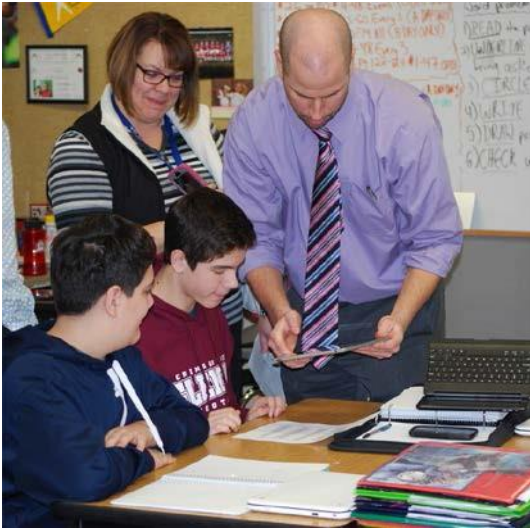




Hillsboro School District 1J

September 22, 2015
Board Meeting

Board of Directors

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

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

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

Board Meeting Agenda

September 22, 2015

5:15 PM

1. 5:15 p.m. Executive Session
ORS 192.660(2)(d)--Labor Negotiator Consultation
2. 5:35 p.m. Work Session
 - A. Introduction of Citizens' Curriculum Advisory Committee Applicants 4
Presenter: Travis Reiman
 - B. Review Budget Committee Applications 5
Presenter: Adam Stewart
 - C. Third-Party Substitute Management Cost Analysis and Report 6
Presenter: Adam Stewart
 - D. Flyer Distribution Update 18
Presenter: Beth Graser
 - E. Board Discussion Time
 - F. Recess Board Meeting
3. 7:00 p.m. Regular Session
Call to Order and Flag Salute
4. Approval of Agenda
5. Audience Time
6. Reports and Discussion
 - A. Summer School Program Report 22
Presenter: Travis Reiman
 - B. Present Superintendent's Goals 26
Presenter: Mike Scott
 - C. Financial Report 34
Presenter: Adam Stewart
 - D. Policies - First Reading
If no public comments or questions are received regarding these policies during the review period, they will be placed on the consent agenda for approval during the next regular meeting.
 1. Policy JFCG/JFCH/JFCI - Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems; and Policy KGB - Public Conduct on District Property 39
Presenter: Casey Waletich
 2. Policy KG: Community Use of District Facilities (revise to include previous KGC text); and Policy KGC: Community Use of District Facilities - Private 44

Gain (delete)

Presenter: Casey Waletich

7. Consent Agenda

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

- | | |
|--|----|
| A. Approve Minutes of July 21, 2015, Board Meeting | 47 |
| B. Approve Minutes of August 17, 2015, Board Meeting | 51 |
| C. Approve Routine Personnel Matters | 56 |
| D. Accept Donations | 70 |
| E. Approve Parent Organization Activities for Liability Insurance Coverage | 71 |
| F. Approve Contract for Juice Products | 74 |
| G. Readopt Board / Superintendent Working Agreements | 75 |

8. Action Items

- | | |
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| A. Appoint Citizens' Curriculum Advisory Committee Members
Presenter: Travis Reiman | 76 |
| B. Appoint Audit Committee Members
Presenter: Adam Stewart | 77 |
| C. Appoint Budget Committee Member
Presenter: Adam Stewart | 78 |
| D. Approve 2015-16 Alternative Education Programs
Presenter: Ted Zehr / Gregg O'Mara | 79 |
| E. Approve Resolution Regarding Energy Savings Performance Contract –
Authorization to Proceed
Presenter: Adam Stewart | 84 |
| F. Nominate Oregon School Boards Association (OSBA) Board Members
Presenter: Wayne Clift | 86 |
| G. Nominate OSBA Legislative Policy Committee Members
Presenter: Wayne Clift | 87 |

9. NWRES D / HCU / HEA Reports

10. Superintendent's Time

11. Board of Directors' Time

12. 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.)

13. Adjourn Regular Session

14. Next Meetings of the Board of Directors

- October 13, 2015, Work Session
- October 27, 2015, Regular Session

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
INTRODUCE CITIZENS' CURRICULUM ADVISORY COMMITTEE APPLICANTS

SITUATION

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

Last fall, the Board agreed that the number of members serving on the committee in previous years (14) would serve as a baseline for the CCAC. If more or fewer qualified candidates apply, the Board, in consultation with District staff and the CCAC chair, has the discretion to adjust the number of members.

Terms for three members of the committee expired on June 30, 2015, and seven additional positions (including one student position) are vacant due to resignations. At this time, applications have been received from ten new patrons. Now that the school year has begun, it is anticipated that applications may also be received from student candidates.

During tonight's work session, CCAC applicants will have an opportunity to be introduced to Board members and share their reasons for applying for committee membership. During tonight's regular session, the Board will appoint members to fill the open positions. New members who are appointed by the Board this evening will be able to participate in the first CCAC meeting of the 2015-16 school year on October 12.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
REVIEW BUDGET COMMITTEE APPLICATIONS

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 two members of the Budget Committee expired on June 30, 2015. Vacancies were advertised throughout the summer, and further outreach is currently being conducted. At this time, one request for reappointment – for position 3 – has been received.

The Board will review the request for reappointment during tonight's work session, and formally reappoint the committee member during tonight's regular session; review of new applications and formal appointment of new candidates will be conducted in October.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the request for reappointment to position 3 on the Budget Committee during tonight's work session, formally reappoint the position 3 candidate during tonight's regular session.

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
PUBLIC PROCUREMENT
DIVISION 247 - COMPLIANCE COST ANALYSIS AND REPORT
SUBSTITUTES AS A CONTRACTED SERVICE

SITUATION

Substitutes who work for the District are currently, and have traditionally been, paid through the District's payroll office. However, the District no longer manages substitute dispatching or web application, and District Human Resources and Business Office administrators recommend that vendor proposals be solicited for substitutes as a contracted service. Because the anticipated contract amount exceeds the \$250,000 statutory exemption, the District has conducted a Cost Analysis and Report, as prescribed.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the Cost Analysis and Report, and ask any questions they may have.

FINAL COST ANALYSIS AND REPORT SUBSTITUTES AS A CONTRACTED SERVICE

I. Executive Summary

For many years, the practice of the Hillsboro School District and most other school districts in Oregon has been to hire both licensed and classified substitute employees. The District posts vacancies, calls the appropriate substitutes from a pre-qualified pool, and pays the substitutes through the payroll system as District employees.

Recently, the District began exploring the option of contracting with a third-party to provide substitute employees. There are advantages to both the substitute employees and the District from this arrangement. The substitute employees would receive the same daily or hourly rate as earned currently, and would not have the six percent (6%) PERS contribution deducted from their take-home pay. The District would no longer have to pay PERS for substitute salaries, or be responsible for Workers' Compensation payroll costs and claims, or unemployment payroll costs and claims, for the substitutes. The contractor would be responsible for all of the administrative costs of managing these employees.

Our initial investigation shows that this is a viable option that can be beneficial to the substitute employee, the District, and the contractor. However, in order to implement this program, state law requires that the District conduct a cost analysis, comparing the cost of providing current services to the cost of subcontracting the service.

The District anticipates the contract value to exceed the \$250,000 threshold specified in ORS 279B.030, which triggers the required cost analysis process. There are three components to the required cost analysis: current District costs, estimated provider costs, and a comparison of those costs. District wage / benefit costs are divided into A) current department staff costs to procure services and B) substitute employee costs. The department staff costs were determined in part by staff interviews regarding time spent on substitute employee procurement during the 2014-15 fiscal year.

The anticipated benefits of contracting for substitute employee services include the following:

- Higher "fill" rate, due to higher net wages for substitute employees and other incentives;
- Larger pool of available substitutes; and
- Decreased demand on Hillsboro staff time.

II. District Costs

A) Wages/Benefits – Department Staff

Administering the procurement and placement of substitute employees requires time from various staff members in both the Human Resources and Payroll departments / work groups. The cost calculations were based on averages of the last three fiscal years for the salary and payroll costs of impacted staff members. The percentage of each staff member's time annually to procure substitute employees was based on personal interviews with each staff member. We have determined the salary and payroll costs of District staff members for the time devoted to substitute employee procurement to be \$47,592.38.

B) Wages/Benefits – Substitute Employees

As one might expect, labor costs are the major portion of substitute employee procurement costs. I obtained actual cost figures from the annual audits for substitute employee salary / benefit costs for the past three years, and I projected the costs for the 2015-16 year. ("Benefit costs" means payroll taxes and other required District payments.) Averaging the amounts, I calculated an average annual expense of \$7,199,219.55. (Remember that Hillsboro's payroll costs include a 19.13% PERS **employer** contribution for Tier 1 and 2 eligible employees, and 17.62% for OPSRP-eligible employees.)

