radon Awareness Program, and numerous non-governmental groups recommend that school districts take action to reduce the radon level in those rooms where the average of the initial and follow-up short-term kit results OR the result of the long-term kit used in follow-up is 4.0 pCi/L or more.

Although not required of school districts under ORS 332.166-167, it is recommended that school administration direct appropriate staff members to adjust building HVAC systems and retest. If this doesn't reduce the radon below 4.0 pCi/L, school districts have the option of hiring a radon mitigation professional to reduce elevated radon levels identified through testing.

### **Periodic Retesting**

Following initial short-term radon testing, District sites will be retested every 10 years, as required by ORS 332.166-167. Additional testing may be undertaken by the District, in addition to the 10-year retest cycle, should any of the conditions noted in the "When Should Periodic Retesting be Done?" section of the OHA Plan apply.

### **Reporting**

All radon testing results will be made available to the District's School Board and the Oregon Health Authority, and made readily available to parents, guardians, students, school employees, school volunteers, administrators, and community representatives at the school office, District office, or on a website for the school or school district as required by ORS 332.166-167. Follow-up testing results, 10-year retest results, and mitigation implementation will also be made available.

## **V. LEAD WATER TESTING PLAN**

### **PLAN SUMMARY**

Background

Summary of Testing

Regulatory Requirements

Plan to address Elevated Levels

Communication of Results

Remediation

Future Testing

PRELIMINARY

### Background:

In April 2016, The Governor directed the Oregon Health Authority (OHA) and the Oregon Department of Education (ODE) to review existing programs and create a plan to address the problem of lead in school water. In response, OHA and ODE will:

- Recommend all school districts and childcare facilities to test for lead in buildings.
- Recommend schools and childcare facilities to use accredited drinking water testing labs to process water samples for lead.
- Develop a database and method for transferring lead test records from accredited labs to OHA as a reportable test result.
- Provide drinking water technical expertise from OHA to schools and childcare facilities, as needed to support them as they test water in their buildings.

Actions that schools and childcare facilities can take:

1. **Identify sources of lead:** Schools and childcare facilities should test all taps used for drinking or food preparation in the building to identify lead problems. Testing should follow the Oregon Health Authority (OHA) guidance and the EPA's 3 T's on guidance for schools [https://www.epa.gov/sites/production/files/2015-09/documents/toolkit\\_leadschools\\_guide\\_3ts\\_leadschools.pdf](https://www.epa.gov/sites/production/files/2015-09/documents/toolkit_leadschools_guide_3ts_leadschools.pdf)
2. **Stop access:** Prevent access to water taps that have more than 20 parts per billion (ppb) of lead. This should include shutting off taps, covering water fountains, and providing bottled water to students and staff.
3. **Communicate:** Make results from tests for lead in water available to students, families, and the community as quickly as possible.
4. **Mitigate and correct:** Replace the sources of lead in the building plumbing. Again, EPA 3T's Guidance should be followed.

### Summary of Testing:

The Hillsboro School District conducted water testing at all District facilities, including all potable water sources during the months of July and August 2016. The testing included approximately 5700 samples. The District contracted with PBS environmental to conduct the sampling. The testing followed the Oregon Health Authority (OHA) guidance and the EPA's 3 T's on guidance for schools [https://www.epa.gov/sites/production/files/2015-09/documents/toolkit\\_leadschools\\_guide\\_3ts\\_leadschools.pdf](https://www.epa.gov/sites/production/files/2015-09/documents/toolkit_leadschools_guide_3ts_leadschools.pdf). PBS conducted a first draw sample (the water has sat in the pipe between 8 and 18 hours before the sample is taken) and a follow-up 30-second flush test.

### Regulatory Requirements:

EPA's recommendation of 20 ppb (parts per billion) as the action level.

