



Hillsboro School District 1J

October 25, 2016
Board Meeting

Board of Directors

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

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS
Administration Center, 3083 NE 49th Place, Hillsboro, OR

Board Meeting Agenda
October 25, 2016
5:15 PM

1. 5:15 PM - Work Session
 - A. Bond Advisory Committee Update 4
Presenter: Adam Stewart
 - B. First Reading - 2017-18 and 2018-19 District Calendars 25
Presenter: Kona Lew-Williams
 - C. High School Academic Program Development Update 28
Presenter: Travis Reiman
 - D. OSBA Conference Planning 29
Presenter: Wayne Clift
 - E. Board Discussion Time
 1. Budget Committee Selection Process
Presenter: Mike Scott
 2. Professional Development – National School Boards Association Annual Conference
Presenter: Mike Scott
 - F. Recess Board Meeting
2. 7:00 PM - Regular Session
Call to Order and Flag Salute
3. Approval of Agenda
4. Audience Time
5. Reports and Discussion
 - A. October 1 Enrollment Report (*see written report*) 30
Presenter: Kona Lew-Williams
 - B. Summer School Program Report (*see written report*) 32
Presenter: Travis Reiman
 - C. Annual Risk Management Report (*see written report*) 35
Presenter: Adam Stewart
 - D. Local Wellness Program - Annual Assessment (*see written report*) 38
Presenter: Adam Stewart
 - E. Annual Safety Report (*see written report*) 40
Presenter: Adam Stewart
 - F. Financial Report (*see written report*) 45
Presenter: Adam Stewart
 - G. 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 AC: Nondiscrimination and AC-AR: Discrimination Complaint Procedure Presenter: Kona Lew-Williams	50
2. Policy EBCD: Emergency School Closures Presenter: Kona Lew-Williams	56
3. Policy IGBAF-AR: Special Education – Individualized Education Program (IEP) Presenter: Elaine Fox	58
6. Consent Agenda <i>Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.</i>	
A. Approve Minutes of September 13, 2016, Board Meeting	67
B. Approve Minutes of September 27, 2016, Board Meeting	70
C. Approve Routine Personnel Matters	77
D. Accept Donations	78
E. Approve Policy Revisions <i>The following policy was presented for first reading on September 27, 2016</i>	
1. Policy GCBDD/GDBDD: Sick Time	79
2. Policy IK-AR: Academic Achievement – Secondary Grading and Reporting Practices	82
3. Policy IKF: Graduation Requirements	86
4. Policy IGAEB: Drug, Alcohol, and Tobacco Prevention Plan, Health Education	95
7. Action Items	
A. Proclaim American Education Week Presenter: Wayne Clift	99
B. Suspend Appointment of Budget Committee Members Presenter: Adam Stewart	101
8. NWRESD / HCU / HEA Reports	
9. Superintendent's Time	
10. Board of Directors' Time	
11. Executive Session If needed, the Board may wish to go into Executive Session to discuss matters according to ORS 192.660. (Only used if the Board needs to come back to the Regular Session to take action.)	
12. Adjourn Regular Session	

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
BOND ADVISORY COMMITTEE UPDATE

SITUATION

Bond Advisory Committee members participated in a bus tour of District sites on Wednesday, October 20. The tour provided context prior to the Committee beginning its work, and included visits to Brookwood Elementary School, Hillsboro High School, and the South Hillsboro and North Plains expansion areas.

The first official meeting of the Bond Advisory Committee is scheduled for Wednesday, October 26, and will include a review of the Committee's purpose, and a review of four issue papers regarding the following work that has been completed by the Long Range Planning Committee: 1) the Long-Range Facility Plan that was approved by the Board in June 2016; 2) the Portland State University District enrollment and school capacity projections; 3) bond financing capacity; and 4) the bond program development approach. Copies of the issue papers are attached, together with the agenda for the first Bond Advisory Committee meeting, a list of future Bond Advisory Committee meeting dates, and the Bond Advisory Committee membership list.

RECOMMENDATION

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



HSD Bond Advisory Committee Purpose and Roles

Committee Purpose

The Hillsboro School District is facing challenges related to modernizing current facilities and providing sufficient school / classroom capacity to accommodate anticipated increases in student enrollment over the next 20 years. In light of this, the District believes that a new school construction bond program is necessary to provide funding for new school facilities and the modernization of existing school facilities. The District will work with a committee of community representatives to consider projects that address the identified school capacity needs and funding opportunities related to the bond program. The Bond Advisory Committee's (BAC's) purpose is described as:

To assist the School District in developing a Capital Bond Program to present to District voters. Committee members will provide advice and share their interests and perspectives to provide a broad representation of the community's values regarding a bond program. The program will address a variety of capital needs that could include new facilities, capacity increases and modernization at existing facilities, and technology and safety improvements. The Committee will also recommend when the bond program should be presented for a vote by District residents. Committee recommendations will be provided to the Superintendent.

District staff will work with the Committee to:

- Provide an understanding of current conditions at existing school facilities and how this translates into the need for modernizing school facilities for operational, capacity, and security purposes;
- Provide an understanding of future student enrollment trends and how this translates into the need for new school facilities and capacity;
- Present funding scenarios that demonstrate how future projects can be provided in a cost-efficient manner;
- Develop construction bond packages / alternatives that address project needs in the following program areas:
 - Capital Facilities (new construction / new school capacity)
 - Modernization Projects (improvements to existing facilities)
 - Technology (technology and learning environment enhancements)
 - School Safety enhancements (security, seismic upgrades)
- Develop a Preferred Bond Program to be presented to the Superintendent in February 2017.

Committee Protocols

The following protocols are suggested for the HSD Bond Committee:

Meeting Protocols

- Meetings will be facilitated by District staff representatives.
- Co-Chairs of the Committee will lead each meeting.

- Meeting materials will be provided to Committee members as far in advance of the meeting as possible – distribution of materials one week in advance of the meeting will be the target. Meeting materials will be posted on the Hillsboro School District website.
- Agendas will identify items on which the Committee will be asked to make recommendations.

Accessibility to the Public:

- The primary purpose of the Bond Advisory Committee meetings is to provide a forum for the deliberations of the Committee. Meetings will be open to the public for observation.
- As needed, up to a total of ten minutes during each meeting will be reserved for public comment. This amount may be extended by the Chair, in consultation with the Committee, if needed and if time allows. The length of individual comments will be limited, based on the number of individuals who wish to address the Committee, but should normally be no more than three minutes per speaker.
- Interested members of the public are encouraged to provide more thorough comments in writing. All written comments will be provided to all members of the Committee.

External Communications:

- Outside of Committee meetings, members will support the group process in communicating with others and with each other, being careful to discuss issues in ways that are respectful of each other and of the interests of the group as a whole.
- Committee members will call or email District staff with information that the other members and the project team need to be aware of.
- Committee members will notify District staff about any communications with the news media.

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- Committee members will communicate with our respective constituents and their decision-making bodies to ensure that they are well-informed of the group's discussions and progress, and to ensure that issues are identified that need to be communicated to the Committee.
- The Committee may establish workgroups to more fully address specific issues on behalf of the overall Committee, to develop proposed recommendations for the full group to consider, or to assist the District on a draft document or position paper.
- The Committee will be encouraged to attend community open houses / events held by the District to discuss the bond program process and recommendations.

Bond Advisory Committee Decision-Making Process:

- The Committee will make recommendations to the Superintendent.
- Recommendations will be made by consensus. Consensus is the point at which all members can support a decision as the most viable choice for the group as a whole, although it may not be everyone's individual favorite.

- If the group cannot reach consensus, at least two thirds of the Committee must agree in order for that agreement to be characterized as a recommendation of the Committee. Otherwise, majority and minority opinions will be sought and communicated to the School Board.
- Individually, each member is free to provide further comments to the School Board and other officials in ways that are respectful of the work of the Committee as a whole and the interests of other members.
- Once made, recommendations will be final unless a majority of the Committee feels that a decision needs to be revisited, or unless the Committee has identified the action as tentative until further issues are resolved at the time of the original decision.



HILLSBORO SCHOOL DISTRICT

Issue Paper #1: 2016 Long-Range School Facility Plan

1. Background

ORS 195.110 requires large school districts (defined as districts with enrollment of more than 2,500 students) to develop and regularly update a district facility plan. The 2016 Facility Plan is the current plan for the Hillsboro School District (see the link in the reference below). This plan was developed by the District's standing Long-Range Planning Committee, and accepted by the Hillsboro School District Board of Directors in June 2016. The attached Executive Summary provides the set of key recommendations included in the 2016 Long-Range Facility Plan, including current school conditions, student enrollment projections, identified necessary capital improvements to existing facilities, and the need for new schools.

2. Why This is Relevant to the Bond Program

The Hillsboro School District's 2016 Facility Plan provides the long-range planning guide for future capital investments and construction bond planning. It should be used as a foundational document, supporting the next series of construction bonds. The 2016 Facility Plan contains the following key recommendations for capital investments by 2030:

- a) New schools to accommodate the increasing enrollment forecast
- b) Physical improvements to existing buildings
- c) Building replacements vs. renovations
- d) Ancillary facility improvements
- e) Property acquisition for new school sites

3. Recommendation

The Hillsboro School District 2016 Long-Range Facility Plan should be used as the planning guide to inform the analysis and identification of the projects for the District's next bonds.

References:

Hillsboro School District 2010 Facility Plan:

(http://www.hsd.k12.or.us/Portals/0/District/departments/business/HSD%20Long%20Range%20Facility%20Plan_053116_with%20appendices.pdf?ver=2016-06-01-092506-340)



Issue Paper #2: School Enrollment and Capacity

1. Enrollment Projections

The Hillsboro School District Long-Range Facility Plan includes student enrollment forecasts developed by the Portland State University Population Research Center and used for estimating long-term facility needs. The PSU Population Center has provided long-term projections for HSD in the past, with the most recent series of projections presented in Hillsboro School District Districtwide Enrollment Forecast 2016-17 to 2030-31, Portland State University Population Research Center (March, 2016 – Appendix C in Long-Range Facility Plan).

These projections provide estimates of elementary, middle, and high school populations at the District level, with elementary projections also provided on a school-by-school basis. Table 1 shows the actual elementary, middle, and high school enrollment for the 2015-16 school year, and projected enrollment for 2030-31. The Middle Series forecast was used to develop the recommendations in the Long-Range Facility Plan.

Table 1: Actual and Projected Enrollment by Grade Level (2015-16 to 2030-31)

School Level	2015-16 Enrollment	2030-31 Enrollment Forecast – Low Series	2030-31 Enrollment Forecast – Middle Series	2030-31 Enrollment Forecast – High Series
K-6	11,212	11,239	12,121	13,007
K-6 Change	n/a	27	909	1,795
7-8	3,074	3,260	3,424	3,626
7-8 Change	n/a	186	350	552
9-12	6,363	6,606	6,838	7,171
9-12 Change	n/a	243	475	808
TOTAL	20,649	21,105	22,383	23,804
TOTAL Change	n/a	456	1,734	3,155
% Change from 2015-16		+2.2%	+8.4%	+15.3%

The Long-Range Planning Committee felt that the 2030-31 forecasts may be low, especially considering the anticipated level of development in the South Hillsboro area. Additionally, the Committee felt that a longer-term forecast (at least 20 years) should be used to develop recommendations for a capital bond program. The District requested that PSU prepare a

supplemental student enrollment forecast that extended the forecast year to 2040-41. Table 2 shows actual elementary, middle, and high school enrollment for the year 2015-16, and projected enrollment for 2040-41.

Table 2: Actual and Projected Enrollment by Grade Level (2015-16 to 2040-41)

School Level	2015-16 Enrollment	2040-41 Enrollment Forecast – Low Series	2040-41 Enrollment Forecast – Middle Series	2040-41 Enrollment Forecast – High Series
K-6	11,212	11,750	13,121	14,400
K-6 Change	n/a	538	1,909	3,188
7-8	3,074	3,381	3,687	4,026
7-8 Change	n/a	307	613	952
9-12	6,363	6,915	7,472	8,151
9-12 Change	n/a	552	1,109	1,788
TOTAL	20,649	22,046	24,280	26,577
TOTAL Change	n/a	1,397	3,631	5,928
% Change from 2015-16		+6.8%	+17.6%	+28.7%

Table 3 provides a comparison of the Middle Series between the two forecasts prepared by PSU.

Table 3: Comparison of Middle Series Forecasts by Grade Level

School Level	2015-16 Enrollment	2030-31 Enrollment Forecast – Middle Series	2040-41 Enrollment Forecast – Middle Series
K-6	11,212	12,121	13,121
K-6 Change	n/a	909	1,909
7-8	3,074	3,424	3,687
7-8 Change	n/a	350	613
9-12	6,363	6,838	7,472
9-12 Change	n/a	475	1,109
TOTAL	20,649	22,383	24,280
TOTAL Change	n/a	1,734	3,631
% Change from 2015-16		+8.4%	+17.6%

2. School Capacity Determination

The 2016 Long-Range Facility Plan includes the following methodology for determining school capacity at all levels:

School Capacity Formula Plan Recommendation: Utilize the following capacity formulas to determine permanent and adjusted school capacities.

Permanent School Capacity Formula:

- *Number of Regular Classrooms x 28 students per classroom = Permanent Elementary School Capacity*
- *Number of Regular Classrooms x 32 students per classroom = Permanent Middle and High School Capacity*

Adjusted School Capacity Formula:

- *Permanent Elementary School Capacity + (Number of Portable Classrooms x 28 students per portable classroom) = Adjusted Elementary School Capacity*
- *Permanent Middle School / High School Capacity + (Number of Portable Classrooms x 32 students per portable classroom) = Adjusted Middle School / High School Capacity*

Table 4 describes the application of the school capacity formula to the current and forecasted (2040-41) student enrollment by school level at the overall District level.