Licensed	\$3,025,925.92
Classified	\$3,227,938.73
Employee Benefits	\$945,354.89
Total Substitute Wages and Benefits	\$7,199,219.54

Material Costs

The cost analysis process requires a quantification of "material costs." State law and administrative rule list the following expenses, which are included as "material costs" in this cost summary:

- Space
- Energy (utilities)
- Equipment
- Supplies

The "cost" is the dollar value of each of these categories that is actually devoted to or in support of obtaining and placing substitute employees. The costs depicted in the chart are related to administrative staff who procure and assign substitute employees. (These costs are already in budgets for current staff, and substitute staff merely "take their place" without incurring additional costs in these categories.)

To calculate each of these costs I used the following process:

1. I researched the size of the District's administrative building (40,000 square feet).
2. I determined that the average employee workspace is 96 square feet.
3. I determined the percentage of building space used for the procurement and assignment of substitute employees (0.102%).
4. I used an average of three years of building expenses for utilities and office space. I used department expenses for supplies and technology hardware/software. I applied the percentage of building space (0.102%) to building and department expense totals to produce the first four expense figures in the chart below.
5. The last two cost figures in the chart below – system support and licensing – are necessary expenses solely for substitute employee procurement and, therefore, are not prorated expenses. I used the actual expense figures in the chart below.

Utilities	\$110.00
Office Space	\$557.00
Supplies	\$515.00
Technology Hardware/Software	\$515.00
Substitute Hiring, Tracking, and System Support	\$52,500.00
Web Application Licensing	\$22,500.00
Total	\$76,696.00

Related Costs/Cessation of Services

The statute (although it is not specific) and the administrative rule appear to require quantified costs regarding "stopping and dismantling a project or operation" because the agency intends to subcontract for the services. To calculate those costs, I reviewed staff expenditures for cost analysis preparation, external review of the cost analysis, internal and external costs of preparing the RFP and services contract, and the RFP publication costs. The District intends to contract out substitute employee procurement for the foreseeable future.

The amounts in the table below are *not included* in the summary table of District costs or the closing cost comparison table, due to the "if / then" nature of cessation. The District would not compound these costs annually unless the determination was made to, in fact, conduct a Request for Proposals and consequently award a contract.

Staff Time	\$6,727.00
Outside Consultant Fees	\$1,030.00
RFP Publication Costs	\$258.00
Total	\$8,014.00

Other Information/Costs

The administrative rule allows consideration of "other factors" in the cost analysis. For this section, I considered the following:

- Workers' Compensation claim liability (substitute employees)
- Affordable Care Act liability (health insurance coverage/eligibility for substitutes who qualify)
- New sick leave liability under Senate Bill 454 (2015 session)

To determine the Workers' Compensation claim liability, I reviewed past claims with our Workers' Compensation insurer. I was able to separate out claim costs for substitute employees, and arrive at the first figure for an estimated annual claims cost in the chart below.

The District does not currently provide paid sick leave time to substitute employees. Senate Bill 454 (2015 legislative session) mandates one hour of paid sick leave for every 30 hours worked by an employee (currently substitute employees are Hillsboro School District employees). During the 2015 legislative session, I and others worked with the Oregon Association of School Business Officials to complete a fiscal impact statement, calculating the fiscal liability for school districts because of this proposed legislation. Using the information in that fiscal impact statement, I am able to project an approximate District cost of \$28,775 for 2015-16 (paid sick leave for substitute employees), if we were to continue substitute employee procurement and assignment next year.

Most substitute employees currently do not work enough hours to qualify for District-paid health insurance premium payments. With changes mandated by the federal Affordable Care Act (ACA), there may be a few substitute employees who would become eligible in 2015-16, if we were to continue operations next year. I estimated that cost at \$7,796.64.

Workman's Comp Claim liability	\$5,871.00
Sick Leave liability (new)	\$29,638.00
ACA liability (new)	\$8,031.00
Total	\$43,540.00

Related Costs/Miscellaneous Costs (fluctuations)

The statute is specific regarding the costs included within this category. It includes costs incurred during the term of a proposed contract, but excludes costs connected to district administrative staff who would, during the contract term, procure substitute employee services. To calculate costs designated as "miscellaneous costs," I proceeded as follows:

1. I determined the length of the proposed service contract (three years).
2. I determined "qualifying" District costs, as likely increases in substitute employee wages and benefits, at 3% annually. The 3% annual average is based on a standard "roll-up" percentage used in District budget development. I also added costs for the substitute employee support system and the web application licensing fee cost items because they "are attributed solely to Performing the Services and would not be incurred unless the Authorized Agency performed the Services."
3. I calculated the projected increases for each of the three years, and display them in the chart below.

District Costs	2014-15	2015-16	2016-17	2017-18
Wages/Benefits – Administrative Staff	\$46,206	\$47,592	\$49,020	\$50,491
Wages/Benefits – Substitute Employees (includes PERS)	\$7,008,394	\$7,199,220	\$7,415,196	\$7,637,652
Material Costs				
Utilities	\$107	\$110	\$113	\$117
Office Space	\$540	\$557	\$573	\$591
Supplies	\$500	\$515	\$530	\$546
Technology – Hardware / Software	\$500	\$515	\$530	\$546
Substitute hiring/ System Support	\$50,925	\$52,500	\$54,075	\$55,697
Web Application Licensing	\$21,825	\$22,500	\$23,175	\$23,870
Other Information/Costs				
Workers' Compensation Claim Liability	\$5,700	\$5,871	\$6,047	\$6,229
Sick Leave Liability	\$28,775	\$29,638	\$30,527	\$31,443
ACA Liability	\$7,797	\$8,031	\$8,271	\$8,520
Total	\$7,171,269	\$7,367,048	\$7,588,060	\$7,815,701

Summary

In Part IV, I prepared a comparison chart showing the different District cost categories for the next three years. I arrived at a total District cost of \$22,770,809 for the next three years, if the District continued to obtain and assign substitute employees, and process their payroll.

III. Potential Contractor Costs

Prior to 2009, public agencies, including Hillsboro School District, used the competitive sealed bid or sealed proposal process for goods and services exceeding a certain dollar threshold. We had minimal, if any, contact with potential contractors because we did not want to "taint" the competitive process and, by our actions, increase or even invite protests regarding our process.

In 2009, the Oregon legislature mandated a new cost analysis process, but did not provide specific guidelines for complying with that process. That process now requires significant information regarding "the cost a potential Contractor would incur in performing the services," including wage and benefit costs, material costs, related costs, and contractor profit. These required elements are usually prefaced with the word "estimate," but prescribed or implied methodology to obtain this information remains vague. A subsequent administrative rule now allows direct communication "with any actual Contractor for information related to this estimate." This is a stark departure from the previously neutral competitive process and its requirements.

Earlier this year, the Oregon Court of Appeals ruled in a case involving the Central Point School District and its completion of the required cost analysis process, specifically obtaining the salary/wage benefit costs for a contractor's employees. The court stated:

The "estimates" of personnel costs required by ORS 279B.033 require the act of appraisal or valuation based on *data*. Although data may be incomplete, resulting in calculations that are "rough or approximate," we believe that, in enacting ORS 279B.033, the legislature intended for the contracting agency to go through the process of creating an "estimate": collecting data and making calculations and appraisals based on that data.

What we learned from the administrative rule and the court's discussion are two critical points:

1. We can directly communicate with any "actual" (read potential) contractor to gather required information; and
2. Acquired data may be incomplete resulting in "rough or approximate" calculations.

This is the context in which we gathered required information for the "potential contractor costs" portion of the cost analysis process. In some cases, the information was unavailable or the contractor was otherwise unable to supply the information.

This part of the cost analysis is challenging. There are very few available potential contractors, due to the service model the District is requiring. The estimates used for calculations in my charts are based on interviews with two providers that offer similar services.

The chart below shows a potential contractor's wage and benefit costs for employees who actually deliver the service, and the cost for employees who "inspect, supervise or monitor the performance of the Services." I used the following process:

1. Our negotiated contract with a service provider will require the contractor to pay the same wage/hourly rate and associated payroll costs to the contractor's employees as is currently paid by the District. Assuming the same or similar need

for number and type of substitute employee services, I estimated a hypothetical contractor cost for 2015-16 at \$6,769,808, the same as the 2015-16 projected District cost.

2. One potential contractor indicates that the Hillsboro School District will comprise 30% of his anticipated business clientele. The staff wages and benefits for contractor employees who would monitor the performance of services are currently estimated at \$200,000 annually, so 30% of that equals \$60,000.

Contractor Management Staff Salary and Benefits	\$60,000
Substitutes Salary and Benefits	\$6,769,808
Total Wages and Benefits	\$6,829,808

Material Costs

I was unable to obtain useful information from potential contractors regarding these costs. I researched comparable local rates for monthly utility and office space costs. I used my years of experience working in business offices to estimate annual supply and technology costs (all categories reduced to 30%, reflecting a contractor's anticipated workload). The successful contractor will take over the computer/system program we use currently, so I used the same 2015-16 District cost for the estimated contractor cost.