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**Plan to Address Elevated Levels:**

Should the initial test reveal elevated levels at any fixture, the District will immediately close access to that fixture. The flush test will then be processed. A resample will occur as a follow-up, and based on that result, further action may be needed, including replacing the fixture. If another elevated level is detected at the same faucet, we will investigate the issue further and take necessary action to correct the problem.

**Communication of Results:**

The District will be responsible for communicating results of the testing, as they become available. The results will be made available on our website. Should there be an elevated testing result that requires remediation, the District will communicate the plan to address the issue. This may include communicating with Washington County.

**Remediation:**

If a fixture has elevated levels of lead, the District will immediately replace the fixture and conduct further testing to ensure that the issue has been resolved. The fixture will not be used until after the correction has been made and follow-up testing conducted.

**Future Testing:**

Based on the results of testing, a testing schedule will be completed for future years.

**Informational Links**

[EPA Lead in Drinking Water in Schools and Childcare Facilities](#)

[Tualatin Valley Water District](#)

[Multnomah County Lead Poisoning Prevention](#)

[Oregon Health Authority Lead Poisoning](#)

[Center for Disease Control and Prevention, Information for Parents](#)

[Center for Disease Control and Prevention, FAQs](#)



## **VI. LEAD PAINT EXPOSURE PLAN**

### **PLAN SUMMARY**

Background

Requirements

PRELIMINARY

## Background

The District will follow the the Environmental Protection Agencies (EPA) 2008 Lead-Based Paint Renovation, Repair and Painting (RRP) Rule (as amended in 2010 and 2011), which aims to protect the public from lead-based paint hazards associated with renovation, repair and painting activities. These activities can create hazardous lead dust when surfaces with lead paint, even from many decades ago, are disturbed. The rule requires workers to be certified and trained in the use of lead-safe work practices, and requires renovation, repair, and painting firms to be EPA-certified. These requirements became fully effective in April 2010. Federal law requires contractors who disturb painted surfaces in homes, childcare facilities, and schools built before 1978 to be certified and to follow specific work practices to prevent lead contamination.

## Requirements

Federal law requires that individuals receive certain information before renovating more than six square feet of painted surfaces in a room for interior projects or more than twenty square feet of painted surfaces for external projects or window replacement or demolition in housing, childcare facilities, and schools built before 1978.

### Essential Requirements:

1. Hire a certified professional to check for lead-based paint
2. Contain the work area
3. Avoid renovation methods that generate large amounts of lead-contaminated dust
4. Clean up thoroughly

In order to comply with the EPA's Renovation, Repair, and Painting Program Rule, the District will contract with certified contractors to complete testing and work.

*For more information on this rule, you can visit the following website:*

<https://public.health.oregon.gov/HealthyEnvironments/HealthyNeighborhoods/LeadPoisoning/ChildCareSchools/Pages/RulesforRenovating.aspx>

## **VII. INTEGRATED PEST MANAGEMENT PLAN**

### **PLAN SUMMARY**

Introduction

What is Integrated Pest Management?

What is an Integrated Pest Management Plan?

School District IPM Plan Coordinator

The District has adopted an integrated pest management plan, as required by ORS 634.700 through 634.750. Community members can access a copy of the IPM plan here:

<http://www.hsd.k12.or.us/Community/CommunityResources/IntegratedPestManagement.aspx>

## INTRODUCTION

Structural and landscape pests can pose significant problems in schools. Pests such as mice and cockroaches can trigger asthma. Mice and rats are vectors of disease. Many children are allergic to yellow jacket stings. The pesticides used to remediate these and other pests can also pose health risks to people, animals, and the environment. These same pesticides may pose special health risks to children, due in large part to their still-developing organ systems. Because the health and safety of students and staff is our first priority – and a prerequisite to learning – it is the policy of the Hillsboro School District to approach pest management with the least possible risk to students and staff. In addition, Senate Bill 637 (incorporated into ORS Chapter 634 upon finalization in 2009) requires all school districts to implement integrated pest management in their schools. For this reason, the Hillsboro School District School Board adopts this integrated pest management plan for use on the campuses of our District.