Table 4: Comparison of Existing School Capacity and Enrollment Forecast (Districtwide)

School Level	Permanent Capacity	Adjusted Capacity (with portables)	Current Enrollment (2015-16)	2040-41 Enrollment Forecast (Middle Series)	2040-41 Enrollment as a % of Permanent Capacity
K-6	12,768	14,028	11,212	13,121	102.8%
7-8	4,288	4,288	3,074	3,687	86%
9-12	7,360	7,392	6,363	7,472	101.5%
TOTAL	24,415	25,708	20,442	24,280	99.4%

Table 4 demonstrates that, on a districtwide basis, the current existing student capacity of all schools will effectively reach 100% by 2040-41. The forecasts did not project enrollment at the individual school level. However, as one might expect, the distribution of students and school capacity is not uniform across the District. The following tables show the current (2016) level of student enrollment to student capacity at individual schools throughout the District, and provides a better understanding of where overcrowding is happening. (Note: Shading in Tables 5, 6, and 7 identifies schools that are at 80-90%, 90-100%, or more than 100% capacity.)

Table 5: Existing Elementary School Capacity (2015-16)

Elementary School	Acres	Gross SF	Number of Regular Classrooms	Permanent Capacity ¹	Number of Portable Classrooms	Adjusted Capacity ²	Actual Enrollment 9/17/15	% Permanent Capacity	% Adjusted Capacity
Brookwood	10.00	43,401	19	532	3	616	386	72.56%	62.66%
Butternut Creek	13.64	34,840	15	420	2	476	397	94.52%	83.40%
Eastwood	10.00	49,163	18	504	3	588	527	104.56%	89.63%
Farmington View	7.88	22,867	11	308	2	364	301	97.73%	82.69%
Free Orchards	11.26	73,500	23	644	0	644	403	62.58%	62.58%
Groner (K-8)	10.00	32,402	11	308	0	308	155	50.32%	50.32%
Imlay	8.68	69,435	19	532	2	588	530	99.62%	90.14%
Indian Hills	10.10	40,219	18	504	2	560	492	97.62%	87.86%
Jackson	10.00	50,767	19	532	3	616	528	99.25%	85.71%
Ladd Acres	15.00	60,825	24	672	2	728	531	79.02%	72.94%
Lenox	9.95	51,074	19	532	0	532	484	90.98%	90.98%
Lincoln Street	11.79	73,400	22	616	0	616	560	90.91%	90.91%
McKinney	10.00	49,163	19	532	3	616	481	90.41%	78.08%
Minter Bridge	10.00	49,163	19	532	2	588	509	95.68%	86.56%
Mooberry	10.00	49,496	18	504	5	644	478	94.84%	74.22%
North Plains	14.00	46,913	16	448	0	448	298	66.52%	66.52%
Orengo	13.24	69,435	23	644	0	644	634	98.45%	98.45%
Patterson	10.00	69,435	19	532	2	588	459	86.28%	78.06%
Quatama	10.02	73,100	19	532	0	532	462	86.84%	86.84%
Reedville	7.50	16,247	10	280	5	420	251	89.64%	59.76%
Rosedale	9.01	73,700	20	560	0	560	404	72.14%	72.14%
Tobias	9.00	50,000	19	532	4	644	449	84.40%	69.72%
W. L. Henry	10.00	52,831	18	504	3	588	378	75.00%	64.29%
West Union	12.34	42,757	17	476	0	476	380	79.83%	79.83%
Witch Hazel	9.00	69,435	21	588	2	644	573	97.45%	88.98%
Total	271.01	1,313,568	456	12,768	45	14,028	11,050	86.54%	78.77%

¹ Based on 28 students per permanent “regular” classroom (includes full-day kindergarten rooms, but portables are not counted towards school capacity)

² Total school capacity, including portable classrooms (permanent capacity + portable capacity), assuming 28 students per portable classroom

Table 6: Existing Middle School Capacity (2015-16)

Middle School	Acres	Gross SF	Number of Regular Classrooms	Permanent Capacity ³	Number of Portable Classrooms	Adjusted Capacity	Actual Enrollment 9/17/15	% Permanent Capacity	% Adjusted Capacity
Brown	30.00	95,414	34	1,088	0	1,088	727	66.82%	66.82%
Evergreen	15.00	120,000	32	1,024	0	1,024	824	80.47%	80.47%
Poynter	19.58	83,200	33	1,056	0	1,056	761	72.06%	72.06%
South Meadows	9.67	153,000	35	1,120	0	1,120	739	65.98%	65.98%
Total	74.24	451,614	134	4,288	0	4,288	3,051	71.15%	71.15%

Table 7: Existing High School Capacity (2015-16)

High School	Acres	Gross SF	Number of Regular Classrooms	Permanent Capacity ⁴	Number of Portable Classrooms	Adjusted Total Capacity	Actual Enrollment 9/17/15	% Permanent Capacity	% Adjusted Capacity
Century	37.50	265,000	54	1,728	0	1,728	1,595	92.30%	92.30%
Glencoe	39.00	240,000	51	1,632	0	1,632	1,661	101.78%	101.78%
Hilhi	48.00	253,625	63	2,016	1	2,048	1,417	70.29%	69.19%
Liberty	44.00	288,897	58	1,856	0	1,856	1,585	85.40%	85.40%
Miller Ed Center	3.00	20,552	4	128		128	62	48.44%	48.44%
Total	171.50	1,068,074	230	7,360	1	7,392	6,320	85.50%	85.87%

3. Why This is Relevant to the Bond Program

Tables 5 -7 show the current distribution of students at all three levels, compared to existing school capacities.

High Schools: Two of the four comprehensive high schools (Century @ 92% and Glencoe @ 102%) are currently at available capacity in 2016. With overall high school enrollment forecasted to increase by roughly 1,100 new students by 2040, additional high school capacity may be needed by 2040.

³ Based on 32 students per permanent and portable classroom

⁴ Based on 32 students per permanent and portable classroom

Middle Schools: An additional 600 new middle school students forecasted by 2040 indicates that there may be a need for one additional middle school to accommodate the anticipated increase in students at this level by 2040.

Elementary Schools: More than half (13) of the District's 25 elementary schools are currently above 90% capacity. When the location of the schools that are at capacity is compared with the location of anticipated future growth in the District and the forecast of almost 2,000 new elementary school students, it is apparent that additional capacity at the elementary school level will be needed in both the short term and long term.

4. Conclusion

The 2016 HSD Facilities Plan estimated the need for up to three new elementary schools and one middle school by 2030-31. It did not identify the need for a new comprehensive high school during this time period. Extending the student enrollment forecast to 2040-41 validates the needs at the elementary and middle school levels, and brings into question the need for one new comprehensive high school during this extended time period.



Issue Paper #3: Bond Financing Capacity

1. Background

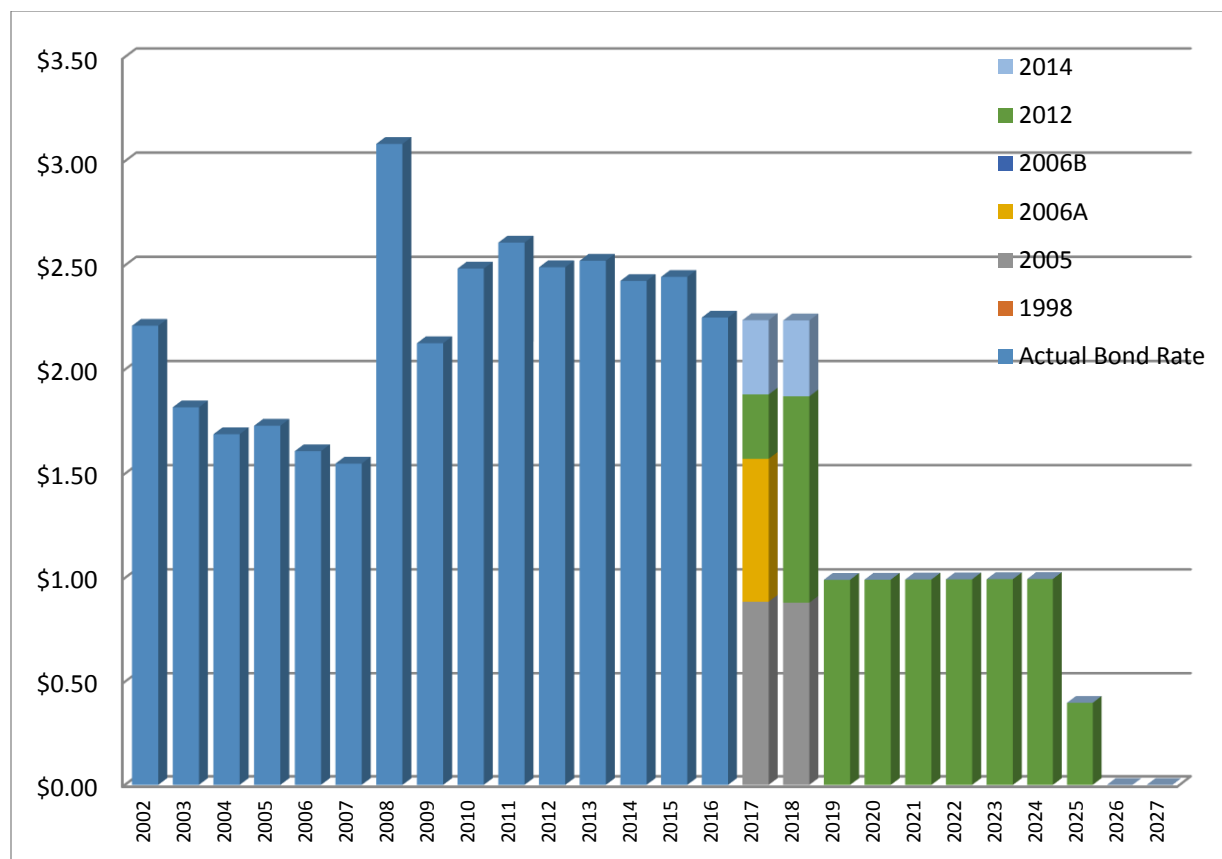
For Oregon school districts, bonds are the primary tool for financing school facility needs. There is a legal maximum debt capacity of 7.95% of real market value within the District. The Hillsboro School District has remaining bond capacity of \$2.38 billion. The real limitation is the capacity made available by the voters in the District. In 2017, the District's levy rate is estimated to be \$2.2374 per \$1,000 of assessed value. As obligations to past bonds are met, this rate is projected to drop to \$0.9914 in 2019. This is potentially a good timeframe for issuing a bond to replace the debt that is being repaid, without raising the current tax rate. Looking beyond 2019 to 2025, the rate is projected to drop to \$0.3981, offering an additional possibility for debt issuance.

Table 1: Hillsboro School District Schedule of Outstanding and Refunded Bonds (for the year ended June 30, 2015)

Issue Date	Original	At June 30, 2015	Interest Rates	Pay-Off Year
<u>General Obligation Bonds</u>				
May 2005	\$78,055,000	\$33,680,000	3.70 - 5.12	June 2018
December 2006	\$168,996,712	\$17,565,000	4.00 - 5.00	June 2017
November 2012	\$98,950,000	\$98,015,000	1.50 - 5.00	June 2025
August 2014	\$18,290,000	\$14,065,000	3.00 - 5.00	June 2018
<i>Subtotal</i>		<i>\$163,325,000</i>		
<u>Full Faith and Credit Obligations</u>				
March, 2008	\$4,390,000	\$2,365,000	2.50 - 5.13	June 2036
Total		\$165,690,000		

As Table 2 demonstrates, in terms of capacity and timing for assuming new debt, the District will have paid off a series of bonds with the result being a reduction of roughly \$1.23 in the District's tax rate per \$1,000 assessed value from roughly \$2.23 to \$1.00 in 2018-19. If voters were to pass a bond measure that did not increase the tax rate beyond its current \$2.23 per \$1,000, early estimates are that the District could finance roughly \$300 million in badly needed modernizations, new construction, and other capital projects to keep pace with anticipated enrollment growth.

Table 2: Hillsboro School District Outstanding GO Bonds – Actual and Projected Levy Rates



2. Why This is Relevant to the Bond Program

Debt capacity and tax rates are important considerations in that they have a financial impact on the community, and therefore impact the potential public support for a new bond measure. A comprehensive long-range capital program that utilizes the new debt capacity could be recommended by the Committee.

3. Conclusions

- a) Hillsboro School District will have an available new general obligation bonded debt capacity of roughly \$300 million after 2018 without increasing current tax rates.

- b) If the timing of the new debt is delayed beyond the May 2018 election, the tax rate will fall, and will need to be subsequently increased in order to support new debt obligations in the future.