Utilities	\$742
Office space	\$5,562
Supplies	\$618
Technology hardware/software	\$3,090
Web application licensing	\$22,500
Total	\$32,512

Contractor Profit

The administrative rule governing this calculation is unhelpful. One potential service provider, an education service district, uses a "service credit" system for its component districts, which covers costs only, and no "profit" is anticipated or realized.

Another potential service provider is a recent "start up" business, and has no extensive client or contract history or other hard data available. It is possible that the contractor may only break even or may even lose money during part or all of the initial contract. I used the following procedure to estimate "profit":

1. A potential contractor might not make a profit ("0").
2. A potential contractor will likely assess a fee as a percentage of payroll dollar value. For example, one potential contractor may impose a 2% fee, based on total or average monthly payroll expenses, over and above all of its actual payroll expenses that are directly reimbursed by the District.
3. Using zero as one end of the "profit" scale and 2% as the other end of the "profit" scale, I estimated, based on the District's current payroll expense, an annual value of between zero and \$135,396 as estimated potential contractor profit. I averaged these two numbers to an annual estimated profit of \$67,698.

Miscellaneous Costs (fluctuating costs)

The statute is both vague and confusing regarding specific costs included within this category. To calculate costs designated as "miscellaneous costs," I proceeded as follows:

1. I determined the length of the proposed service contract (three years).
2. I determined "qualifying" contractor costs, set by statute and administrative rule, and likely increases for each during the term of the contract (e.g. employee wages and benefits, 3% annually).
3. I completed a comparison chart showing the different contractor "cost" categories and annual increases.

Contractor	2014-15	2015-16	2016-17	2017-18
Wages/Benefits – Administrative Staff	\$58,200	\$60,000	\$61,800	\$63,654
Wages/Benefits – Substitute Employees	\$6,572,630	\$6,769,808	\$6,972,903	\$7,182,090
Material Costs				
Utilities	\$720	\$742	\$764	\$787
Office Space	\$5,400	\$5,562	\$5,729	\$5,901
Supplies	\$600	\$618	\$637	\$656
Technology – Hardware / Software	\$3,000	\$3,090	\$3,183	\$3,278
Web Application Licensing	\$21,825	\$22,500	\$23,175	\$23,870
Profit: 0-2% of Substitute Costs	\$65,726	\$67,698	\$69,729	\$71,821
Total	\$6,728,101	\$6,930,018	\$7,137,918	\$7,352,056

Summary

I project a total estimated Contractor cost of \$21,419,992 to obtain, assign and process payroll for substitute employees over the course of a three-year contract.

IV. Conclusions and Recommendations

The chart below illustrates a projected cumulative overall savings of \$1,350,817 if the District awards a service contract with a pre-determined scope of work and terms as prescribed in a formal Request for Proposal (RFP). The District is under no obligation to award a contract to any vendors that respond to the RFP.

	Year 1	Year 2	Year 3	Cumulative
District – Wages and Benefits	\$7,246,812	\$7,464,216	\$7,688,143	\$22,399,171
District – Non-Wages	\$120,236	\$123,843	\$127,559	\$396,409
District- Total	\$7,367,048	\$7,588,060	\$7,815,701	\$22,770,809
Contractor – Wages and Benefits	\$6,829,808	\$7,034,703	\$7,245,744	\$21,110,255
Contractor – Non-Wages	\$100,209	\$103,216	\$106,312	\$309,737
Contractor – Total	\$6,930,018	\$7,137,918	\$7,352,056	\$21,419,992
Savings – Wages and Benefits	\$417,003	\$429,514	\$442,399	\$1,288,916
Savings – Non-Wages	\$20,027	\$20,628	\$21,247	\$61,901
Savings – Total	\$437,030	\$450,141	\$463,645	\$1,350,817

The scope of work within the RFP and awarded contract will provide a more efficient structure for the use of substitutes that will benefit substitute employees and the District. Regular District employees will still have the opportunity to work as substitutes and be paid by the District. Regular employees will not be required to apply to the service provider in order to fill District vacancies.

The cost analysis illustrates a projected overall savings by using a contracted service provider to obtain and assign substitute employees. The projected savings are not **solely** due to a comparison of employee salaries and benefits. The .425 FTE staff time currently devoted to substitute recruitment and assignment will be reassigned to other priority projects within these departments. Reassignment should lead to overall increased efficiency, providing services to other departments and ultimately supporting the goals of the Hillsboro School District.

I recommend proceeding with an RFP to subcontract services for procuring and assigning substitute employees.

Respectfully Submitted,

Adam Stewart
Chief Financial Officer

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
FLYER DISTRIBUTION UPDATE

SITUATION

Revisions to the District's flyer distribution guidelines are being proposed, in order to provide additional clarification and consistency for community members and partners, as they request flyer distribution, and for Communications department staff members, as they review the requests for approval.

An initial proposal regarding the revised guidelines was discussed during the August 17 Board retreat. In response to feedback from Board members, staff has received additional input from the District's legal counsel, and is proposing updated revisions, with the goal of achieving clarity and equity, and providing an appropriate venue for community partners to share opportunities with students, families, and staff.

RECOMMENDATION

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

Flyers and Printed Materials Distribution Guidelines

Board Policy KJA: Materials Distribution provides the legal reference and overarching guidance for what is *prohibited* in the posting and distribution of materials in schools.

The following guidelines serve to define the scope of the *limited public forum* the District intends to create for the purpose of sharing information about educational and extracurricular opportunities for students and/or staff with parents/families, students, and/or staff members.

Flyers and materials generated by schools or school-affiliated groups

Schools may freely create and distribute materials that directly connect to activities, learning opportunities, or projects within that school that are led by staff or students at that particular school, or are authorized activities of the parent or community organization associated with that school. These materials may be distributed directly to students or by staff to students, or may be distributed in an alternate manner such as electronically. Examples are flyers that discuss school-based after-school clubs* or sports, school dances, class field trips, or a school fundraiser bazaar or carnival. For these types of materials, district-level approval is not needed. (*Note that after-school clubs taking place at a school that are operated by a non-school group or a parent(s)/community member(s) acting on behalf of a non-school group are treated differently. See the guidelines for materials generated by all other community non-profit organizations, below.)

If there is a desire to share a school-based flyer with other schools in the District or in that school's feeder area, a request for approval must be submitted through the [Flyer and Materials Distribution Request Form](#) on our website.

Flyers and materials generated by the District or other educational organizations

Flyers and materials regarding student and/or staff activities or learning opportunities that are sponsored or endorsed by the District, as opposed to an individual school, may be posted and distributed to students and/or staff, either directly or through an alternate means. Similarly, flyers and materials regarding student and/or staff activities or learning opportunities with a direct connection to curriculum that are generated by other non-profit educational organizations (e.g. colleges/universities, libraries, museums, etc.) may be posted and distributed to students and/or staff.

Flyers and materials generated by all other community non-profit organizations

Flyers and materials regarding student and/or staff activities or learning opportunities that are sponsored or offered by a community-based non-profit organization, whether the activity takes place on or off school grounds, may receive approval for posting, in the manner designated by the individual school, and/or distribution to students and/or staff, subject to the following guidelines.

Guidelines for approval

Flyers and materials must:

- Reference a specific activity. Flyers that are merely for general information or to assess interest will not be approved.
- Be submitted in advance (two weeks' notice is preferred) via the [Flyer and Materials Distribution Request Form](#) on our website.

Flyers and Printed Materials Distribution Guidelines

- A final version of the materials for consideration must be provided at the time of the request in one of the following file formats: PDF, JPG/JPEG, Microsoft Word, Microsoft Publisher.
- Not contain overtly religious language (e.g. Bible verses, proselytizing, call to religious observance, etc.).
- Include a notation that reads: “Hillsboro School District does not endorse or sponsor the activities and/or information contained in community flyers.”
- Be supported by a Facility Use Approval (if necessary).
 - For any activity/event other than a regular school class that will be held at a school campus or District facility, the coordinator must fill out a [Facility Use Application Form](#), available in the Resources section of the [Facilities department page](#) on our website at www.hsd.k12.or.us.
 - Completed applications must be sent to [Sharon McCarty](#), Construction Management Assistant, 4901 SE Witch Hazel Road, Hillsboro, OR 97123; 503-844-1320.

Scope of approval

- All flyers and materials that meet the guidelines will be approved for electronic posting on the [District's Community Flyers](#) webpage.
 - The posting will remain active on this webpage for no more than two weeks. Ongoing postings or requests to repost information for the same activity/event more than once in an academic year will be denied.
- Organizations wishing to distribute materials to students* (*only an option at the elementary school level) must prepare and provide these materials to the school(s) or to the District for delivery to the indicated school(s). Neither schools nor the District will make copies of outside organizations' flyers.
- Organizations may also request to supply their targeted school(s) with a stack of up to 25 copies of their flyer/materials for placement in the main office or community information stand/table, or at a school-specific posting location as designated by the principal.
- Determination of approval or disapproval, and scope of approval, if applicable, will be provided via e-mail in response to the request.