## WHAT IS INTEGRATED PEST MANAGEMENT?

Integrated Pest Management, also known as IPM, is a process for achieving long-term, environmentally sound pest suppression through a wide variety of tactics. Control strategies in an IPM program include structural and procedural improvements to reduce the food, water, shelter, and access used by pests. Since IPM focuses on remediation of the fundamental reasons why pests are here, pesticides are rarely used and only when necessary.

### IPM Basics Education and Communication:

The foundation for an effective IPM program is education and communication. We need to know what conditions can cause pest problems, why and how to monitor for pests, proper identification, pest behavior, and biology before we can begin to manage pests effectively. Communication about pest issues is essential. A protocol for reporting pests or pest conducive conditions, and a record of what action was taken is the most important part of an effective IPM program.

### Cultural & Sanitation:

Knowing how human behavior encourages pests helps you prevent them from becoming a problem. Small changes in cultural or sanitation practices can have significant effects on reducing pest populations. Cleaning under kitchen serving counters, reducing clutter in classrooms, putting dumpsters further from kitchen doors / loading docks, proper irrigation scheduling, and over-seeding of turf areas are all examples of cultural and sanitation practices that can be employed to reduce pests.

### Physical & Mechanical:

Rodent traps, sticky monitoring traps for insects, door sweeps on exterior doors, sealing holes under sinks, proper drainage and mulching of landscapes, and keeping vegetation at least 24 inches from buildings are all examples of physical and mechanical control.

Pesticides: IPM focuses on remediation of the fundamental reasons why pests are here; therefore, pesticides should be rarely used and only when necessary.

### **WHAT IS AN INTEGRATED PEST MANAGEMENT PLAN?**

ORS 634.700 defines an IPM plan as a proactive strategy that:

- (A) Focuses on the long-term prevention or suppression of pest problems through economically sound measures that: a) Protect the health and safety of students, staff and faculty; b) Protect the integrity of campus buildings and grounds; c) Maintain a productive learning environment; and d) Protect local ecosystem health;
- (B) Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;
- (C) Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low impact and, for the purpose of mitigating a declared pest emergency, allows the application of pesticides that are not low-impact pesticides;
- (D) Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;
- (E) Evaluates the need for pest control by identifying acceptable pest population density levels;
- (F) Monitors and evaluates the effectiveness of pest control measures;
- (G) Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;
- (H) Excludes the application of pesticides for purely aesthetic purposes;
- (I) Includes school staff education about sanitation, monitoring and inspection and about pest control measures;
- (J) Gives preference to the use of nonchemical pest control measures;
- (K) Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and
- (L) Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

Note: As mentioned above, ORS 634.700 allows for the routine application of pesticides designed to be consumed by pests. To avoid a proliferation of pests and/or unnecessary applications of pesticides, several steps must be taken before any "routine" applications are allowed:

- 1) Staff must be educated on sanitation, monitoring, and exclusion as the primary means to control the pest.
- 2) An acceptable pest population density level must be established.
- 3) The use of sanitation, structural remediation or habitat manipulation, or of mechanical or biological control methods must be incorporated into the management strategy of the pest.
- 4) Documentation that the above steps were ineffective.

5) The pesticide label must be read thoroughly to make sure the pesticide will be used in strict compliance with all label instructions.

### **SCHOOL DISTRICT IPM PLAN COORDINATOR**

ORS 634.720 states that the Plan Coordinator “must be an employee of the governed body, unit, school or entity unless the governing body delegates pest management duties to an independent contractor.”