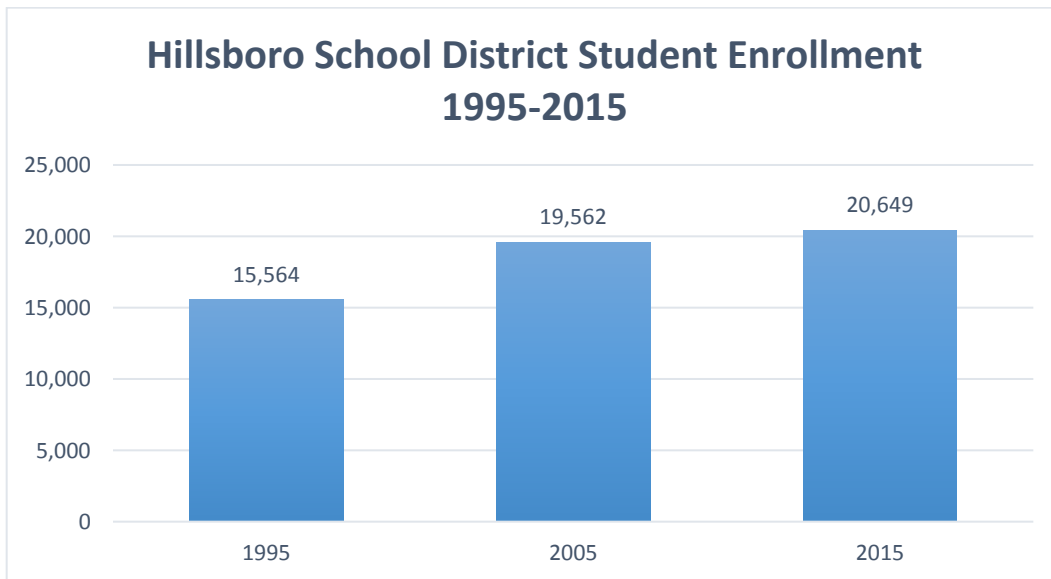


HILLSBORO SCHOOL DISTRICT

Issue Paper #4: Bond Program Development Approach

1. Background

HSD's student population has grown since the last capital bond in 2006, facilities have been well used and have experienced normal wear and aging, and learning technology has evolved at an accelerating rate. The most recent bond that District voters approved was in 2006 for \$169,000,000 for new and modernized facilities. These improvements have, for the most part, been completed, and are now a part of the District's base facilities.



The District's Facilities Department maintains a current estimate of annual expenses needed for each individual facility to keep the facility in acceptable operating condition. The District's facility assessment considers the following building factors:

- Mechanical/electrical/plumbing
- Safety
- Seismic (2014 study)
- Roofing
- Technology
- Asphalt/concrete
- Other needed projects

Each District facility is evaluated by District staff based on the above factors, and a current cost estimate is developed that reflects the best estimate to bring an individual facility up to current operating standards. These costs are a combination of general maintenance and building modernization, and include project cost escalation for 3 to 5 years at 3% to 6% annually. The costs on the following table (from the 2016 Long Range Facility Plan) are total costs, inclusive of the factors noted above. Note that these costs do not include new facilities.

	2015 Estimated Project Costs
Elementary Schools	\$69,217,852
Middle Schools	\$27,617,701
High Schools	\$37,390,744
Other District Facilities	\$19,078,397
District Facilities Total	\$153,304,694

2. Why This is Relevant to the Bond Program

The program developed by the Bond Committee will consider enrollment growth, the condition of existing facilities, and the need for new facilities; and will identify critically needed projects to recommend as the best overall package of capital improvements and enhancements to address facility needs. It is expected that the Bond Committee will consider project lists that total significantly more than can realistically be put forward to District voters. It is anticipated that the Bond Committee process will weigh different bond project packages, and select projects that meet critical facility needs and, at the same time, reflect a broad consensus of Committee stakeholders.

3. Conclusions

Potential bond projects are being identified in the following categories:

- (a) **Capacity Projects** – providing new capacity through new facilities or expansions at existing facilities;
- (b) **Modernization Projects** – improvements that extend the useful life of existing facilities; replacements or renovations;
- (c) **School safety and security modifications** – including building security, seismic improvements;
- (d) **Technology Projects** – accommodating technology advances in delivering educational content and replacement of obsolete technology; and
- (e) **Land Purchases** – advance purchase of property in strategic locations to ensure a sufficient land supply for future needs.

Over the past months, projects have been identified by Hillsboro School District (HSD) administration, finance, facilities, maintenance, teaching and learning, and information technology staff, based on capacity needs and projections, a continuing Building Condition Assessment (BCA), and enhancements to accommodate new teaching methods. Decision packages, including project descriptions and cost estimates, are being prepared for evaluation through the following process:

- Review by an internal Bond Working Committee for priority and relevance. This committee is comprised of senior HSD representatives from administration, teaching and learning, finance, information technology, facilities / maintenance, and public involvement.
- Input from the Bond Advisory Committee, consisting of members from the community, business, parents, and teachers. This committee will consider factors such as geographic distribution of projects, dollar amount of bond, guidance on renovation vs. replacement, and project categories.
- Priority level of the project in fitting costs within a maximum allocated bond total value. HSD is committed to managing the bond size to avoid increasing current HSD bond tax rates.

Using this disciplined approach, the Bond Advisory Committee will be asked to evaluate and select the eventual group of projects that will be recommended to the Superintendent to constitute the 2017 bond program, meet priority needs in a reasonable manner, and keep the bond servicing tax rates from rising above current levels.



Hillsboro School District
Bond Advisory Committee
Meeting #1 Agenda
Wednesday, October 26, 2016
6:00 PM – 9:00 PM

Committee Light Dinner (5:30 PM - 6:00 PM)

1. Welcome (6:00 – 6:15).....Mike Scott, Superintendent
 - Objectives for the BAC
 - Committee Co-Chairs
 - Committee Facilitator

2. Committee Introductions (6:15 – 6:30) Frank Angelo
 - Committee Members

3. Committee Purpose and Role (6:30 – 6:45)..... Frank Angelo
 - Review Purpose and Role of Committee
 - Discussion of School Tour

4. School Facility Planning Background (6:45 – 7:30) Adam Stewart
 - Issue Paper #1: 2016 Long-Range Facility Plan
 - Issue Paper #2: School Enrollment and Capacity

5. Break (7:30 – 7:45)

6. Bond History and Approach (7:45 – 8:45)..... Adam Stewart
 - Issue Paper #3: HSD Bond History & Financing
 - Issue Paper #4: Bond Project Development

7. Public Comment (8:45 – 8:55) Committee

8. Next Meeting (8:55 – 9:00)..... Frank Angelo
 - Bond Committee Meeting #2
Wednesday, November 16, 2016

Hillsboro School District Bond Committee Calendar

Bond Committee Tour	October 19, 2016 2:00-4:00 p.m. District Bus
Bond Committee Meeting #1	October 26, 2016 6:00-9:00 p.m. HSD Administration Building
Bond Committee Meeting #2	November 16, 2016 6:00-9:00 p.m. HSD Administration Building
Bond Committee Meeting #3	January 4, 2017 6:00-9:00 p.m. HSD Administration Building
Community Open House #1	Week of January 16 th or January 23 rd , 2017 6:00-9:00 p.m. TBD
Bond Committee Meeting #4	February 1, 2017 6:00-9:00 p.m. HSD Administration Building
Community Open House #2	Week of February 13 th or February 20 th , 2017 6:00-9:00 p.m. TBD
Bond Committee Meeting #5	March 8, 2017 6:00-9:00 p.m. HSD Administration Building
Committee Recommendation To School Board	April 4, 2017 School Board Work Session HSD Administration Building
School Board Approval of Final Bond Package	April 25, 2017 Regular School Board Meeting HSD Administration Building

BOND ADVISORY COMMITTEE

Local Business / Community Members

Deanna Palm Hillsboro Chamber of Commerce – Committee Co-Chair
Jerry Willey City of Hillsboro – Committee Co-Chair
Rebecca Carey-Smith Portland General Electric
Jesse Lovrien Newlands Development
Joelle Hildner Smith Berry Farm

At-Large Community Members

Jennifer Trimble Community Member
Martin Granum Budget Committee / Community Member

School Board Members

Glenn Miller School Board
Kim Strelchun School Board

Parent Representatives

Matthew Buckingham Long-Range Planning Committee / Parent
Deanna Hall Liberty Parent
Jeremy Stewart Glencoe Parent

Students

Kristina Nguyen Century High School
Shawna Ashley Ingram Hillsboro High School
Javier Gonzalez Liberty High School

Principal Representatives

Dave Vickery Glencoe High School
Mike Strande Rosedale Elementary School
Roger Will Brown Middle School
Lindsay Garcia Eastwood Elementary School

Washington County Commissioner

Andrew Singelakis Director of Land Use & Transportation

Parks & Recreation Representative

Dave Militich Director of Hillsboro Parks & Recreation

City Representatives (Hillsboro, Cornelius, North Plains)

Robby Hammond Assistant City Manager of Community Services – City of Hillsboro
Ryan Wells Community Development Director – City of Cornelius
Blake Boyles City Manager – City of North Plains

Employee Representatives

Joe Vermeire HEA Licensed
Melody Hansen HCU Classified

District Support Staff

Adam Stewart Chief Financial Officer
Dayle Spitzer and Travis Reiman Curriculum / Instruction
Casey Waletich Administrator of Facilities / Maintenance
Beth Graser Communications Director
Don Wolff Chief Technology Officer
Carol Hatfield Director of Transportation
Nathan Roedel Director of Nutrition Services

Project Support

Frank Angelo Angelo Planning Group
Shayna Rehberg Angelo Planning Group
LeRoy Landers Mahlum Architects
Ed / Kyle Hayden The Hayden Group
Rick Rainone Cornerstone Construction
Craig Markus Cornerstone Construction

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
SCHOOL CALENDARS—FIRST READING
2017-18 AND 2018-19

SITUATION

Board policy IC: School Year / School Calendar requires that the calendar for the upcoming school year be approved no later than the April Board meeting. This year, calendars have been drafted for the 2017-18 and 2018-19 school years, with proposed start dates after the Labor Day holiday. The proposed calendars include key dates and vacation periods to assist families and staff as they plan for the upcoming years.

Key features of the 2017-18 and 2018-19 proposed calendars include the following:

- The calendars are aligned with Oregon University winter and spring breaks
 - Winter break:
 - 2017-18 - December 18, 2017, through January 1, 2018
 - 2018-19 - December 17, 2018, through January 1, 2019
 - Spring break
 - 2017-18 - March 26, 2018, through March 30, 2018
 - 2018-19 - March 25, 2019, through March 29, 2019
- Inclement weather make-up days are included
- The calendars comply with the seat-time requirements outlined by the Oregon Department of Education
- Instructional days are balanced in each semester
- The calendars reflect the 191-day contract for licensed employees

Labor Day observed:

2010-11: September 6, 2010
2011-12: September 5, 2011
2012-13: September 3, 2012
2013-14: September 2, 2013
2014-15: September 1, 2014
2015-16: September 7, 2015
2016-17: September 5, 2016
2017-18: September 4, 2017
2018-19: September 3, 2018
2019-20: September 2, 2019
2020-21: September 7, 2020

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the proposed 2017-18 and 2018-19 calendars, provide feedback, and ask any questions they may have.

First Day/Last Day/End of Quarter/Semester for Students


Elementary Only

Possible Inclement Weather Make-up Days

In case inclement weather requires the District to close schools during the 2017-18 school year, June 19 and 20, have been identified as days that could be added to the school calendar as make-up days. If these days are added back to the calendar, high school graduation will not be affected.

No School

Early Release

		JULY 2017							JANUARY 2018 21						
		S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
23, 24, 25 – New Teacher In-Service 28, 29 – In-Service 30 – Staff Development 31 – In-service								1		1	2	3	4	5	6
		2	3	4	5	6	7	8	7	8	9	10	11	12	13
		9	10	11	12	13	14	15	14	15	16	17	18	19	20
		16	17	18	19	20	21	22	21	22	23	24	25	26	27
		23	24	25	26	27	28	29	28	29	30	31			
		30	31												
1 – Licensed Non-Contract Day 4 – NO SCHOOL Holiday – Labor Day 5 – First Day of School 7 – First Day of School for Kindergarten		AUGUST 2017							FEBRUARY 2018 17						
		S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
				1	2	3	4	5					1	2	3
		6	7	8	9	10	11	12	4	5	6	7	8	9	10
		13	14	15	16	17	18	19	11	12	13	14	15	16	17
		20	21	22	23	24	25	26	18	19	20	21	22	23	24
		27	28	29	30	31			25	26	27	28			
12 – NO SCHOOL Elementary – Staff Development and Work Day 13 – NO SCHOOL Licensed Non-Contract Day		SEPTEMBER 2017 19							MARCH 2018 17						
		S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
							1	2					1	2	3
		3	4	5	6	7	8	9	4	5	6	7	8	9	10
		10	11	12	13	14	15	16	11	12	13	14	15	16	17
		17	18	19	20	21	22	23	18	19	20	21	22	23	24
		24	25	26	27	28	29	30	25	26	27	28	29	30	31
2 – End of 1st Quarter 3 – NO SCHOOL Elementary – Work Day and Conference Prep Secondary – Grade Prep 8 – NO SCHOOL Elementary – Parent Conferences Secondary – Staff Development 9 – NO SCHOOL K-12 – Parent Conferences 10 – NO SCHOOL Holiday – Veterans Day (Observed) 23 – NO SCHOOL Holiday – Thanksgiving Day 24 – NO SCHOOL Licensed Non-Contract Day		OCTOBER 2017 20/21							APRIL 2018 20						
		S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
		8	9	10	11	12	13	14	8	9	10	11	12	13	14
		15	16	17	18	19	20	21	15	16	17	18	19	20	21
		22	23	24	25	26	27	28	22	23	24	25	26	27	28
		29	30	31					29	30					
18-29 – NO SCHOOL Licensed Non-Contract Days (Winter Break) 25 – Christmas Day		NOVEMBER 2017 16							MAY 2018 22						
		S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
					1	2	3	4			1	2	3	4	5
		5	6	7	8	9	10	11	6	7	8	9	10	11	12
		12	13	14	15	16	17	18	13	14	15	16	17	18	19
		19	20	21	22	23	24	25	20	21	22	23	24	25	26
		26	27	28	29	30			27	28	29	30	31		
15 – EARLY RELEASE Last Day of School for K-11 Students 18 – Last Day for Teachers 19 & 20 – Possible make-up days for inclement weather		DECEMBER 2017 11							JUNE 2018 11						
		S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
							1	2						1	2
		3	4	5	6	7	8	9	3	4	5	6	7	8	9
		10	11	12	13	14	15	16	10	11	12	13	14	15	16
		17	18	19	20	21	22	23	17	18	19	20	21	22	23
		24	25	26	27	28	29	30	24	25	26	27	28	29	30
31															

First Day/Last Day/End of Quarter/Semester for Students


Elementary Only

Possible Inclement Weather Make-up Days

In case inclement weather requires the District to close schools during the 2018-19 school year, June 19 and 20, have been identified as days that could be added to the school calendar as make-up days. If these days are added back to the calendar, high school graduation dates will not be affected.