Flyers and materials generated by individuals and for-profit organizations

Flyers, advertisements, and materials regarding activities, learning opportunities, or services that are sponsored or offered by an individually operated business or for-profit organization will not be allowed. This includes, but is not limited to private musical instrument lessons, senior portrait providers, financial services providers, day care providers, local retailers, local restaurants, athletic/fitness organizations, youth sports clinics and camps, etc., unless the information is provided to staff as part of a wellness initiative or has otherwise been solicited by the District on behalf of students and/or staff.

Questions

Questions about the Flyer and Materials Distribution process should be directed to [Marleen Zytniowski](#), Communications Specialist, 3083 NE 49th Place, Hillsboro, OR 97124; 503-844-1771.

Flyers and Printed Materials Distribution Guidelines

Appeal Process

Requests for further review of denied requests will be handled by Communications Director Beth Graser. If the requester and Ms. Graser still disagree after further review, Ms. Graser will consult with the District's legal counsel for guidance.

Yard Signs and Banners

Yard signs and banners are reviewed by [Casey Waletich](#), Executive Director of Facilities, Safety and Operations, 503-844-1320.

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
2015 SUMMER SCHOOL PROGRAMS

SITUATION

Each summer, the Hillsboro School District offers a variety of options for students to engage in meaningful learning opportunities. The following programs were in place during the summer of 2015.

- Dual Language Summer Academy
- Migrant Summer School
- Summer School Programs
 - Brookwood Elementary School
 - Free Orchards Elementary School
 - Lincoln Street Elementary School
 - McKinney Elementary School
 - Reedville Elementary School
- Summer Food Program
- Student Services Extended School Year

A description of the District's summer programs is included in tonight's report.

RECOMMENDATION

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

2015 Summer School Programs Hillsboro School District

Each summer, the Hillsboro School District offers a variety of options for students to engage in meaningful learning opportunities. The following programs were in place during the summer of 2015.

Dual Language Summer Academy. The Dual Language Summer Academy is a bilingual program offered to elementary students enrolled in the District's dual language programs. This summer, the program was extended to five weeks, and funded with tuition paid by parents, as well as the District's general fund.

The program was held at Lincoln Street Elementary School, and served a total of 176 students. Students were placed in one of three classrooms (one kindergarten classroom, one first- / second-grade classroom, and one third- through fifth-grade classroom). Classroom teachers taught four separate one-week units of study, centered on a particular country and a crop harvest of that particular country. This program provides many benefits for students, including meaningful, grade-level and accelerated instruction in two languages – English and Spanish. Summer school also offers students an integrated and unifying educational experience that exposes them to the knowledge of and respect for the customs and experiences of other cultures.

Summer School Program (Migrant Summer School). The 2015 Migrant Summer School program served 840 migrant students in grades pre-K through 12 from June 22 through July 23, including 601 students at Lincoln Street Elementary School, and 239 students at Hillsboro High School. Of the secondary students served, 141 were high school students, 20 were out-of-school youth, and 78 were 7th and 8th graders. Ninety-seven percent (97%) of the students in K-12 with 85 percent attendance or better demonstrated gains on literacy assessments; and ninety-one percent (91%) of the students in K-12 with 85 percent attendance or better demonstrated gains in mathematics assessments.

The summer migrant preschool program focused on developing native language literacy skills, English language development, and school readiness skills for students entering kindergarten this fall. Sixty-five percent (65%) of the preschool students with regular attendance demonstrated gains on pre- and post-developmental skills assessments.

In partnership with the State's Migrant Education Center and the Mexican Consulate, the District was able to host four binational teachers, from various regions of Mexico, for the duration of the summer school program. All four teachers collaborated with summer school teachers and co-taught in the classrooms. The primary goal of the binational teacher program is twofold: to enrich the education of migrant children who travel between the U.S. 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 Program (Brookwood Elementary School). Nearly 50 students in grades K-2 attended Brookwood's Summer Boost Camp, a two-week program designed to boost skills in reading and school readiness. Students were exposed to a reading intervention program (Read Alouds) and Story Champs to build foundational literacy skills; participated in School Moves, a whole body engagement strategy; and enjoyed a light breakfast and lunch. Staff working with students also enjoyed embedded professional development to increase and strengthen their instructional strategies.

Summer School Program (Free Orchards Elementary School). Free Orchards conducted a three-week summer school program in August for 20 ESL students in 4th and 5th grade. The theme of the program was Energy, and the unit integrated science, technology, reading, writing, and language. Student attendance was more than 95 percent.

Summer School Program (Lincoln Street Elementary School). The 2015 Lincoln Street Summer Academy was open to all Lincoln Street students entering first through sixth grades. The theme of the academy was "The Future Me," and students explored the essential question, "What do I see when I look into my future?" With the goal of shaking off the "summer slide," students worked on literacy standards from their prior grade, and were introduced to their new grade-level standards. They enjoyed reading and researching about different careers and vocational opportunities, as well as learning about different inventors and their contributions to the world. The math focus was on reviewing and practicing math facts and problem solving, with a goal of developing critical-thinking skills.

Instruction was scheduled three hours each day, five days per week for two weeks. A total of 63 students were registered. Recent HSD high school graduates served as interns for the program, before heading to Western Oregon University for a teacher preparation program.

Summer School Program (McKinney Elementary School). Thirty-five students attended McKinney's six-week summer school program, which was scheduled Monday through Thursday, from 9:30 to 11:30, with lunch provided on-site for all students and their siblings until 12:00.

McKinney was fortunate to have four staff members and a team of AmeriCorps members to support student learning. Students had the opportunity to engage in hands-on learning by participating in open-ended activities to foster scientific inquiry and work in the engineering and design process. They also practiced reading and math skills in small groups and on different programs in the school's computer lab.

Students read new books, built roller-coasters, designed airplanes, conducted research, studied electricity, worked on coding, programmed robots, and participated in many other enjoyable activities.

Summer School Program (Reedville Elementary School). Reedville held its first summer school program, a first- through sixth-grade program focusing on intervention in reading and enrichment. The program was held for eight days over a two-week period, with a total of 32 hours of student contact time. IGNiTE students from the Hillsboro School District's leadership program (Inspiring Growth Now in Teacher Education) supported students with social interactions, literacy skills, and literacy-related art projects, as well as healthy lifestyle physical activities each day.

The program served 90 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 during the upcoming school year.

New teachers also participated, and spent 1.5 hours each day planning together, under the direction of the instructional coach. 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. At Lincoln Street Elementary School's Migrant Summer School, 7,244 breakfasts and 11,448 lunches were served. At Hillsboro High School's Migrant Summer School, 1,388 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 2015, 135 District students accessed ESY services at Rosedale Elementary School. There were also 5 students who attended an ESY program outside of the District for specific behavioral or mental health needs.

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
PRESENT SUPERINTENDENT GOALS FOR 2015-16

SITUATION

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

Superintendent Goals for 2015-16

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

RECOMMENDATION

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



Hillsboro School District

Strategic Plan Year 5 Focus Areas

Instruction

1. Achievement Gap

- a. Improve PLC practice and the use of data
- b. Improve outcomes for diverse learners

2. Common Core State Standards

- a. Utilize instructional and assessment resources
- b. Align instructional practice to instructional model, K-12

3. Evaluation and Accountability

- a. Align accountability structures to student performance
- b. Evaluate and support the implementation of key instructional strategies

Engagement

1. Proud to be HSD Campaign

- a. Implement year two
- b. Expand messaging

2. Consistent, Relevant, Timely Information

- a. Implement community-based campaigns
- b. Provide schools with materials

3. Opportunities for Two-way Communication

- a. Hold bi-annual Hillsboro Schools Summit
- b. Provide multiple engagement opportunities

Facilities

1. Long-range Planning

- a. Participate in boundary adjustment process
- b. Monitor new construction

2. High-priority Maintenance Needs

- a. Prioritize and address maintenance items
- b. Finalize bond parameters

Safety

1. Anti-bullying and harassment Campaign

- a. Implement phase two

2. Safety Procedures

- a. Continue streamlining, promoting and practicing

Equity

1. Professional Development

- a. Expand existing delivery models
- b. Pilot and implement new delivery models

2. Inclusive Educational and Work Environments

- a. Continue supporting equity work at each school and department

3. Diverse Workforce

- a. Develop and expand partnerships and strategies for recruitment and retention

Strategic Priority: Close the achievement gap

Strategic Objective: Ensure all students graduate with college and career-readiness skills by reaching achievement benchmarks throughout their K-12 experience



Hillsboro School District Y5 Strategic Plan Focus Areas & Goals

Instruction

Focus Area	Outcomes	Measurements
Achievement Gap	- Schools have implemented collaborative data analysis structures to provide focus on student experience and outcomes necessary to accelerate achievement - Data tools are developed - Teachers are trained and tools are used in PLCs - Increased use of collaborative teaching structures - Students with special needs have consistent access to grade-level standards through the use of standards-based IEPs and effective instructional practices - English learners have consistent access to grade-level standards via improved English proficiency and effective instructional practices - TAG leaders support teachers in differentiated instructional practices and flexible grouping to ensure individualized and extended learning	- Enrollment data - PLC rubric self-assessment in fall and spring - Training on PLCs – Judy and Sarah Denny - PLC instructional rounds participation at MS/HS - Academic conference feedback - Data tool completion – specifics about what is available - DCA Training, understanding SBAC training - Co-teaching training (principals and teachers) and experiences - BPM supports/trainings, evidence of moving forward - TAG program data
Common Core State Standards	- Instruction is aligned with standards across the content areas - Common formative assessments in Science, Social Studies, English Language Arts, and Math are implemented K-12 - Relevant instructional materials and exemplary units of study are aligned - Components of quality instructional practice are commonly understood	- Resource collection – teacher summer work - Culturally relevant materials and pedagogy - Instructional model references in trainings and PD support - Item bank inspection - Assessment tools - CFAs, formative assessment training - Synergy assessment modules - Continue to refine planned course statements, pacing guides, etc.