The Hillsboro School District School Board designates the Facilities Coordinator as the IPM Plan Coordinator. The Coordinator is key to successful IPM implementation in the Hillsboro School District, and is given the authority for overall implementation and evaluation of this plan. The Coordinator is responsible for:

- A. Attending not less than six hours of IPM training each year. The training shall include at least a general review of IPM principles and the requirements of ORS 634.700 – 634.750.
- B. Conducting outreach to the school community (custodians, maintenance, construction, grounds, faculty, and kitchen staff) about the school’s IPM plan; the IPM Plan Coordinator (or designee) will provide training as outlined in Section VII below.
- C. Overseeing pest prevention efforts; the Coordinator will work with custodians, teachers, and maintenance staff to reduce clutter and food in the classrooms, and seal up pest entry points.
- D. Assuring that the decision-making process for implementing the IPM in the District is followed; the Coordinator will continually assess and improve the pest monitoring / reporting / action protocol.
- E. Assuring that all notification, posting, and recordkeeping requirements are met when the decision to make a pesticide application is made;
- F. Maintaining the approved pesticides list;
- G. Responding to inquiries and complaints about noncompliance with the plan. Responses to inquiries and complaints will be in writing and kept on record with the Coordinator.

## **VII. COMPREHENSIVE COMMUNICATION PLAN**

The District must communicate test results to the public within 5 business days of receiving the results. The results must be made available by posting on the District’s website, sending notices of the results over the email system and making the results available in hard copy at the main administration office. The school must also provide detailed information explaining the results.

HSD will publish all test results on both the District and individual school websites. Emails have been sent to staff and families. Test results are explained on site and in other communication.

## **IX. ANNUAL COMPLIANCE PROCEDURES**

Annual report regarding the Healthy and Safe School Plan

- a) School Board
- b) Community by posting information on the District website
- c) Name the responsible position for maintaining and implementing the plan
- d) Make public aware of how to obtain a copy of the plan
- e) Certification that the plan is up-to-date and all testing has been completed
- f) Access to the results of all tests
- g) Summary of all mitigation efforts

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**APPROVE PRINCIPAL JOHN ALLEN'S CULTURAL EXCHANGE TRIP TO UGANDA**

**SITUATION**

West Union principal John Allen has been offered the opportunity to travel to Mpondwe Lhubiriha Secondary School in Bwera, Uganda, in the summer of 2017, along with a delegation from local business Ideba Marketing (owned by West Union parent David Sly), Sonrise Church, and the Partnerships for Opportunity Development Association (PODA, [www.poda.ca](http://www.poda.ca)), to bring supplies, provide educational instruction, and build an outdoor kitchen for the school. Ideba will provide flights and ground travel for Mr. Allen to and from Bwera; Mr. Allen will be responsible for his accommodation in Bwera, and all meals, immigration fees, vaccination costs, and travel insurance.

In order to avoid any potential violations of the Oregon Ethics Law, the proposal for this trip was submitted to the Oregon Ethics Commission for review. Their review found that Mr. Allen could accept transportation expenses to participate in the cultural exchange, provided the trip is officially sanctioned in advance of the event.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors approve Principal John Allen's cultural exchange trip to Uganda.



**HILLSBORO SCHOOL DISTRICT 1J**  
**September 27, 2016**  
**APPROVE EASEMENT TERMINATION AGREEMENT FOR PROPERTY ADJACENT**  
**TO HILLSBORO SCHOOL DISTRICT ADMINISTRATION CENTER**

**SITUATION**

In July 2016, the Hillsboro School District was approached by an attorney representing a party who is interested in purchasing the vacant field north and east of the District Administration Center. This party has asked to remain anonymous until such time as a purchase agreement can be completed. The property in question includes an easement running from the northeast corner of the District property across the vacant field north to Dawson Creek Drive. This easement is listed as being “to the benefit of Parcels 1, 2 and 3.” The District’s property, on which the Administration Center is located, is Parcel 1. The attorney representing the potential buyer of the adjacent property has asked that the District waive its right to this easement. The attorney shared that the party who is interested in purchasing the property would be improving 49<sup>th</sup> Place to include sidewalks, as well as access to the new structure. There will also be access to the property from Dawson Creek Drive.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors approve the easement termination agreement for property adjacent to the District Administration Center.