No School

Early Release

	JULY 2018							1 – NO SCHOOL Licensed Non-Contract Day (Winter Break) 21 – NO SCHOOL Licensed Non-Contract Day, MLK Day 30 – End of 1st Semester 31 – NO SCHOOL Teacher Prep	JANUARY 2019 20						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
	1	2	3	4	5	6	7				1	2	3	4	5
	8	9	10	11	12	13	14		6	7	8	9	10	11	12
	15	16	17	18	19	20	21		13	14	15	16	17	18	19
	22	23	24	25	26	27	28		20	21	22	23	24	25	26
	29	30	31						27	28	29	30	31		
22, 23, 24 – New Teacher In-Service 27, 28 – In-Service 29 – Staff Development 30 – In-Service 31 – Licensed Non-Contract Day	AUGUST 2018							1 – NO SCHOOL Grade Prep 18 – NO SCHOOL Holiday – Presidents' Day	FEBRUARY 2019 18						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
				1	2	3	4							1	2
	5	6	7	8	9	10	11		3	4	5	6	7	8	9
	12	13	14	15	16	17	18		10	11	12	13	14	15	16
	19	20	21	22	23	24	25		17	18	19	20	21	22	23
	26	27	28	29	30	31			24	25	26	27	28		
3 – NO SCHOOL Holiday – Labor Day 4 – First Day of School 6 – First Day of School for Kindergarten	SEPTEMBER 2018 19							25 - 29 – NO SCHOOL Licensed Non-Contract Days (Spring Break)	MARCH 2019 16						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
							1							1	2
	2	3	4	5	6	7	8		3	4	5	6	7	8	9
	9	10	11	12	13	14	15		10	11	12	13	14	15	16
	16	17	18	19	20	21	22		17	18	19	20	21	22	23
	23	24	25	26	27	28	29		24	25	26	27	28	29	30
	30								31						
11 – NO SCHOOL Elementary – Staff Development and Work Day 12 – NO SCHOOL Licensed Non-Contract Day	OCTOBER 2018 21/22							11 – End of 3rd Quarter 12 – NO SCHOOL Elementary – Work Day Secondary – Grade Prep	APRIL 2019 21						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
		1	2	3	4	5	6			1	2	3	4	5	6
	7	8	9	10	11	12	13		7	8	9	10	11	12	13
	14	15	16	17	18	19	20		14	15	16	17	18	19	20
	21	22	23	24	25	26	27		21	22	23	24	25	26	27
28	29	30	31				28	29	30						
1 – End of 1st Quarter 2 – NO SCHOOL Elementary – Work Day and Conference Prep Secondary – Grade Prep 8 – NO SCHOOL Elementary – Parent Conferences Secondary – Staff Development 9 – NO SCHOOL K-12 – Parent Conferences 12 – NO SCHOOL Holiday – Veterans Day (Observed) 22 – NO SCHOOL Holiday – Thanksgiving Day 23 – NO SCHOOL Licensed Non-Contract Day	NOVEMBER 2018 16							27 – NO SCHOOL Holiday – Memorial Day	MAY 2019 22						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
					1	2	3					1	2	3	4
	4	5	6	7	8	9	10		5	6	7	8	9	10	11
	11	12	13	14	15	16	17		12	13	14	15	16	17	18
	18	19	20	21	22	23	24		19	20	21	22	23	24	25
	25	26	27	28	29	30			26	27	28	29	30	31	
17 – 31 – NO SCHOOL Licensed Non-Contract Days (Winter Break) 25 – Christmas Day	DECEMBER 2018 10							17 – EARLY RELEASE Last Day of School for K-11 Students 18 – Last Day for Teachers 19 & 20 – Possible make-up days for inclement weather	JUNE 2019 11						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
							1								1
	2	3	4	5	6	7	8		2	3	4	5	6	7	8
	9	10	11	12	13	14	15		9	10	11	12	13	14	15
	16	17	18	19	20	21	22		16	17	18	19	20	21	22
	23	24	25	26	27	28	29		23	24	25	26	27	28	29
30	31						30								

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
HIGH SCHOOL ACADEMIC PROGRAM DEVELOPMENT UPDATE

SITUATION

This fall, leaders from the Office for School Performance have been gathering input from the community regarding shared values around educational outcomes for students, and 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, including a reflection on the panel discussion at the special session of the Citizens' Curriculum Advisory Committee on October 17, and public comment received on October 24.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
OSBA ANNUAL CONVENTION SESSION PLANNING

SITUATION

The Oregon School Boards Association (OSBA) Annual Convention, which will take place in Portland on November 10-13, 2016, is a professional development opportunity for Board members and the Superintendent. During tonight's work session, participants will discuss the sessions they plan to attend to make the best use of this opportunity.

RECOMMENDATION

The Superintendent recommends the Board of Directors discuss attendance at the OSBA Annual Convention.

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
ENROLLMENT REPORT – OCTOBER 3, 2016

SITUATION

On October 3, 2016, the Hillsboro School District had 20,502 registered students. This is a decrease of 152 students from October 1, 2015, and represents a 0.74 percent decrease in student growth.

Level	10/3/2016	Student Growth	Percentage Growth
Kinder	1,527	26	1.73
Grades 1-6	9,605	-106	-1.09
Grades 7-8	3,126	52	1.69
Grades 9-12	6,244	-124	-1.95
TOTALS	20,502	-152	-0.74

Over the past 12 years, from October 1, 2004, to October 3, 2016, the Hillsboro School District has grown by 1,159 students or 5.99 percent.

HISTORICAL DATA

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

Allocated staffing ratios for October 1, 2011, through October 3, 2016, are shown below.

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

The table below shows student enrollment data by race for October 3, 2016.

Race	Percentage 2012-13	Percentage 2013-14	Percentage 2014-15	Percentage 2015-16	Percentage 2016-17
Asian	6.70%	6.40%	6.43%	6.51%	6.69%
African American	2.10%	2.09%	2.31%	2.17%	2.28%
American Indian/Alaskan Native	0.86%	0.85%	0.72%	0.67%	0.70%
Native Hawaiian/Other Pacific Islander	0.70%	0.78%	0.73%	0.78%	0.76%
Multiple	4.00%	4.67%	5.19%	5.59%	5.96%
White	51.00%	49.31%	48.92%	47.86%	47.15%
Hispanic	35.00%	35.92%	35.69%	36.42%	36.46%

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
2016 SUMMER SCHOOL PROGRAM REPORT

Each summer, the Hillsboro School District (HSD) offers a variety of options for students to engage in meaningful learning opportunities. The following programs were in place during the summer of 2016.

Dual Language Summer Academy.

The Dual Language Summer Academy provided bilingual instruction to elementary students enrolled in the District’s dual language programs. This program served 152 students in grades K-6, Monday through Thursday, from July 5 through July 28 (four weeks, for a total of 15 days). The program was held at Witch Hazel Elementary School, which was also one of the Migrant Summer School sites. This allowed collaboration between the teachers in the two programs.

There were seven classrooms in the Dual Language Summer Academy:

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

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

Summer School Program (Migrant Summer School).

The Migrant Summer School program served 800 migrant students in grades pre-K-12. The program provided three separate opportunities for migrant students: the Imlay Elementary School and Witch Hazel Elementary School pre-K-6 classes, operating Monday through Thursday, July 5 – 28, for 5 hours per day; and South Meadows Middle School classes for grades 7-12, operating Monday through Thursday, June 27 – July 28, for 3.75 hours per day.

A state audit of the District’s 2016 migrant summer school program resulted in commendations to:

- HSD for providing dual-language instruction (English and Spanish) and a high quality summer school program;
- Principals, teachers, support staff, and volunteers who worked together to provide a safe and welcoming environment for migrant students to learn;
- Migrant Education department staff for their dedication and commitment to migrant students, and their excellence in serving this student population;
- The middle / high school evening program for providing four college and career readiness events, including College Night, Volunteer Fair, Financial Aid Night, and Career Night;
- Community partners who collaborated with the District to provide services for students.

In partnership with the State's Migrant Education Center and the Mexican Consulate, the District was able to host five binational teachers from various regions of Mexico for the duration of the summer school program. All five teachers collaborated with summer school teachers in the implementation and sheltering of instruction, to ensure cultural relevance. The primary goal of the binational teacher program is twofold: to enrich the education of migrant children who travel between the United States and Mexico, and to collaborate with educators to improve educational services for Mexican and Mexican-descent school populations living in the U.S. The teachers' main focus is to reinforce knowledge of the history, culture, values, and national traditions of Mexico.

Summer School Program (Free Orchards Elementary School).

Last June, Free Orchards Elementary School offered students an opportunity to participate in a four-day-long STE(A)M camp (Science / Technology / Engineering / (the Arts) / Math). Students were able to choose up to four different 3-hour sessions, including: 3-D printing, coding, hip hop dance, drama, building / engineering, printmaking, rocket-making, and honey bees. Almost 40 students took advantage of this opportunity.

Summer School Program (McKinney Elementary School).

The McKinney Elementary School Summer Program served 85 K-8 students, four days per week for seven weeks (9:30 to 11:30 AM, with lunchtime on the playground afterwards). Students worked on improving their math and reading skills, using computer programs like Prodigy, Newsela, Scholastic News, Wonderopolis and MobyMax. Students also worked in collaborative groups on engineering design challenges, such as building a wind-powered car and marble roller coasters. Of the students in grades 2-5, 81 percent maintained or improved their reading levels. Staff members are proud of these students' hard work.

Summer School Program (Reedville Elementary School).

Reedville Elementary School held its second summer school program, with students in grades 1-6 focusing on intervention in reading and enrichment. The program was held for five days over a one-week period, with a total of 15 hours of student contact time. IGNiTE students from the Hillsboro School District's leadership program (Inspiring Growth Now in Teacher Education) and District interns supported students with social interactions,

literacy skills, STEM and literacy-related art projects, and healthy lifestyle physical activities each day.

The program served 50 students, and focused on Common Core State Standards (CCSS) for English / language arts. The instruction was focused on dual language literacy, with a blended approach of re-teaching standards, pre-teaching standards, and specific skill instruction (small group). The extended academic time prevented regression, gave students increased exposure to academic vocabulary and grade-level content, and helped prepare students for academic success in the upcoming school year.

Reedville's new and continuing teachers also participated, and spent two hours each day planning together, and one hour each day working with students who will be in their classrooms. They collaborated together on understanding assessments, CCSS planning using the pacing guides, and best practices for dual language programs.

Summer Food Program.

Nutrition Services contributed to the success of the District's summer programs by providing meals to students, operating the Summer Food Service Program at four Hillsboro parks, three apartment complexes, and eight school sites. During the eight-week summer season, 8,940 breakfasts, 34,728 lunches, and 857 dinners were served.

Student Services Extended School Year.

The Extended School Year (ESY) program is a summer learning opportunity for Hillsboro special education students, ages 5 to 21, who meet eligibility criteria. The purpose of ESY is to maintain skills during the summer, in order to mitigate severe regression and lack of recoupment after returning to school. During summer 2016, 131 District students accessed ESY services at Rosedale Elementary School, and 14 students accessed ESY services in out-of-district placements.

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
ANNUAL RISK MANAGEMENT REPORT

The Risk Management department handles the management and administration of the District's workers' compensation, liability, property, and auto insurance programs. This includes administering claims, developing policies and procedures, evaluating contractual risk, preventing loss, and supporting schools with safety programs. The risk management data for 2015-16 shows a reasonable number of incidents, claims, and costs to the District.

Liability Claims. The District had a total of 60 claims during the 2015-16 school year. In the area of property and liability, the following occurred:

TYPE OF CLAIM	2015-16	2014-15	2013-14	2012-13	2011-12
Number of Student Incident Reports	1467	839	943	1,075	1,035
Number of Automobile Incident Claims	56	40	23	37	64**
Number of General Liability Claims	4	9	6	7	11
Number of Property Claims	0	2	4	0	1
Total Claims Paid	\$202,050	\$154,281	\$574,915	\$110,983	\$444,105

**A total of 30 claims are from one bus-on-bus accident that occurred on November 1, 2011.

Premium Costs	2016-17	2015-16
PACE premium for the school year	\$937,147	\$904,275
Excess earthquake coverage	\$74,000	\$103,400
Brown and Brown Northwest's broker fee	\$49,882	\$67,847
Total premium, including coverages and broker fees	\$1,061,029	\$1,075,522

Workers' Compensation. The District had a total of 104 workers' compensation claims. The cost of the 104 claims to date is \$404,841. The workers' compensation claims are summarized below:

TYPES OF CLAIMS	NUMBER OF CLAIMS	PERCENTAGE OF TOTAL
Medical	64	61%
Time Loss	40	39%
TOTAL	104	100%
Denied	4	4%
Deferred	0	0%
Open Claims	15	15%
Closed Claims	85	81%
TOTAL	104	100%

The number of claims and percentage by work classification are shown below. The work classification is the primary determining factor in premium calculations. The majority of the injuries were lower back area strains, knee strains, and contusions.

INJURY BY WORK CLASSIFICATION	NUMBER OF CLAIMS	PERCENTAGE
Drivers	8	8%
Teachers / Professionals	46	44%
Kitchen / Cafeteria	5	5%
All Others	45	43%
TOTAL	104	100%

The chart below shows the time of year when employee accidents occurred:

Month	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
WC Claims	3	2	10	8	7	13	11	11	12	10	8	9
Accidents	8	2	37	32	25	31	33	38	29	36	40	28

The District continues to make every effort to maintain a successful modified / light-duty program for employees who are injured on the job. In 2015-16, the District actively placed workers on modified duty, reducing the District's costs for these incidents. The District was able to recover \$49,476 for these modified workers through the state Employer-at-Injury Program (EAIP).