Hillsboro School District Y5 Strategic Plan Focus Areas & Goals

Evaluation and Accountability	• All school administrators and teachers have professional goals aligned to student performance outcomes (all students as well as SIP-targeted groups) • Common areas of instructional focus are developed K-12 • Common tools to measure the degree to which instructional practices are improving over time are developed and utilized	• Perform data (performance reviews) • Training on student learning growth goals and more alignment • Bi-annual walkthrough data measuring key strategies • Interim assessments, SBAC results • Mini observations and training on conversations • AVID implementation 6-12
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Strategic Priority: Close the Achievement Gap

Focus Area	Outcomes	Measurements
Close the Achievement Gap	• There is no longer a predictable gap in achievement between white, native English-speaking students and their non-white, non-native English-speaking peers.	• Subgroup data

SMART Goals

1. At least 25% of PLCs will increase their ability to use data in their process by one or more levels as measured by the district's PLC rubric by the spring of 2016.
2. Our SBAC math scores will increase 5% and the growth in math scores for our underserved students (Latino students, English Language Learners and/or students with special needs) will be at least 8% as measured by 2016 SBAC scores.
3. Increase by 10% the number of teachers using highly effective instructional strategies in classroom instruction as measured by the pre and post district-wide walkthrough data from fall 2015 and spring 2016.
4. By the end of the year, at least two AVID strategies will be utilized by teachers 6th-12th and evidenced in at least 50% of those classroom walkthroughs.
5. Investigate, develop and pilot Individual Language Learning Plans in at least 3 schools for dual-identified students: those with special needs and individual education plans (IEPs), and those identified as English language learners.



Hillsboro School District Y5 Strategic Plan Focus Areas & Goals

Engagement

Focus Area	Outcomes	Measurements
Proud to be HSD Campaign	• Implement year 2 • Expand messaging and work with partners to cross-promote	• Number of participants/responses • Number of messaging partnerships • Feedback from stakeholders
Consistent, Relevant, Timely Information	• Implement community-based communications campaigns • Provide schools with materials to spread important messages	• Feedback from stakeholders • Survey principals on effectiveness of monthly reference sheets • Participation in school events
Opportunities for Two-way Communication	• Hold bi-annual State of Hillsboro Schools Summits • Provide multiple opportunities for stakeholders to engage with administration	• Number of participants in Summit • Survey of Summit participants • Number of people attending coffee chats • Feedback from participants

SMART Goals

1. Highlight different stakeholders in Proud to be HSD ads placed in the City Views newsletter five times in the 2015-16 school year (September, November, January, March, and May).
2. Hold the second annual Proud to be HSD Festival on Saturday, May 21, in conjunction with the Hillsboro Farmers Market.
3. Create and run four billboard advertising campaigns in the 2015-16 school year.
4. Create monthly principal reference sheets for use in communicating important topics with their students, parents, and community members.
5. Hold two State of Hillsboro Schools Summits in the 2015-16 school year, at which local realtors, business and civic leaders, and other community members are invited to a breakfast to dialogue with Superintendent Scott about important issues and spreading positive messages.
6. Hold two series of Superintendent Coffee Chats in the 2015-16 school year (four in the fall and four in the spring) at which patrons can dialogue in an informal setting with Superintendent Scott; hold at least three additional events in the 2015-16 school year that are specifically targeted to Spanish-speakers.



Hillsboro School District Y5 Strategic Plan Focus Areas & Goals

Facilities

Focus Area	Outcomes	Measurements
Long-Range Planning	• Continue working with City of Hillsboro and major developers on South Hillsboro • Continue working with City of Beaverton on South Cooper Mountain • Continue working with City of Cornelius on Cornelius development • Participate with Beaverton School District on boundary adjustment process • Contract with PSU Center for Population Studies to update our 10-year enrollment forecast	• Meeting dates • Meeting minutes • End result of boundary adjustment discussions with Beaverton • Completed 10-year enrollment forecast
High-priority Maintenance Needs	• Track and prioritize facilities and maintenance needs; report to Long-Range Planning Committee and School Board • Update LRPC and Board on actual project costs and sources of funds • Include high priority maintenance needs in the planning of the next bond package	• List of maintenance items • Meeting/report dates • Meeting minutes • Cost and source of funds report • Bond parameter document(s)

SMART goals:

1. Update high priority maintenance list monthly throughout 2015-16; report to Long-Range Planning Committee at monthly meetings, report to community and Board via quarterly Strategic Plan updates.
2. Complete an updated 10-year enrollment projection to include new developments in South Hillsboro, South Cooper Mt., and Cornelius by the end of 2015-16.
3. Complete boundary adjustment process with Beaverton School District by the end of 2015-16.
4. Finalize parameters/options to consider for next bond package (Nov. 2017 or May 2018) by the end of 2015-16, including maintenance on existing facilities and new construction possibilities in South Hillsboro, South Cooper Mountain, and Cornelius.



Hillsboro School District Y5 Strategic Plan Focus Areas & Goals

Safety

Focus Area	Outcomes	Measurements
Anti-bullying and harassment Plan	• The District's anti-bullying and harassment plan is promoted in all middle schools • Students report fewer bullying/harassment incidents through the annual student survey • Students and staff feel emotionally and physically safe at school	• Promotional materials • Survey results
Safety Procedures	• Schools have a comprehensive safety response plan that students and staff are familiar with • Schools implement the District's safety guidance and incident response checklist into their school safety plan • Monthly drills are conducted at the school and District level so staff and students are prepared to respond appropriately	• School plans • Proof of inclusion • Drill reports

SMART Goals:

1. Work with SPLASH (Students Pursuing Leadership and Serving Hillsboro) to roll out middle school anti-bullying and harassment plan by November 2015.
2. Achieve a 5% reduction in the number of students reporting bullying and harassment incidents through the annual student survey in the spring of 2016.
3. Work with law enforcement to conduct a large-scale safety drill by June of 2016.



Hillsboro School District Y5 Strategic Plan Focus Areas & Goals

Equity

Focus Area	Outcomes	Measurements
Professional Development	- Expanded delivery models for offering equity-focused workshops - More parents and community members engaging in the dialogue - New professional development program piloted and implemented for staff and community members	- Workshop schedules - Registration numbers - Feedback loop through surveys and testimonials
Inclusive Educational and Work Environments	Equity work in schools and departments throughout the District is supported	- Equity committee and student-lead club meeting schedules, agendas, and/or meeting minutes - Feedback loop through student focus groups
Diverse Workforce	- Expanded partnerships - Additional strategies for recruitment and retention of a highly qualified, diverse workforce are in place - New partnerships with organizations and higher education institutions are sought and developed	- HSD language/culture data tool - Feedback loop through surveys

SMART Goals:

1. Increase equity-focused professional development offerings and attendance rates by 50% in 2015-16 (vs. 2014-15).
2. Ensure 100% of secondary schools have student-led, equity-focused clubs that promote inclusive learning environments, student safety and success by the end of 2015-16.
3. Achieve a 5% increase in highly qualified multilingual/multicultural staff hired in 2015-2016 (vs. 2014-15).

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
FINANCIAL REPORT

Business Office. Business Office staff members are excited to begin the new school year. System upgrades will result in improvements and implementation challenges; and building and department support staff are working together to create seamless transitions. The District's new administrative and support staff will provide fresh perspectives, and opportunities for best practices training.

The annual independent comprehensive audit is underway, and Business Office staff members are preparing for the upcoming visit from the audit team of Grove, Mueller & Swank, P.C. in early October. The audit team will be on-site for several days to perform the final substantive work needed in order to finalize the audit. Audit results will be reported in the 2014-15 Comprehensive Annual Financial Report (CAFR).