In an effort to further reduce workers' compensation premium costs, claims under \$1,900 with medical expenses only are paid directly by the District. Over time, this practice reduces the experience rating and premium amount.

The District's workers' compensation premium expense for the 2016-17 school year is \$807,821. For the 2015-16 school year, the premium was \$672,045. For the 2014-15 school year, the premium was \$780,820.

The workers' compensation premium is based on the District's payroll and experience rating. There was an increase in the experience rating for the 2016-17 school year. This has resulted in a premium increase. The District chose the Special Districts Insurance Services (SDIS) Self-Insured Employers Group again for its workers' compensation coverage. The District also chose to have one broker, Brown and Brown Northwest. This resulted in a \$17,965 reduction in the broker fee. The following chart shows the District's experience rating, payroll history, and premium history:

Year	Experience Rating	Payroll	Premium	Carrier
2016-17	.85	\$123,456,676	\$807,821	SDIS
2015-16	.80	\$115,848,517	\$672,045	SDIS
2014-15	.88	\$109,399,940	\$780,820	SDIS
2013-14	.87	\$99,377,245	\$623,007	SDIS
2012-13	.78	\$96,868,753	\$576,869	SDIS
2011-12	.86	\$87,182,904	\$611,135	LNW
2010-11	.95	\$90,766,351	\$633,928	LNW
2009-10	1.12	\$92,202,106	\$801,238	LNW
2008-09	1.09	\$100,140,163	\$830,291	LNW
2007-08	1.06	\$97,337,630	\$677,256	LNW
2006-07	1.13	\$89,805,405	\$653,191	LNW

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
LOCAL WELLNESS PROGRAM – ANNUAL ASSESSMENT

As a part of the Healthy, Hunger-Free Kids Act of 2010 (HHFKA), the District's Local Wellness Program is to be evaluated on a yearly basis. The purpose of this evaluation is to provide the Board of Directors, District staff, parents, and the community with information regarding ongoing objectives, and progress toward achieving the goals of the policy.

The yearly assessment of the Local Wellness Program is based on the following standards:

- 1) Nutrition Education and Promotion
- 2) Standards for Child Nutrition Programs and School Meals
- 3) Nutrition Standards for Competitive and Other Foods and Beverages
- 4) Physical Education and Other School-Based Activities
- 5) School Employee Wellness
- 6) Implementation, Evaluation, and Communication

1) Nutrition Education and Promotion

- The District's curriculum teaches a sequential, comprehensive, age-appropriate health education program at every grade level.
- Nutrition education is linked to the school food environment, and models making healthy food choices.
- Nutrition Services offers an interactive nutrition education presentation to students at the elementary level each school year.

2) Standards for Child Nutrition Programs and School Meals

- There is access to United States Department of Agriculture (USDA) breakfast and lunch programs at all schools, and school meals meet the USDA standards.
- The District protects the privacy of students who qualify for free and reduced-price meals.
- The School Nutrition Program encourages students to participate in the school meal program by providing meal information on the District website.
- The program offers a variety of fresh fruits and vegetables, and menu choices that are appealing to students.
- Access to free drinking water is available throughout the school day.
- Students have adequate time to eat at each school.
- Smart Snack standards are implemented in the schools, and a link to the standards is available on the Nutrition Services website.

3) Nutrition Standards for Competitive and Other Foods and Beverages

- The District is in compliance with the Smart Snacks and Beverage Regulations that address all foods sold to students during the school day.

4) Physical Education and Other School-Based Activities

- The District has a written curriculum for physical education for grades K-12 that aligns with the state physical education standards; the curriculum addresses times-per-week and teacher-to-student ratio, and encourages continued physical activity away from school.
- The District promotes community-based activities that foster healthy eating and create environments that promote physical activity.
- Educational workshops, health screenings, and information related to healthy lifestyle, food choices, and physical activity may be offered to families.
- Schools participated in Alliance for a Healthier Generation, Educational Theatre Program, Fire Up Your Feet, Oregon Active Schools, Playworks, Health Career Scholarships, Fuel Up to Play 60, and the Oregon Dairy Council Grant.

5) School Employee Wellness

- The District promotes and reinforces messages on healthy lifestyles. The physical and mental health of school employees is essential to sponsoring and protecting the health of students, and helps support academic success.
- The District received an Oregon Education Association (OEA) Employee Wellness Grant in 2014, in which many schools participated.

6) Implementation, Evaluation, and Communication

- The District will provide a yearly assessment of the Local Wellness Program, and provide an annual report to the Board of Directors. The assessment will provide information to meet ongoing wellness goals for students and staff.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
ANNUAL SAFETY REPORT

The Safety department strives to improve and build on current safety practices, as outlined in the District's Strategic Plan. The District continues to maintain an all-hazards approach to addressing emergencies, and incorporates the four phases of emergency management: mitigation / prevention, preparedness, response, and recovery. The Safety department collaborates with City and County partners to address safety and emergency preparedness, including Safe Schools of Washington County, Hillsboro Student Threat Assessment Team (HSTAT), Safe Kids of Washington County, Local Emergency Manager meetings, and Safe Routes to School.

Safety Summit

The Safety Summit is an annual event that is held in August. Every other year, a larger summit is hosted, and representatives from neighboring schools districts, as well as community partners, are invited. This year, the larger summit was held. Topics presented at the summit included:

- Keynote speaker – “Tall Cop Says Stop” with Officer Jermaine Galloway
- Rick Robinson – “How to have a trauma aware staff and building that supports care and wellness for staff and students” – K-6 administrators
- Flight Team
- Care Coordinators
- Threat Assessment
- Safety Nuts and Bolts – Building Safety Requirements
- SRP (Standard Response Protocol)
- Parent Reunification
- Afternoon Session for Assistant Principals and School Resource Officers (SROs) (all administrators welcome)
 - 1st Amendment in Schools
 - Impairment Signs (marijuana)

Safe Schools Policy Review and Safety Trainings

The District is fully committed to the health and safety of all faculty, staff, students, and visitors. As part of the District's ongoing program to meet this safety commitment and comply with regulatory requirements, all employees must complete annual safety trainings and policy reviews, which are provided through the SafeSchools web-based service. The following trainings were offered:

- Child Abuse Identification and Intervention in Oregon Schools
- Sexual Misconduct – House Bill 2062
- Bloodborne Pathogens
- Homeless Students - McKinney Vento Act
- Integrated Pest Management - IPM
- FERPA - Confidentiality of Records

- Online Safety Primer - What Every Educator Needs to Know
- District Safety
- Flexible Health and Dependent Care Spending Accounts Acknowledgement
- District Annual Policy Review
- Staff / Student Boundaries
- Acceptable Use Agreement
- Staff Device Use Guidelines
- Staff Personal Use of Medications Guideline
- Policy and Procedures for Animals in Schools
- Hepatitis B vaccine information and Statement of Declination form

Additional training was offered to District Facilities and Maintenance staff, including: asbestos awareness; back injury and lifting; fire extinguisher safety; ladder safety; slips, trips, and falls; and safety data sheets. Nutrition Services staff received the Civil Rights in Food Service training. All new employees received a District safety review. Secondary science teachers received a new chemical hygiene plan and courses on safety data sheets and science lab safety.

Building Safety Inspections

The Safety department and Risk Management department partner with PACE/SDAO (Property and Casualty Coverage for Education / Special Districts Association of Oregon) to conduct building safety inspections every other month. Hazards and/or safety concerns are identified, and – depending on the severity of the concern – a work order is submitted, or the issue is referred to the building safety team to address.

Healthy and Safe Schools Plan

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 for and reduce exposure to lead in water that is used for drinking or food preparation; a plan to reduce exposure to lead paint that includes 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 that are required under the Healthy and Safe Schools Plan. The District submitted the preliminary plan prior to the October deadline.

Indoor Air Quality (IAQ)

Routine indoor air quality checks are performed annually. Each year, the Safety department targets a feeder group and provides testing in each building, targeting a variety of classrooms. Other IAQ testing is done on a case-by-case basis, if there is a specific concern.

Asbestos Program

The District complies with federally mandated Asbestos Hazard Emergency Response Act (AHERA) standards, and completes required monitoring on a regular basis.

Lead Water Testing

The 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 .

PBS conducted a first draw sample (the water has sat in the pipe for 8 to 18 hours before the sample is taken) and a follow-up 30-second flush test.

Building Safety Practices

Google SEMS Safety Site

The Google SEMS Safety Site is a site where schools store their required safety documents, and where staff can access safety resources, forms, guidelines, and policies related to Hillsboro School District safety . Each building is required to submit the following safety documents:

- Monthly drills, including the following:
 - 1 monthly fire drill
 - 2 earthquake drills per school year
 - 4 containment drills per school year (2 lockdown, 1 lockout and 1 of their choice)
- Monthly safety team meeting minutes
- Building hazard audit (annually)
- Comprehensive School Safety Plan (annually)
- Safety team and strike team worksheet (annually)

Go Binders

Each school has an office go-binder, and every classroom has a classroom go-binder containing information that may be needed if there is an evacuation. Staff are instructed to take the go-binder in building evacuations. Contents of the go-binders include student and staff rosters, maps, emergency procedures, medical protocols, student profiles, and attendance sheets.

Standard Response Protocol (SRP) and Emergency Procedures: District emergency procedures were updated, and the language for “lock-in” was updated to “lockdown” to align with the common terminology mandate from HB 4087 and the Oregon task force on School Safety. SRP posters are in place in every classroom in the District. A large framed SRP poster will also be placed in the entry of every school.

Strike Teams

Each building forms six emergency teams, or roles, that can be activated, depending on the type of event. The strike teams fulfill various tasks to help manage the crisis. Building administrators activate the teams, based on the severity of the event and availability of first responders. The six teams include:

- Student Assembly
- Student Release
- First Aid
- Search and Rescue
- Crisis Response (emotional first aid)
- Facility / Security Response

Each strike team has both a team leader and a participant “job action sheet” (JAS) that provides detailed information regarding the team’s role and duties, and allows for “just-in-time” training, if necessary. Each strike team has all the forms they may need if they are activated, as well as a short training module that is available both on the SafeSchools policy review site and the Google SEMS Safety Site.

The Safety team provides additional staff training opportunities, including table-top exercises involving strike teams.

Districtwide Off-Site Parent Reunification Plan

The Safety department completed an off-site parent reunification drill in April 2016. The plan is in its final revisions, and both a manual and administrator / leadership training video will be completed this year. A second video for parents will also be developed.

CPR and First Aid Program

Per OSHA guidelines, each building has a response team of no less than six members who are trained to respond to CPR and first aid emergencies. The Safety department offers medic first aid training throughout the year for response team members.

Hillsboro Student Threat Assessment Team (HSTAT)

Purpose

The Hillsboro School District Student Threat Assessment and Safety Management System constitutes a comprehensive and systematic approach to investigating and assessing students who are engaged in or exhibiting behaviors that imply aggression or violence directed at other people.

This system combines the use of investigative information-gathering strategies with “targeted violence” related questions. The purpose is to collect data to help make an informed judgment about a student’s level of safety towards others, and to identify risk factors surrounding a student’s behavior. The collected data guides the development and implementation of a Student Safety Management Plan.

Goals

1. To provide a protocol to assess threats of potentially harmful behaviors, risk factors, and action required to support school safety.
2. To provide a multi-level system that can mobilize broader community responses and resources to help facilitate the development and implementation of safety monitoring and management plans.

3. To develop and maintain a sense of safety among students, teachers, staff, and parents / guardians.

This system and its forms are not to be used without training by an approved Hillsboro School District Level Student Threat Assessment Team (STAT) member.

It is the District's expectation that all schools have a school-based Student Threat Assessment Team (STAT), consisting of an administrator, SRO, plan manager (who will be responsible for case management), and one or more trained individuals.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
FINANCIAL REPORT

Business Office. 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 2: Additional Support for New School Leaders

In order to anticipate and proactively meet the needs at each school, the Business Office works closely with the Office for School Performance and the Superintendent to provide an extra layer of support and guidance to new principals and office managers. Business Office staff offer periodic check-ins, school visits by request, access to staff during District-level professional learning community (PLC) meetings, and remote desktop training.

Finance Team – Accounts Payable, Banking, and Student Body Accounting. The Finance team is exploring a new method for elementary level student body account management, with all funds flowing through the Business Office, rather than each school managing its own student body bank account. The Finance team anticipates challenges during the transition period; however, the long-term benefits will include reducing or eliminating the need for school staff to manage individual accounts, handle cash, and spend time off-site to conduct banking. It will also incorporate the additional controls and oversight that are recommended by the District's auditor. Additional benefits include District-level purchasing controls and a single workflow for the disbursement of all funds.

Finance Team – Financial Reporting and Grants. Finance Manager Jeff Jones hosted the Grove, Mueller & Swank audit team during its recent site visit, and facilitated the testing of District processes. Mr. Jones is in the process of closing the "grant year," which ended on September 30, 2016, for federal grants, in addition to preparing the District's 2016 Comprehensive Annual Financial Report. These activities require detailed documentation, technical writing, and collaboration with central departments and grant site coordinators.

Payroll Team and Employee Benefits. Payroll Supervisor Kim Grannis and the Payroll team completed the September payroll, which is the baseline payroll for most District staff. Ms. Grannis continues to collaborate with a cross-department team to advance functionality of the Infinite Visions software program.

Risk Management. In addition to fielding legal and claim submissions for the District, Risk Manager Leah McCarthy is collaborating with a small group of staff to pilot a new wellness program, [Walker Tracker](#), which is being offered to District employees, spouses, and partners through a partnership with OEA Choice Trust. [Walker Tracker](#) is a versatile, web-based activity tracking and analysis program that is designed to help companies and organizations improve the wellness culture in the workplace through a social platform. Ms. McCarthy anticipates that the Tracker Walker program will be rolled out to District employees later this fall, regardless of their health plan selections.

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

The District received 6 workers' compensation claims in August 2016. As of August 31, 2016, there were 44 open claims; 26 were for medical costs only, and 18 included time loss. There were 4 employees on modified work plans during August.

Worker's Compensation Claims			
	2014-15	2015-16	2016-17
July	1	3	3
August	9	2	6
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	
Yearly Total:	101	104	9

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 were 14 student accidents reported in August.

Student Incident Reports			
	2014-15	2015-16	2016-17
July	4	0	1
August	1	6	14
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	
Yearly Total:	888	1,467	15

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 4 bus accidents in August.

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
MONTHLY FINANCIAL REPORT - as of September 30, 2016

	July Actual	August Actual	September 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
Revenues									
Taxes	\$0.00	\$0.00	\$109,310.56	\$109,310.56	\$109,310.56	\$67,230,674.00	0.16%	\$127,260.87	0.19%
Interest	\$22,629.68	\$31,464.00	\$27,873.31	\$81,966.99	\$81,966.99	\$307,952.00	26.62%	\$52,288.99	14.79%
Local Sources	\$12,871.62	\$59,231.64	\$99,920.21	\$172,023.47	\$172,023.47	\$1,895,229.00	9.08%	\$209,461.83	14.14%
Total Local	\$35,501.30	\$90,695.64	\$237,104.08	\$363,301.02	\$363,301.02	\$69,433,855.00	0.52%	\$389,011.69	0.57%
County/ESD	\$0.00	\$923,487.50	\$307,829.17	\$1,231,316.67	\$1,231,316.67	\$3,253,669.00	37.84%	\$971,666.67	28.63%
State Sources	\$20,039,146.00	\$10,013,509.00	\$10,337,711.76	\$40,390,366.76	\$40,390,366.76	\$124,345,402.00	32.48%	\$40,118,362.26	33.27%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$0.00	\$830.13	\$469.70	\$1,299.83	\$1,299.83	\$0.00	0.00%	\$473.86	3.29%
Beginning Balance	\$13,383,454.24	\$0.00	\$0.00	\$13,383,454.24	\$13,383,454.24	\$13,657,752.00	97.99%	\$17,604,269.16	100.00%
Total Revenue	\$33,458,101.54	\$11,028,522.27	\$10,883,114.71	\$55,369,738.52	\$55,369,738.52	\$210,690,678.00	26.28%	\$59,083,783.64	28.18%
Expenditures									
Instruction									
Salaries	\$32,950.46	\$125,183.58	\$6,299,115.82	\$6,457,249.86	\$6,457,249.86	\$79,116,611.61	8.16%	\$5,823,167.08	8.02%
Benefits	\$9,547.83	\$35,061.30	\$2,776,539.38	\$2,821,148.51	\$2,821,148.51	\$37,786,428.92	7.47%	\$2,612,738.05	7.66%
Purchased Service	\$343,869.53	\$163,771.31	\$525,512.48	\$1,033,153.32	\$1,033,153.32	\$2,969,803.33	34.79%	\$664,255.58	12.58%
Supplies/Materials	\$109,721.73	\$123,206.17	\$207,079.55	\$440,007.45	\$440,007.45	\$1,424,484.63	30.89%	\$327,916.86	15.05%
Capital Purchases	\$0.00	\$0.00	\$3,000.00	\$3,000.00	\$3,000.00	\$0.00	0.00%	\$461.25	1.42%
Other	\$69,010.00	\$8,589.02	\$14,150.88	\$91,749.90	\$91,749.90	\$197,254.76	46.51%	\$74,482.73	42.76%
Total Instruction	\$565,099.55	\$455,811.38	\$9,825,398.11	\$10,846,309.04	\$10,846,309.04	\$121,494,583.25	8.93%	\$9,503,021.55	8.31%
Support Services									
Salaries	\$1,572,700.64	\$1,747,148.80	\$3,455,767.68	\$6,775,617.12	\$6,775,617.12	\$38,038,656.98	17.81%	\$6,045,909.75	15.94%
Benefits	\$815,514.44	\$783,114.26	\$1,713,065.39	\$3,311,694.09	\$3,311,694.09	\$18,419,332.24	17.98%	\$3,090,496.08	15.60%
Purchased Service	\$1,445,920.73	\$901,757.00	\$811,797.27	\$3,159,475.00	\$3,159,475.00	\$13,509,529.66	23.39%	\$3,560,699.38	26.60%
Supplies/Materials	\$502,507.38	\$528,881.83	\$1,109,730.82	\$2,141,120.03	\$2,141,120.03	\$6,489,844.64	32.99%	\$1,971,951.01	35.34%
Capital Purchases	\$1,560.00	\$99,035.75	\$105,306.09	\$205,901.84	\$205,901.84	\$250,052.97	82.34%	\$43,303.46	5.40%
Other	\$30,438.00	\$1,079,527.12	\$15,185.00	\$1,125,150.12	\$1,125,150.12	\$1,536,470.53	73.23%	\$1,166,078.02	87.53%
Total Support	\$4,368,641.19	\$5,139,464.76	\$7,210,852.25	\$16,718,958.20	\$16,718,958.20	\$78,243,887.02	21.37%	\$15,878,437.70	20.14%

<i>Expenditures (continued)</i>	July Actual	August Actual	September 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
Community Services									
Salaries	\$13,951.48	\$35,424.74	\$20,744.32	\$70,120.54	\$70,120.54	\$264,225.41	26.54%	\$44,952.95	19.13%
Benefits	\$5,762.88	\$10,589.12	\$10,037.09	\$26,389.09	\$26,389.09	\$109,906.57	24.01%	\$20,228.38	17.08%
Purchased Service	\$4,229.02	\$11,273.76	\$1,197.63	\$16,700.41	\$16,700.41	\$36,069.36	46.30%	\$9,164.94	4.73%
Supplies/Materials	\$0.00	\$1,974.63	\$0.00	\$1,974.63	\$1,974.63	\$3,043.15	64.89%	\$1,077.98	33.80%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,568.52	0.00%	\$0.00	0.00%
Total Community Services	\$23,943.38	\$59,262.25	\$31,979.04	\$115,184.67	\$115,184.67	\$414,813.01	27.77%	\$75,424.25	13.68%
Capital Projects									
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$106,748.96	0.00%	\$17,447.86	0.00%
Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$106,748.96	0.00%	\$17,447.86	0.00%
Debt Service Payment	\$0.00	\$0.00	\$38,205.05	\$38,205.05	\$38,205.05	\$826,118.76	4.62%	\$341,443.76	41.20%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,604,527.00	0.00%	\$0.00	0.00%
Total Expenditures	\$4,957,684.12	\$5,654,538.39	\$17,106,434.45	\$27,718,656.96	\$27,718,656.96	\$210,690,678.00	13.16%	\$25,815,775.12	12.31%

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
FIRST READING – POLICY AC: NONDISCRIMINATION AND
AC-AR: DISCRIMINATION COMPLAINT PROCEDURE

SITUATION

Oregon School Boards Association (OSBA) and the District's legal counsel have recommended revisions to policy AC: Nondiscrimination and AC-AR: Discrimination Complaint Procedure, to align the District's policy with statutes prohibiting discrimination, and to more clearly identify the roles and responsibilities of participants in the complaint process. It is recommended that the reference to "grievance procedures" be removed from policy AC: Nondiscrimination, since grievances are a separate process, related to contractual matters, and established during bargaining with employee groups.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy AC: Nondiscrimination and AC-AR: Discrimination Complaint Procedure.

Nondiscrimination

The District shall promote prohibits nondiscrimination and an environment free of harassment on any basis protected by law, including but not limited to. The District shall not discriminate on the basis of:

- An individual's perceived or actual race, color, religion, sex, sexual orientation¹, national or ethnic origin, marital status, parental status, age, or mental or physical disability or perceived disability, pregnancy, familial status, or veterans' status; or
- because of The perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, or veterans' status of any other persons with whom the individual associates.

In keeping with requirements of federal and state law, The District strives to remove any vestige of prohibits discrimination and harassment, including but not limited to, in employment, assignment, and promotion of personnel; in educational opportunities and services offered students; in student assignments to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals, and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX, and other civil rights or discrimination issues². The Board will adopt and the District will publish grievance complaint procedures providing for prompt and equitable resolution of complaints from students, and employees, and the public complaints.

Federal civil rights laws The District prohibits retaliation and discrimination against an individual because he/she who has opposed any discrimination act or practice; because that person has filed a charge, or testified, assisted, or participated in an investigation, proceeding, or hearing; and ADA further prohibits anyone from coercing, intimidating, threatening, or

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

²Districts are reminded that the district is required to notify students and employees of the name, office address, and telephone number of the employee or employees appointed.

interfering with an individual for exercising the any rights guaranteed under the Act state and federal law.

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 659A.009	ORS 659A.321
ORS 192.630	ORS 659A.029	ORS 659A.409
ORS 326.051(1)(e)	ORS 659A.030	
ORS 342.934(3)	ORS 659A.040	OAR 581-021-0045
ORS 659.150	ORS 659A.103-100 to -145	OAR 581-021-0046
ORS 659.805	ORS 659A.109	OAR 581-021-0049
ORS 659.815	ORS 659A.112-659A.139	OAR 581-022-1140
ORS 659.850 to -860	ORS 659A.142	OAR 839-003-0000
ORS 659.865	ORS 659A.145	
ORS 659.870	ORS 659A.233	
ORS 659A.003	ORS 659A.236	
ORS 659A.006	ORS 659A.309	

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

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

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

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

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2006).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).

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

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

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212.

Title II of the Genetic Information Nondiscrimination Act of 2008.

Discrimination Complaint/~~Grievance~~ Procedure

Complaints regarding the interpretation or application of the District's nondiscrimination Board policy AC: Nondiscrimination shall be processed according to the following procedures.

Informal Procedure

~~Any person who feels that he or she has been discriminated against should discuss the matter with the campus principal or site administrator, who shall investigate the complaint and respond to the complainant within ten work days. If the response is not acceptable to the complainant, he or she may initiate formal procedures.~~

~~If the principal or site administrator is the subject of the complaint, the individual may file a complaint directly with the Title IX complaint person indicated in the formal procedure.~~

Formal Procedure

Step 1:

~~A written complaint must be filed with the campus principal or site administrator within five work days of receipt of the response to the informal complaint. The principal or site administrator or other designated official shall further investigate, decide the merits of the complaint, and determine the action to be taken, if any. He or she will then reply in writing to the complainant at the conclusion of the investigation with ten work days.~~

~~Any staff member who receives a written or oral complaint shall refer the complainant to the principal or site administrator.~~

~~If the principal or site administrator is the subject of the complaint, the individual shall file a complaint with the Superintendent or designee. If the Superintendent is the subject of the complaint, the complaint shall be referred to the Board chair. The Board may refer the investigation to a third party.~~

~~Complaints against the Board as a whole or against an individual Board member, shall be made to the Board chair and may be referred to District counsel. Complaints against the Board chair shall be made directly to the Board vice chair.~~

Step 2.

~~If the complainant wishes to appeal the initial (Step 1) decision of the principal or site administrator, he or she may submit a written appeal to the assistant superintendent of human resources District-level administrator who is designated to receive these appeals:~~

- The Executive Director of Elementary Education will receive appeals for complaints related to elementary schools;
- The Executive Director of Secondary Education will receive appeals for complaints related to secondary schools;
- The Human Resources Director who manages licensed staff will receive appeals for complaints related to District department-level licensed staff;
- The Human Resources Director who manages classified staff will receive appeals for complaints related to District department-level classified staff.

The written appeal must be submitted within five work District business days after receipt of the initial response to the complaint. The ~~Title IX complaint person~~ administrator receiving the appeal shall review the merits of the complaint and the initial decision, and ~~shall~~ may meet with all parties involved, ~~as necessary, make a decision,~~. The administrator shall respond in writing to the complainant within ten work District business days.

Step 3.

If the complainant wishes to appeal the Step 2 decision, he or she may submit a written appeal to the Superintendent / designee within five work District business days after receipt of the Step 2 response to the complaint. The Superintendent / designee shall review the merits of the complaint and the initial decision, and may meet with all parties involved. The Superintendent / designee shall respond in writing to the complainant within ten District business days.

Step 4 ~~3~~.

If the complainant is not satisfied with the decision reached in step 3 of this process, a written appeal may be filed with the ~~Superintendent or designee~~ Board within five ten work District business days after receipt of the response to ~~Step 3 2~~. ~~The Superintendent or designee shall meet with the concerned parties and provide a copy of the decision to the complainant within ten work days.~~ The Board shall hear the appeal within 45 days of receiving it. The Board's decision will be final and will include the legal basis for the decision, findings of fact, and conclusions of law. A copy of the Board's final decision shall be sent to the complainant in writing within ten District business days of this meeting.

Timelines may be extended, based upon mutual consent of both parties in writing.

If the complainant is not satisfied after exhausting local complaint procedures, ~~or 90 days, whichever occurs first,~~ he or she may appeal in writing to the Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-022-1940.



Hillsboro School District

DISCRIMINATION COMPLAINT FORM

Name of Complainant: _____

Date: _____

School or Activity: _____

- Student Parent Employee ~~Non-employee~~ Member of the Public

Type of discrimination:

- Race Color National or Ethnic Origin Marital Status Pregnancy
 Age Religion Sexual Orientation Veteran's Status Disability
 Sex Familial Status

Specific complaint - provide detailed information including names, dates, places, and activities, and results of informal discussion:

Who should we talk to and what evidence should we consider? _____

Action requested to resolve complaint Suggested solution/resolution/outcome: _____

The complaint form should be mailed or taken to the campus principal or site administrator. Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
FIRST READING – POLICY EBCD: EMERGENCY SCHOOL CLOSURES

SITUATION

Modifications made by the Oregon State Board of Education to Oregon Administrative Rule (OAR) 581-022-1620, Required Instructional Time, in 2015 include a statement that up to 14 hours of emergency school closure time due to adverse weather conditions and facilities failure may be included in a school district's calculation of instructional time, upon approval by the local school board, beginning in the 2015-16 school year. The proposed revisions to policy EBCD: Emergency School Closures, have been recommended by Oregon School Boards Association (OSBA) to align this policy with the modified OAR.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy EBCD: Emergency School Closures.