Finance Team – Banking and Accounts Payable. Ann Ballard and the finance team are working with the Technology Services department to improve the tracking of technology purchases from the initial creation of a requisition through vendor communications, receiving, and distribution. Technology purchases are unique, because of the wide scope of support and specific configuration requirements for some items. By restructuring purchasing management within the Technology Services department, and the implementation of a warehouse system, this new purchasing model should increase efficiency and transparency, and reduce overall processing time. Additionally, the finance team is working with US Bank to fortify against procurement card fraud and implement e-payments to vendors.

Payroll Team. Payroll Supervisor Kim Grannis and the payroll team have been working closely with the Human Resources department and the benefits team to implement processing changes that will increase the accuracy of employee payments and budget administration.

Congratulations to PERS specialist Fran O'Dell on her July 31 retirement from the District. Ms. O'Dell began working in the Business Office in 1997, and has been part of the payroll team since 2000. Subsequent to Ms. O'Dell's retirement, payroll assistant Lynette Coffman was selected to fill the vacated PERS specialist position, and Donna Decloedt of Rosedale Elementary School was selected to fill Ms. Coffman's previous payroll assistant position. The Business Office is pleased to welcome Ms. DeCloedt to the payroll team.

Benefits Team. The benefits team facilitated the mandatory benefits enrollment period required by the Oregon Educators Benefit Board (OEBB). Employees with internet access were able to complete open enrollment remotely. Completing open enrollment is a complex process for licensed and classified employees; the process of selecting the most appropriate plan for their needs includes comparing and evaluating the available plans, and using the benefits calculator to determine monthly premiums, contributions

from the internal insurance pools that are managed in partnership with the licensed and classified unions, and out-of-pocket costs.

OEBB is not offering the most expensive 2014-15 Moda Plan (A) as an option for the upcoming plan year. Licensed staff will be testing a “Preferred Plan” option, paired with a Health Reimbursement Arrangement (HRA). These creative strategies will enable our staff to minimize out-of-pocket costs for medical, dental, and vision insurance.

OEBB representatives will be on-site at several District locations in October to meet with District employees and conduct Dependent Eligibility Verification for dependents who are enrolled in employees’ OEBB plans, effective July 1, 2015. This verification is now required by Oregon statute.

Grants. Grants manager Jeff Jones has been developing grant budgets, and planning for 2015-16. Mr. Jones also supports the Office for School Performance with the strategies to support innovative programs and professional development opportunities for District staff and partners.

Risk Management. Risk Manager Leah McCarthy has developed an internal website for the reporting of workers’ compensation claims, and staff and student incidents (accidents and injuries). The internal website replaces the previous paper manual, ensures all forms are current, and catalogs reports for quick reference. Ms. McCarthy is also working with the State of Oregon to develop a paperless reporting system for injured worker claims, and is developing supports for employee wellness and ergonomics.

Workers’ Compensation Report. Beginning this month, there will be a one-month delay in reporting workers’ compensation claims to the Board, in order to allow adequate time for the claims submitted each month be fully processed. The numbers in the table below reflect workers’ compensation claims reported in July 2015. Workers’ compensation claims for the month of August will be reported in the October financial report.

The District received 3 workers’ compensation claims in July 2015. As of July 31, 2015, there are 29 open claims; 16 are for medical costs only, and 13 include time loss. There were 2 employees on modified work plans during July.

Worker's Compensation Claims			
	2013-14	2014-15	2015-16
July	4	1	3
August	5	7	
September	3	11	
October	1	12	
November	2	5	
December	7	4	
January	9	14	
February	4	8	
March	7	12	
April	8	10	
May	5	8	
June	2	12	
Yearly Total:	57	104	3

Student Accident Report. There were no student accidents reported in August.

Student Incident Reports			
	2013-14	2014-15	2015-16
July	0	4	0
August	10	1	0
September	141	83	
October	190	67	
November	96	59	
December	87	55	
January	88	92	
February	66	95	
March	47	76	
April	117	98	
May	73	97	
June	21	36	
Yearly Total:	936	763	0

Vehicle Accidents – July 2015. There was one bus accident in July.

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
MONTHLY FINANCIAL REPORT - as of August 30, 2015

Revenues	July Actual	August Actual	1st Quarter Actual	Fiscal YTD 2015-16	Budget 2015-16	% of 2015-16 Budget Expended	2014-15 Fiscal YTD	% of 2014-15 Budget Expended
Taxes	\$0.00	\$0.00	\$0.00	\$0.00	\$60,936,410.00	0.00%	\$0.00	0.00%
Interest	\$16,188.96	\$0.00	\$16,188.96	\$16,188.96	\$284,034.00	5.70%	\$30,815.92	12.33%
Local Sources	\$1,840.28	\$24,519.90	\$26,360.18	\$26,360.18	\$1,703,297.00	1.55%	\$77,800.05	6.98%
Total Local	\$18,029.24	\$24,519.90	\$42,549.14	\$42,549.14	\$62,923,741.00	0.07%	\$108,615.97	0.19%
County/ESD	\$485,833.33	\$0.00	\$485,833.33	\$485,833.33	\$4,484,632.00	10.83%	\$1,946,988.00	259.60%
State Sources	\$20,057,276.00	\$10,022,571.00	\$30,079,847.00	\$30,079,847.00	\$123,313,242.00	24.39%	\$28,527,527.36	30.04%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$0.00	\$148.86	\$148.86	\$148.86	\$0.00	0.00%	\$12.50	0.00%
Beginning Balance	\$17,516,561.15	\$0.00	\$17,516,561.15	\$17,516,561.15	\$16,659,380.00	105.15%	\$14,456,891.66	153.89%
Total Revenue	\$38,077,699.72	\$10,047,239.76	\$48,124,939.48	\$48,124,939.48	\$207,380,995.00	23.21%	\$45,040,035.49	26.46%
Expenditures								
Instruction								
Salaries	\$43,083.44	\$85,248.08	\$128,331.52	\$128,331.52	\$74,917,802.72	0.17%	\$122,298.62	0.20%
Benefits	\$34,327.85	\$51,962.64	\$86,290.49	\$86,290.49	\$32,837,805.45	0.26%	\$53,426.30	0.17%
Purchased Service	\$198,830.33	\$134,299.45	\$333,129.78	\$333,129.78	\$3,507,293.65	9.50%	\$432,992.54	16.52%
Supplies/Materials	\$31,759.84	\$38,905.75	\$70,665.59	\$70,665.59	\$1,950,893.70	3.62%	\$91,429.69	5.62%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$46,870.00	\$9,804.38	\$56,674.38	\$56,674.38	\$207,495.55	27.31%	\$51,262.01	39.28%
Total Instruction	\$354,871.46	\$320,220.30	\$675,091.76	\$675,091.76	\$113,421,291.07	0.60%	\$751,409.16	0.78%
Support Services								
Salaries	\$1,443,887.75	\$1,594,067.23	\$3,037,954.98	\$3,037,954.98	\$36,613,507.95	8.30%	\$3,006,141.94	9.95%
Benefits	\$738,772.36	\$780,183.66	\$1,518,956.02	\$1,518,956.02	\$20,437,576.32	7.43%	\$1,560,248.83	9.18%
Purchased Service	\$883,634.42	\$1,408,626.00	\$2,292,260.42	\$2,292,260.42	\$13,509,913.10	16.97%	\$1,914,976.11	16.47%
Supplies/Materials	\$580,020.29	\$506,736.00	\$1,086,756.29	\$1,086,756.29	\$6,265,759.18	17.34%	\$685,448.69	12.54%
Capital Purchases	\$0.00	\$17,780.00	\$17,780.00	\$17,780.00	\$184,414.00	9.64%	\$9,014.25	3.89%
Other	\$127,042.45	\$923,998.12	\$1,051,040.57	\$1,051,040.57	\$1,369,321.56	76.76%	\$1,087,131.73	84.35%
Total Support	\$3,773,357.27	\$5,231,391.01	\$9,004,748.28	\$9,004,748.28	\$78,380,492.11	11.49%	\$8,262,961.55	12.55%

<i>Expenditures (continued)</i>	July Actual	August Actual	1st Quarter Actual	Fiscal YTD 2015-16	Budget 2015-16	% of 2015-16 Budget Expended	2014-15 Fiscal YTD	% of 2014-15 Budget Expended
Community Services								
Salaries	\$13,005.90	\$12,989.23	\$25,995.13	\$25,995.13	\$238,396.08	10.90%	\$25,560.54	12.13%
Benefits	\$5,381.18	\$5,377.52	\$10,758.70	\$10,758.70	\$140,340.24	7.67%	\$14,623.12	12.04%
Purchased Service	\$0.00	\$7,530.31	\$7,530.31	\$7,530.31	\$22,588.19	33.34%	\$825.53	1.70%
Supplies/Materials	\$34.54	\$350.00	\$384.54	\$384.54	\$4,540.37	8.47%	\$666.65	6.29%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$814.12	0.00%	\$0.00	0.00%
Total Community Services	\$18,421.62	\$26,247.06	\$44,668.68	\$44,668.68	\$406,679.00	10.98%	\$41,675.84	10.65%
Capital Projects								
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Debt Service Payment	\$0.00	\$0.00	\$0.00	\$0.00	\$848,213.82	0.00%	\$294,668.76	55.81%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$500,000.00	0.00%	\$0.00	0.00%
Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$13,824,319.00	0.00%	\$0.00	0.00%
Total Expenditures	\$4,146,650.35	\$5,577,858.37	\$9,724,508.72	\$9,724,508.72	\$207,380,995.00	4.69%	\$9,350,715.31	5.49%