Hillsboro School District 1J

Code: EBCD
Adopted: 08/96
Revised: 11/08

Emergency School Closures**

In case of fog, snow, ice, or other hazardous or emergency conditions, the Superintendent may alter District and transportation school and bus schedules as appropriate for the particular condition emergency. Such alterations include closure¹ of all schools, closure of selected schools or grade levels, adjustment of routes, delayed openings of schools, and early dismissal of students.

The Superintendent / designee will develop and maintain such plans and procedures as are necessary to carry out alternate school and bus schedules.

Students, parents, and staff will be informed at the beginning of each school year as to the procedures that will be used to notify them in case of an emergency closure.

END OF POLICY

Legal Reference(s):

[OAR 437-002-0360](#)
[OAR 437-002-0377](#)
[OAR 581-022-1420](#)
[OAR 581-022-1620](#)
[OAR 581-053-0002](#)

¹Upon approval by the Board, per OAR 581-022-1620, up to 14 hours of emergency school closures due to adverse weather conditions and facilities failure may be included in the calculation of instructional time, beginning in the 2015-16 school year. "Instructional time" is defined in OAR 581-022-0102.

HILLSBORO SCHOOL DISTRICT 1J
October 25, 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.~~
- e. 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.
- f. 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.

~~g.~~ 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

September 13, 2016

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

1. WORK 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
Ted Zehr, Executive Director, Secondary Education
Beth Graser, Director, Communications
Gregg O'Mara, Director, Alternative Education
Val Bokma, Assistant to the Board
Laurie Boyd, Assistant to the Superintendent
Diana Kleintob, Technology Support

Others Present:

Jill Golay, HEA
Devin Hunter, HCU

Board Chair Wayne Clift called the meeting to order at 5:19 PM.

a. Discuss Healthy and Safe Facilities Plan

Casey Waletich, Executive Director of Facilities, Safety, and Operations, explained that Oregon Administrative Rule (OAR) 581-022-2223 requires every school district to develop a Healthy and Safe Schools Plan that includes the following elements:

- A plan for testing district-owned buildings for radon (per ORS 332.167)
- A plan for testing for and reducing exposure to lead in water that is used for drinking or food preparation
- A plan for reducing exposure to lead paint (United States Environmental Protection Agency's Renovation, Repair, and Painting Program Rule)
- A plan for implementing integrated pest management practices (per ORS 634.700 through 634.750)
- A plan for communicating results for all testing required under the Healthy and Safe Schools Plan

Preliminary plans must be submitted to the Oregon Department of Education (ODE) by October 1, 2016, and final plans must be submitted by January 1, 2017. Annual reports will be required thereafter.

Executive Director Waletich discussed the steps the District is taking to fulfill these new requirements. Hillsboro School District's Safe and Healthy Schools Plan will be submitted to the Board for approval on September 27, 2016.

b. Discuss Citizens' Curriculum Advisory Committee Applications

Assistant Superintendent of Academic Services Travis Reiman explained that there are ten open positions (including four student positions) on the Citizens' Curriculum Advisory Committee (CCAC), and 17 applications (including five student applications, and one request for reappointment) were received before the application deadline. The Board, in consultation with the CCAC chair and District staff, annually determines the number of participants that is sufficient to fulfill the responsibilities of the committee. Assistant

Superintendent Reiman asked that the Board consider appointing all of the applicants, increasing the number of committee members to 26, which would include six student positions.

Board members discussed the optimum number of committee members needed to efficiently fulfill the charge of the CCAC, and clarified that students should serve on the committee as voting members, rather than advisors only. Staff will review the relevant Board policies to determine whether policy revisions are needed.

CCAC members will be appointed by the Board on September 27.

- c. Science Adoption Update
Assistant Superintendent Travis Reiman reported on the progress of the Science Study Team, and presented a timeline for the curriculum adoption process. Materials are currently being piloted in selected classrooms. It is anticipated that a recommendation will be presented to the Board in February.
- d. Internship Portal Update
Assistant Superintendent Travis Reiman presented a virtual tour of an online portal where community partners can post internship opportunities for students. District staff are working to increase the number of student internship opportunities, with a goal of eventually establishing a community network that will allow every student to participate in an internship of at least 15 hours.
- e. Community Engagement / Program Development Update
Assistant Superintendent Travis Reiman presented an update on the process of engaging the community in developing shared goals regarding educational outcomes for students. He discussed opportunities (including meetings, surveys, and email contacts) for students, parents, staff, and community members to provide input, and discussed the District's timeline for developing next year's course catalog. The input that is being gathered will be used by District leaders to inform their decisions regarding course and program offerings, in order to meet all students' needs and ensure students' success beyond high school.
- f. Update on Citizens' Bond Advisory Committee Format, Draft Timeline, and Action Plan
Chief Financial Officer Adam Stewart presented an update on the Citizens' Bond Advisory Committee formation, draft timeline, and action plan. Information regarding committee representation, the proposed timeline for committee work, and the draft capital bond program timeline are included in the Board packet. After the November election, the committee is expected to present a recommendation to the Board regarding the timing of the bond issue and what should be included in the bond package.
- g. Discuss Working Agreements / Goal-Setting
Board members discussed their 2016-17 working agreements, the 360° feedback they received as part of their self-evaluation process, and strategies for improving their effectiveness.
- h. Strategic Plan 2016-2021 Vision Summary
Director of Communications Beth Graser presented a draft vision summary that was requested by Board members to accompany the District's 2016-2021 Strategic Plan. Board members provided feedback. The draft document is included in the Board packet.

i. Alternative Programs

1) Review of Programs and Measures of Success

Executive Director of Secondary Education Ted Zehr reported on the District's alternative education programs, including program goals, participation data, and funding information.

2) Vision for Future Programs

Director of Alternative Education Gregg O'Mara presented a report on "Big Picture Learning," a high school education model that incorporates small advisory groups and internships (two days per week) related to students' areas of interest. District staff have been communicating with leaders of existing big picture schools, and are taking steps to begin implementing this program with two teachers for freshmen students next year. Board members discussed ideas for expanding the number of internships that are available for students, and increasing the number of students that the District can serve in this program.

j. Board Discussion Time

Board members viewed an Oregon School Boards Association "Promise of Oregon" video, featuring Glencoe High School's robotics team, *Shockwave*.

Adjourn Board Meeting

The meeting was adjourned at 8:56 PM.

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS - MINUTES

September 27, 2016

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

1. **5:15 PM Executive Session**

ORS 192.660(2)(e)—Real Estate

Board Present:

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

Staff Present:

Mike Scott, Superintendent
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
Laurie Boyd, Assistant to the Superintendent

Others Present:

Phil Campbell,
First Tech Federal Credit Union

Board Chair Wayne Clift called the meeting to order at 5:16 PM, and moved the Board into executive session under ORS 192.660(2)(e)—real estate. The Board discussed real estate information provided by the District's Chief Financial Officer, including recommendations from the District's realtor and legal counsel. No action was taken. Board Chair Clift moved the Board out of executive session and recessed the meeting at 5:45 PM.

2. **5:30 PM Work 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
Beth Graser, Director, Communications
Val Bokma, Assistant to the Board
Laurie Boyd, Assistant to the Superintendent
Diana Kleintob, Technology Support

Others Present:

Devin Hunter, HCU
Jill Golay, HEA

Board Chair Wayne Clift reconvened the meeting at 5:45 PM.

a. **Introduction of Citizens' Curriculum Advisory Committee Applicants**

Assistant Superintendent Travis Reiman introduced Citizens' Curriculum Advisory Committee (CCAC) candidates, who spoke to the Board about their interest in serving on the committee. The Board will appoint CCAC members during the regular session.

- b. Discuss Budget Committee Applications / Selection Process
Chief Financial Officer Adam Stewart informed the Board that two applications for reappointment and seven new applications have been received for the four vacant positions on the District's Budget Committee. Three of the vacant positions have full three-year terms, and one (as a result of a resignation) will be filled for one year, which is the remaining period of the original term. The Board discussed the selection process, and agreed that Directors Lisa Allen, Kim Strelchun, and Monte Akers will serve on a committee with District staff to interview applicants and make a recommendation.
- c. Oregon School Boards Association (OSBA) Legislative Priorities Update
Director Kim Strelchun presented information regarding OSBA's proposed legislative priorities for 2017-18, and the OSBA Revenue Reform Advisory Committee's recommendations for promoting comprehensive school funding. The Board is scheduled to vote on OSBA's legislative policies and priorities on December 6.
- d. High School Academic Program Development Update
Assistant Superintendent Travis Reiman presented an update on the process of gathering community input regarding the development of high school academic programs. He discussed school governance structures, upcoming events, and opportunities for community involvement.
- e. Board Discussion Time
Board members discussed District events and processes.

Recess Board Meeting

The meeting was recessed at 6:46 PM.

7:00 PM Regular Session

Board Present:

Wayne Cliff, 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
Ted Zehr, Executive Director, Secondary Education
Beth Graser, Director, Communications
Val Bokma, Assistant to the Board

Others Present:

Century High School
Student Leaders
and Advisor
Devin Hunter, HCU
Jill Golay, HEA

Martha Méndez Bolaños, Bilingual Interpreter / Translator
Miriam Brady, Bilingual Assistant
Diana Kleintob, Technology Support

- 3. Call to Order and Flag Salute
Board Chair Wayne Cliff reconvened the meeting at 7:01 PM, and led the Pledge of Allegiance.

4. RECOGNITION / STUDENT PRESENTATION

Student Presentation: Century High School Student Leadership Team – National Leadership Conference

Century High School student leaders reported on the recent National Association of Student Councils' (NASC's) National Leadership Conference, hosted by Century High School on June 24 – 26.

5. Approval of Agenda

Director Janeen Sollman MOVED, SECONDED by Director Lisa Allen, to approve the modified agenda, removing item 7.c.5, the first reading of policy IGBAF-AR: Special Education – Individualized Education Program (IEP). The MOTION CARRIED (7-0). (The item will be rescheduled for a future meeting.)

6. Audience Time

No requests to address the Board were submitted.

7. REPORTS AND DISCUSSION

a. Present Superintendent's Goals

Superintendent Mike Scott presented the following goals for the 2016-17 school year:

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

b. Financial Report (see written report)

Chief Financial Officer Adam Stewart presented the monthly financial report. The report is included in the Board packet.

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

Chief Financial Officer Adam Stewart presented the first reading of policy GCBDD/GDBDD: Sick Time, explaining that this new policy is based on recommendations from OSBA and the District's legal counsel to align with new statutory sick leave requirements. He explained that the new policy does not apply to employees who are covered by collective bargaining agreements, as these employees already accrue more sick leave than is required by the new provisions. Human Resources department staff will track sick leave eligibility and accruals for coaches and other interim employees who are not contractually eligible for leave, and will notify them of this information.

This policy is scheduled for approval on October 25, and is included in the Board packet.

2) Policy IK-AR: Academic Achievement – Secondary Grading and Reporting Practices

Executive Director of Secondary Education Ted Zehr presented the first reading of policy IK-AR: Academic Achievement – Secondary Grading and Reporting Practices, and explained that, 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. Director Zehr explained that providing weighted GPA and class rank information will benefit students who are competing for college admission and scholarships with students whose districts already use weighted grading systems. It is also hoped that providing weighted grades for IB and AP classes will encourage more students to take these classes.

Superintendent Scott explained that the District does not currently plan to use weighted GPAs / class ranks to identify valedictorians / salutatorians.

Board members asked whether weights will be applied to previous graduates' GPAs, if requested. Executive Director Zehr will contact Technology Services department leaders to ascertain the capabilities of the District's student information system.

The policy revisions are scheduled for approval on October 25, and are included in the Board packet.

3) Policy IKF: Graduation Requirements

Executive Director of Secondary Education Ted Zehr presented the first reading of policy IKF: Graduation Requirements, and explained that the proposed revisions are based on recommendations from OSBA to align the policy with new legal requirements. He explained that math requirements have been revised to include classes that are equivalent to algebra 2 (for example, the District's financial algebra class); and that students may legally opt out of Smarter Balanced (SBAC) assessments, and cannot be penalized for doing so, but are still required to fulfill the essential skills requirements.

The policy revisions are scheduled for approval on October 25, and are included in the Board packet.

4) Policy IGAEB: Drug, Alcohol, and Tobacco Prevention Plan, Health Education

Chief Financial Officer Adam Stewart presented the first reading of policy IGAEB: Drug, Alcohol, and Tobacco Prevention Plan, Health Education, explaining that the revisions are recommended by OSBA in order to clarify and update the policy. Because there is significant overlap between policy IGAEB and its administrative regulation, IGAEB-AR: Drug and Alcohol Abuse Program, Chief Financial Officer Stewart 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.

The policy revisions are scheduled for approval on October 25, and are included in the Board packet.

- 5) Policy IGBAF-AR: Special Education – Individualized Education Program (IEP)
Because a key staff member was unable to attend the meeting, the first reading of policy IGBAF-AR: Special Education – Individualized Education Program (IEP) was removed from the agenda, and will be presented on October 25.