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
FIRST READING—POLICIES JFCG/JFCH/JFCI: USE OF TOBACCO PRODUCTS,
ALCOHOL, DRUGS, AND INHALANT DELIVERY SYSTEMS; AND
KGB: PUBLIC CONDUCT ON DISTRICT PROPERTY

SITUATION

House Bill 2546 addresses “inhalant delivery systems,” amending laws regarding the sale of tobacco products to minors, and the use, distribution, or possession of tobacco products by minors, so that those laws also apply to inhalant delivery systems. School and working environments must be free of tobacco products and inhalant delivery systems; and smoking, aerosolizing, and vaporizing are prohibited on any school property, including parking lots, by any student, staff member, or visiting member of the public. The new legislation becomes effective on January 1, 2016.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policies JFCG/JFCH/JFCI: Use of Tobacco Products, Alcohol, Drugs, and Inhalant Delivery Systems; and KGB: Public Conduct on District Property.

Hillsboro School District 1J

Code: JFCG/JFCH/JFCI

Adopted: 07/96

Revised: 04/09 10/15

Use of Tobacco Products, Alcohol, or Drugs, or Inhalant Delivery Systems**

Student possession, or use, distribution, or sale of tobacco products or inhalant delivery systems, alcohol, or unlawful drugs, including drug paraphernalia or any substance purported to be an unlawful drug, on or near any District property or grounds, including parking lots, or while participating in District-sponsored activities, is prohibited and will result in disciplinary action and, if appropriate, referral to law enforcement officials. If possession, use, distribution, or sale occurred near District grounds, disciplinary action may include removal from any or all extracurricular activities, and/or denial or forfeiture of any school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). If possession, use, distribution, or sale occurred on District grounds, at school-sponsored activities or otherwise while the student was under the jurisdiction of the school, students will be subject to discipline up to and including expulsion. Denial and/or removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges may also be imposed. A student may be referred to law enforcement officials. Parents will be notified of all violations involving their student and subsequent action taken by the school.

The student may also be subject to further requirements before re-admission, which may include drug/alcohol rehabilitation and/or family counseling services. A referral to community resources and/or cessation programs designed to help the student overcome tobacco product, inhalant delivery system, alcohol or unlawful drug use may also be made. The cost of such programs is the individual responsibility of the parent and the private health care system.

Clothing, bags, hats, and other personal items used to display, promote, or advertise tobacco products, inhalant delivery systems, alcohol, or unlawful drugs are prohibited on all District grounds, including parking lots, at school-sponsored activities and in District vehicles.

An unlawful drug is any controlled substance drug as defined in by the Controlled Substance Act, including, but not limited to, marijuana, cocaine, opiates, amphetamines, and phencyclidine (PCP). As used in this policy, unlawful drug also means possession, use, sale, or supply of and prescription and nonprescription drugs medications that are used unlawfully (e.g., distributed, sold, or willfully used in a manner not in accordance with the physician's prescription) in violation of Board policy JHCD—Administering Noninjectable Medicines to Students, JHCDA—Administering Injectable Medicines to Students, and any accompanying administrative regulations.

According to Oregon statutes, unlawful delivery of a controlled substance to a student or minor within 1,000 feet of District property is a Class A felony as provided by ORS 475.904.

Sale, possession, and/or use of tobacco by students on or in the observable vicinity of District property, in District vehicles, or at District-sponsored events, are strictly prohibited and will result in disciplinary action. For the purpose of this policy, "tobacco" is defined to include any

lighted or unlighted/electronic cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless dip, chew, or snuff in any form.

Any person under age 18 possessing a tobacco or inhalant delivery system product is in violation of state law ~~commits a Class D violation~~ and is subject to a court-imposed fine, as provided by ~~ORS 167.400.~~

Any person who distributes, sells, or ~~causes~~ allows to be sold tobacco products or any substance sold for the purpose of being smoked, vaporized, or aerosolized, in any form, or a tobacco-burning or inhalant delivery system device, to a person under 18 years of age ~~commits a Class A violation~~ is in violation of state law and is subject to a court-imposed fine, as provided by ~~ORS 163.575.~~

Penalties for student possession, use, or sale of tobacco, alcohol, and other controlled substances are contained in the *Standards of Student Conduct handbook*.

Parents must attend any conference scheduled to consider the student's re-admission after suspension or expulsion due to a violation of this policy.

END OF POLICY

Legal Reference(s):

<u>ORS 153.018</u>	<u>ORS 339.250</u>	<u>~~OAR 581-053-0015~~</u>
<u>ORS 161.605</u>	<u>~~ORS 339.883~~</u>	<u>~~OAR 581-053-0545(4)(c)(R)-(T)~~</u>
<u>ORS 161.625</u>	<u>~~ORS 339.865~~</u>	<u>~~OAR 581-053-0550(5)(q)-(s)~~</u>
<u>ORS 163.575</u>	<u>ORS 431.840</u>	<u>OAR 581-053-0230(9)(s)</u>
<u>ORS 167.400</u>	<u>ORS 431.845</u>	<u>OAR 581-053-0330(1)(m)-(o)</u>
<u>ORS 332.107</u>	<u>ORS 433.835 - 433.990</u>	<u>OAR 581-053-0430(12)-(14)</u>
<u>ORS 336.067</u>	<u>ORS Chapter 475</u>	<u>OAR 581-053-0531(11)-(13)</u>
<u>ORS 336.222</u>	<u>OAR 581-021-0050 to -0075</u>	<u>OAR 581-053-0630</u>
<u>ORS 336.227</u>	<u>OAR 581-021-0110</u>	<u>OAR 584-020-0040</u>
<u>ORS 339.240</u>	<u>OAR 581-022-0413</u>	

Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11 - 1308.15 (2006).
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).

Public Conduct on District Property

No person on District property or any District grounds, including parking lots, ~~will~~ shall:

1. Injure or threaten to injure another.
2. Haze, harass, intimidate, bully or menace another, or engage in behavior deemed by the District to endanger the safety of students, employees, self or others.
3. Use or engage in abusive verbal or physical conduct that interferes with the performance of students, event officials, or sponsors of approved activities.
4. Initiate or circulate a report one knows to be false, concerning an alleged hazardous substance, impending fire, explosion, catastrophe, or other emergency that will take place in a school or on school property.
5. Damage the property of another or of the District.
6. Violate parking regulations.
7. Drive a vehicle in an unsafe manner.
8. Impede, delay, or otherwise interfere with the orderly conduct of the District's educational program or any other activity taking place on District property that has been authorized by the Board, Superintendent, principal, or other authorized administrator.
9. Enter any portion of District premises at any time for purposes other than those that are lawful and authorized by District officials.
10. Bring, possess, or use a weapon as prohibited by Board policy JFCJ - Weapons in the Schools and state and federal law.
11. Possess, consume, sell, give, or deliver unlawful drugs or alcoholic beverages. Possess, sell, give, or deliver drug paraphernalia.
12. Use, distribute, or sell tobacco products; or inhalant delivery systems, in any form. For the purpose of this policy "tobacco" is defined to include any lighted or unlighted cigarette, cigar, pipe, clove cigarette, and any other smoking product, and spit tobacco, dip, chew, and snuff in any form.

13. Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things that are evidence of membership or affiliation in any gang.
14. Use speech or conduct that could cause disruption of the educational environment or the orderly operation of District property, or commit any act or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance, or language, including hand signs, claiming of geographical territory, or the espousing of a distinctive belief system that frequently results in criminal activity.
15. Willfully violate Board policies, administrative regulations, or school rules designed to maintain public order on District property.

Persons having no legitimate purpose or business on District property or violating or threatening to violate the above rules may be removed from the premises and/or referred to law enforcement officials.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 164.245](#)
[ORS 164.255](#)
[ORS 166.025](#)
[ORS 166.155 - 166.165](#)

[ORS 166.210 - 166.370](#)
[ORS 336.109](#)
[ORS 339.883](#)
[ORS 431.840](#)
[ORS 433.835 to-433.990](#)

[ORS 806.060 - 806.080](#)
[OAR 333-015](#)-0025 to-0090
[OAR 581-021](#)-0110
[OAR 584-020-0040\(4\)\(e\),\(g\)](#)

Gun-Free Schools Act, 20 U.S.C. 7151 (2006).
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).
Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2006).