8. CONSENT AGENDA

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

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

Consent Agenda items were as follows:

- a. Approve Minutes of July 12, 2016, Board Meeting
- b. Approve Minutes of August 17, 2016, Board Meeting
- c. Approve Routine Personnel Matters
- d. Accept Donations
- e. Readopt Board / Superintendent Working Agreements
- f. Approve Policy Revisions

The following policy was presented for first reading on July 12, 2016

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

9. ACTION ITEMS

- a. Appoint Citizens' Curriculum Advisory Committee Members

Assistant Superintendent Travis Reiman asked the Board to appoint members to the open positions on the CCAC for two-year terms.

Director Erik Seligman MOVED, SECONDED by Director Janeen Sollman, to appoint the slate of candidates recommended by Assistant Superintendent Reiman as CCAC members. The MOTION CARRIED (7-0).

The CCAC candidates listed below were appointed to two-year positions with terms ending on June 30, 2018:

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Elizabeth Moore (reinstatement)• Amber A. Jackson• Brittanie Mae Bates• Chitra C. Datta• David Sly• Heather R. Brown• Jaime Emanuel Gonzalez• James Rocky Harris• Jeanne L. Veach• Maria Gonzalez Garfias• Meg Guerreiro• Sandra Jafarzadeh | <ul style="list-style-type: none">• Ana Sally Gonzalez Barragan (GHS, grade 12)• Brandon Robert (LHS, grade 12)• Edgar Gabael Valencia Rico (HHS, grade 12)• Javier Gonzalez (EMS, grade 8)• Melina Guadalupe McGlothen (CHS, grade 12)• Samantha Arroyo Villanueva (HHS, grade 12) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- b. Appoint Audit Committee

Director Monte Akers confirmed his willingness to serve on the Audit Committee.

Director Glenn Miller MOVED, SECONDED by Director Lisa Allen, to appoint Director Monte Akers to the Audit Committee. The MOTION CARRIED (7-0).

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

Board Chair Wayne Clift opened the floor to nominations for position 15 on the OSBA board of directors. No Board members expressed interest in this opportunity, although Director Kim Strelchun expressed support for the incumbent, LeeAnn Larsen, if she chooses to reapply. Board Chair Clift closed the nominations.

OSBA elections will be conducted during the December 6 Board meeting, and newly elected OSBA board members will officially take office on January 1, 2017.

d. Approve Healthy and Safe Schools Plan

Chief Financial Officer Adam Stewart presented the District's Healthy and Safe Schools Plan for adoption, explaining that new legislation requires that the preliminary plan be submitted to the Oregon Department of Education by October 1, and the final plan be submitted by January 1. The District's Healthy and Safe Schools Plan is included in the Board meeting packet.

Director Kim Stelchun MOVED, SECONDED by Director Janeen Sollman, to approve the Hillsboro School District's Healthy and Safe Schools Plan. The MOTION CARRIED (7-0).

e. Approve Principal John Allen's Cultural Exchange Trip to Uganda

Chief Financial Officer Adam Stewart explained that West Union Elementary School has a cultural exchange relationship with a school in Uganda, and West Union principal John Allen, who visited the school in 2014, has been invited to visit again in 2017. The trip to Uganda is not a District-sponsored activity. Principal Allen will be traveling during his scheduled summer break with a delegation from local business Ideba Marketing (owned by West Union parent David Sly), Sunrise Church, and the Partnerships for Opportunity Development Association (PODA), to bring supplies, provide educational instruction, and build an outdoor kitchen for the school. In order to avoid any potential violations of the Oregon Ethics Law, the proposal for the trip was submitted to the Oregon Ethics Commission (OEC) for review. The OEC found that Principal Allen can accept the payment of his transportation expenses to participate in the cultural exchange trip, provided the trip is sanctioned by the Board in advance of the event. Principal Allen will also be asked to sign a waiver stating that this is not a District-sponsored event, and the District is not responsible for any risks he may encounter.

Director Janeen Sollman MOVED, SECONDED by Director Kim Strelchun, to approve Principal John Allen's cultural exchange trip to Uganda. The MOTION CARRIED (7-0).

f. Approve Easement Termination Agreement for Property Adjacent to HSD Administration Center

Chief Financial Officer Adam Stewart asked the Board to approve an easement termination agreement for property adjacent to the District Administration Center. He explained that the Board discussed the matter in executive session, and the original easement termination agreement has been revised to include language requested by the Board. Chief Financial Officer Stewart added that Mr. Phil Campbell, who represents First Tech Federal Credit Union, the organization requesting the easement termination agreement, has reviewed and approved the revision.

MAIN MOTION: Director Kim Strelchun MOVED, SECONDED by Director Janeen Sollman, to approve the easement termination agreement for property adjacent to the District Administration Center.

Board members discussed whether language should be added to the agreement, specifying that the District's easement rights will be restored if First Tech Federal Credit Union does not close on nearby property that it is purchasing. Mr. Campbell stated that First Tech Federal Credit Union would be willing to have this statement added to the agreement.

AMENDED MOTION: Director Erik Seligman MOVED, SECONDED by Director Lisa Allen, to amend the easement termination agreement, to include the following statement: "In the event that First Tech Federal Credit Union does not close on the property, Hillsboro School District retains its easement rights."

VOTE ON AMENDED MOTION: The MOTION CARRIED (7-0).

VOTE ON MAIN MOTION: The MOTION CARRIED (7-0).

10. NWRESA/HCU/HEA Reports

HEA President Jill Golay shared that she has been meeting with administrators and visiting schools, and she discussed networking and training opportunities for staff members.

HCU President Devin Hunter discussed the staffing needs of the Transportation department, explaining that these needs have been intensified by the recent tragic loss of a key staff member. He commended District staff for coming together to provide assistance and support, and emphasized the importance of having adequate levels of staffing.

11. Superintendent's Time

Superintendent Scott discussed recent District events and activities, staff accomplishments, and community partnerships.

12. Board of Directors' Time

Board members discussed District events and processes, staff accomplishments, and community partnerships; and provided brief summaries of their recent and upcoming activities.

13. Follow-Up Items

Agenda Item / Request	Action
Research student data system capabilities for providing weighted GPA / class rank information for previous graduates	Information will be researched and provided

14. Adjourn

The meeting was adjourned at 8:16 PM.

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends that the Board of Directors:

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

Holly Haskell

Assignment: 1.0 FTE Elementary Resource Specialist
Location: Free Orchards Elementary School
Effective Date: January 1, 2017
Years of Service: 15

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

Deborah Grimshaw

Assignment: 0.8 FTE Speech Language Pathologist
Location: Groner K-8 & Farmington View Elementary School
Effective Date: October 7, 2016

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

Leona Guthrie

Education: MA – University of Oregon, Eugene, OR
Experience: 24 years
Assignment: 1.0 FTE Migrant TOSA – Office for School Performance

Brianna Phelps

Education: MA – Concordia University, Portland, OR
Experience: 1 year
Assignment: 0.833 FTE Health – Glencoe High School

Romina Rodriguez Salinas

Education: BA – Michoacano Institute of Education Sciences, Mexico
Experience: 7 years
Assignment: 1.0 FTE 3rd Grade Dual – Eastwood Elementary School

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

Rebecca Stubbs

Education: MA – Western Oregon University, Monmouth, OR
Experience: 15 years
Assignment: 1.0 FTE PE – Hillsboro Online Academy

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
ACCEPT GIFTS AND DONATIONS
(as of September 30, 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 \$5,000 from Patterson Booster Club to Patterson Elementary School to be used for classroom supplies.
- Donation of \$7,415.07 from UTB Enterprises, LLC, to be used for general education and distributed as follows:
 - \$468.88 to Brookwood Elementary School
 - \$470.36 to Free Orchards Elementary School
 - \$660.16 to Orenco Elementary School
 - \$706.70 to West Union Elementary School
 - \$762.43 to Quatama Elementary School
 - \$827.73 to W. L. Henry Elementary School
 - \$1,134.80 to Reedville Elementary School
 - \$1,185.25 to Lincoln Street Elementary School
 - \$1,198.76 to Mooberry Elementary School
- Donation of \$9,011.40 from Jackson PTA to Jackson Elementary School to be used as follows:
 - \$338.40 for student folders
 - \$8,673.00 for Bridges 2nd grade curriculum

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
APPROVE 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. It was presented to the Board for first reading on September 27, 2016. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve policy GCBDD/GDBDD: Sick Time.

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’s¹ 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.

¹“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

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
October 25, 2016
APPROVE REVISIONS TO 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, and a detailed plan for communicating these changes will be implemented. The revised policy was presented to the Board for first reading on September 27, 2016. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy 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
October 25, 2016
APPROVE REVISIONS TO POLICY IKF: GRADUATION REQUIREMENTS

SITUATION

Policy IKF: Graduation Requirements was presented to the Board for first reading on September 27, 2016, with revisions recommended by Oregon School Boards Association (OSBA) to align the policy with new legal requirements 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.

Additional recommended revisions have now been added to policy IKF, to align the District's policy with changes that the State Board of Education has made in the criteria for demonstrating proficiency in Essential Skills, in the language of origin for English Language Learner (ELL) students, allowing them to demonstrate English language skills through the end of high school, rather than to the end of their 11th grade year.

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

No public comments or questions have been received during the review period.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the revisions to 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 he/she is 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	

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

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 ELL students who, by the end of ~~their 11th grade year~~, are high school:

1. ~~Are On~~ track to meet all other graduation requirements; and
2. ~~Are U~~nable 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 ELL students who, by the end of ~~their 11th grade year~~, are high school:

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)~~ Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21).

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 ~~G~~grades 9 through 12 who complete a minimum of 24 credits that include at least:

<u>Standard Diploma Requirements</u>	<u>Required Credits</u>
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
Total Credits	24.0

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:

<u>Modified Diploma Requirements</u>	<u>Required Credits</u>
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
Total Credits	24.0

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:

<u>Extended Diploma Requirements</u>	<u>Required Credits</u>
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
Total Credits	12.0

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 Form¹, 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 Forces², 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

¹www.ode.state.or.us; or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

²The 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 338.115	OAR 581-022-0615	OAR 581-022-1134	OAR 581-022-1910
ORS 329.451	ORS 339.115	OAR 581-022-0617	OAR 581-022-1135	
<u>ORS 329.479</u>	ORS 339.505	OAR 581-022-1130	OAR 581-022-1210	HB 2655 (2015)
ORS 332.107	ORS 343.295	OAR 581-022-1131	OAR 581-022-1215	
ORS 332.114		OAR 581-022-1133	OAR 581-022-1350	

TEST ADMINISTRATION MANUAL, ~~APPENDIX L - REQUIREMENTS FOR ASSESSMENT OF ESSENTIAL SKILLS~~, PUBLISHED BY THE OREGON DEPARTMENT OF EDUCATION (FEBRUARY 4, 2016).
ESSENTIAL SKILLS AND PERFORMANCE ASSESSMENT MANUAL, PUBLISHED BY THE OREGON DEPARTMENT OF EDUCATION (MARCH 17, 2016).

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
October 25, 2016
APPROVE REVISIONS TO 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.

The revised policy was presented to the Board for first reading on September 27, 2016. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the revisions to policy 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 / guardians 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

Legal Reference(s):

ORS 163.575	OAR 581-015-2055	OAR 581-015-2420
ORS 336.067	OAR 581-015-2060	OAR 581-015-2425
ORS 336.222	OAR 581-015-2070	OAR 581-015-2430
ORS 339.133-137	OAR 581-015-2075	OAR 581-015-2435
ORS 339.873	OAR 581-015-2205	OAR 581-015-2440
ORS Chapter 475	OAR 581-015-2220	OAR 581-015-2600
ORS 809.260	OAR 581-015-2225	OAR 581-015-2605
	OAR 581-015-2230	OAR 581-021-0050
OAR 581-011-0052	OAR 581-015-2235	OAR 581-021-0055
OAR 581-015-2000	OAR 581-015-2240	OAR 581-022-0413
OAR 581-015-2040	OAR 581-015-2325	OAR 581-022-1210
OAR 581-015-2045	OAR 581-015-2410	
OAR 581-015-2050	OAR 581-015-2415	

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
October 25, 2016
PROCLAIM AMERICAN EDUCATION WEEK

SITUATION

The week of November 14 – 18, 2016, has been designated American Education Week. The theme “*Great Public Schools: A Basic Right and Our Responsibility*” serves as a reminder that the future of the community, the state, and the nation is in classrooms now. The education of over 20,000 students in the Hillsboro School District is an important responsibility for every employee, substitute, Board member, volunteer, community partner, and patron. During American Education Week, all partners in the education environment will be acknowledged and recognized.

RECOMMENDATION

The Superintendent recommends that the Board of Directors proclaim November 14 – 18, 2016, as American Education Week in the Hillsboro School District.

PROCLAMATION

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

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

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

WHEREAS our nation is celebrating the week of November 14-18, 2016, as American Education Week;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Hillsboro School District does proclaim the week of November 14-18, 2016, as American Education Week in Hillsboro School District, with the theme “Great Public Schools: A Basic Right and Our Responsibility.”

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

Dated this 25th day of October, 2016

Wayne Clift, Board Chair

Attested By: Mike Scott, Superintendent



HILLSBORO SCHOOL DISTRICT 1J
October 25, 2016
SUSPEND APPOINTMENT OF BUDGET COMMITTEE MEMBERS

SITUATION

State law and policy DBEA provide for the establishment of a Budget Committee to review the District's proposed budget. The 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).

Policy DBEA states that:

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

Budget Committee vacancies were advertised on the District website throughout the summer. Two applications for reappointment and seven new applications were received. During the September 27 Board meeting, Board members discussed the applications and the selection process, and agreed that applicants should be interviewed, with finalists to be appointed during a future meeting. In order to accommodate the schedules of applicants and staff members, interviews have been scheduled in October / November. Interviews should be completed in time for finalists to be appointed during the December 6 Board meeting.

RECOMMENDATION

The Superintendent recommends that the Board of Directors suspends the appointment of Budget Committee members until the December 6 Board meeting.