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
FIRST READING—POLICY KG: COMMUNITY USE OF DISTRICT FACILITIES
(REVISE) AND POLICY KGC: COMMUNITY USE OF DISTRICT FACILITIES –
PRIVATE GAIN (DELETE)

SITUATION

It is recommended that the text of policy KGC: Community Use of District Facilities – Private Gain be incorporated into the District’s current policy KG: Community Use of District Facilities, and that the current version of policy KGC: Community Use of District Facilities – Private Gain be deleted. The recommended changes are based on the following factors:

- The policies are closely related, and combining them streamlines this information, making it more easily accessible.
- These changes will also allow for additional reorganization of District policies, aligning them to OSBA recommendations for fulfilling House Bill 2546’s new requirements regarding inhalant delivery systems.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy KG: Community Use of District Facilities (revise) and policy KGC: Community Use of District Facilities – Private Gain (delete).

Hillsboro School District 1J

Code: KG
Adopted: 08/98
Revised: 01/12 10/15

Community Use of District Facilities

Use of the school buildings and facilities in the District shall be in conformity with state statutes. Other than the restrictions imposed by law, school buildings and facilities shall be available for community use in accordance with the adopted policies of the Board. Unauthorized use of District property and facilities, including overnight stays, is prohibited.

School buildings shall be available without charge to school sponsored groups and activities. School buildings may be available without charge to nonprofit groups when they are providing services to community youth provided there is no additional expense for heating, utilities, supervision, or custodial services to the District.

All other groups may be required to pay reasonable expenses for the use of facilities according to a schedule developed by the Superintendent or the Superintendent's designee.

A fee schedule will be submitted to the Board for approval. Cafeterias and auditoriums will have separate fee schedules. Cafeteria/kitchen use will be approved through nutrition services in addition to the normal approval process.

The use of District buildings and other facilities by any organization operated for private gain, or any purpose involving private gain, shall be permitted only when a worthy educational, civic, or charitable purpose will be served.

District buildings may be used to provide before-and-after school programs, recreation, or other activities clearly designed to serve students and their families in accordance with policies governing community use of facilities and public bidding or requests for proposals.

Approval for use of a building or facility does not constitute approval or endorsement by the District of the organization or group. The District is not responsible for words spoken or actions taken by organizations, groups, or individuals during their use of the buildings or facilities.

END OF POLICY

Legal Reference(s):

ORS 330.430
ORS 332.107
ORS 332.172

Hillsboro School District 1J

Code: KGC
Adopted: 04/97
Revised: 01/08

Community Use of District Facilities – Private Gain

The use of District buildings and other facilities by any organization operated for private gain, or any purpose involving private gain, shall be permitted only when a worthy educational, civic, or charitable purpose will be served.

District buildings may be used to provide before-and-after school programs, recreation, or other activities clearly designed to serve students and their families in accordance with policies governing community use of facilities and public bidding or requests for proposals.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 332.172

Cross References:

Policy DFD - Rental and Service Charges
Policy KG - Community Use of Buildings and Facilities.
Policy KGA - Public Sales on District Property
Policy KGF/EDC - Authorized Use of District Equipment and Materials

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

July 21, 2015

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

1. WORK SESSION

Board Present:

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

Administration / Staff Present:

Mike Scott, Superintendent
Adam Stewart, Chief Financial Officer
Beth Graser, Director, Communications
Val Bokma, Assistant to the Board
Devin Hunter, Technology Support
Jessica Woodard, Technology Support

Others Present:

Maureen Barnhart, HEA
Kathy Fuller, Hillsboro Tribune

Board Chair Kim Strelchun called the meeting to order at 5:27 p.m.

Review Summer Work Session Agenda

Superintendent Mike Scott presented a list of potential topics for the August 17 Board retreat. Board members provided feedback and suggestions.

Board Leadership Planning

Board members discussed the characteristics and investment required for Board leadership. Director Wayne Clift expressed his interest in serving as the Board Chair for the 2015-16 school year, and Director Glenn Miller expressed his interest in serving as the Board Vice Chair.

Boundary Update

Chief Financial Officer Adam Stewart and Superintendent Mike Scott provided an update on boundary adjustment discussions with the Beaverton School District.

Summer Conference Reports

Directors Glenn Miller, Erik Seligman, and Lisa Allen shared highlights of the Oregon School Boards Association summer conference that they attended in Bend, Oregon.

Discuss Metro Policy Advisory Committee (MPAC) Nomination

Board Chair Kim Strelchun explained that John Hayes, Forest Grove School District Board Chair, and Kent Zook, a member of the Gresham-Barlow School District Board of Directors, are seeking support from regional school districts for appointment to the MPAC. Board members discussed the endorsement process and timelines, and the possibility that endorsement / nomination requests may yet be received from additional candidates. It was agreed that action would be postponed until a future meeting, so that additional information could be obtained. (It was noted that, since the timeline is unknown, the upcoming Board meeting might be too late.)

Board Discussion Time

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

The meeting was recessed at 7:13 p.m.

REGULAR SESSION

Board Present:

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

Administration / Staff Present:

Mike Scott, Superintendent
Adam Stewart, Chief Financial Officer
Beth Graser, Director, Communications
Val Bokma, Assistant to the Board
Gaspar Lopez Lopez, Hispanic Community Outreach Worker
Devin Hunter, Technology Support
Jessica Woodard, Technology Support

Others Present:

Diana Andrade Mendoza	Lily Allen	Diane Wright
Ella Ragsdale	Kimberly Scott	Maureen Barnhart, HEA
Jeri Allen	Paul Scott	Kathy Fuller, Hillsboro Tribune
Kaden Allen	James Wright	

2. Call to Order and Flag Salute

Board Chair Kim Strelchun reconvened the meeting at 7:28 p.m., and led the Pledge of Allegiance. She welcomed new Director Lisa Allen.

3. RECOGNITION / PRESENTATION

Lincoln Street Elementary School sixth grade students Diana Andrade Mendoza and Ella Ragsdale read books that they wrote and illustrated with friendship and anti-bullying themes, and discussed their class project.

4. ADMINISTER OATH OF OFFICE

Board Chair Kim Strelchun administered the oath of office to newly re-elected Director Wayne Clift and to newly elected Director Lisa Allen. Director Clift then administered the oath of office to newly re-elected Board Chair Strelchun. The newly sworn in Board members received certificates from the Washington County Elections Office certifying their elections.

5. APPROVAL OF AGENDA

Director Janeen Sollman MOVED, SECONDED by Director Monte Akers, to approve the agenda.

Director Erik Seligman MOVED, SECONDED by Director Glenn Miller, to amend the agenda to remove action item 8b, Metro Policy Advisory Committee (MPAC) Nomination.

The MOTION CARRIED (7-0).

The MAIN MOTION CARRIED, AS AMENDED (7-0).

6. AUDIENCE TIME

Board Chair Kim Strelchun explained the procedure for addressing the Board according to policy BDDH: Public Participation in Board Meetings. No audience members requested to address the Board.

7. CONSENT AGENDA

Items listed were distributed to Board members in advance for study, and were enacted with a single motion.

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

Consent Agenda items were as follows:

- a. Approve Minutes of June 9, 2015, Board Meeting
- b. Approve Routine Personnel Matters
- c. Establish Tuition Rates for Nonresident Students
- d. Establish Substitute Teacher Pay Rates for 2015-16
- e. Establish Classified Substitute Rates for 2015-16
- f. Approve Annual Depository, Auditor, Legal Counsel, Newspaper, and Agent Designations
- g. Approve Annual Clerk / Officer Designations
- h. Approve Annual Crime Policy Coverage Limits
- i. Readopt Policy DFAA: Capital Project Fund
- j. Readopt Policy IGBC: Title I / Parental Involvement
- k. Establish Mileage Reimbursement Rate
- l. Approve Resolution to Extend Workers' Compensation to Volunteers
- m. Accept Donations
- n. Approve Parent Organization Activities for Liability Insurance Coverage

8. ACTION ITEMS

a. Elect Board Chair and Vice Chair

Board Chair Kim Strelchun opened the floor to nominations for Board chair for 2015-16. Director Erik Seligman nominated Director Wayne Clift for the position of Board chair. Director Clift accepted the nomination. Hearing no further nominations, Board Chair Strelchun closed the nominations. The vote in favor of Director Clift was unanimous.

Board Chair Kim Strelchun then opened nominations for Board vice chair for 2015-16. Director Lisa Allen nominated Director Glenn Miller for the position of Board vice chair. Director Miller accepted the nomination. Hearing no further nominations, Board Chair Strelchun closed the nominations. The vote in favor of Director Miller was unanimous.

b. Metro Policy Advisory Committee (MPAC) Nomination

Per the approved amended agenda, this item was moved to a future meeting.

9. REPORTS AND DISCUSSION

a. Curriculum Adoption Cycle: Postpone Selection of Instructional Materials

Director of Communications Beth Graser reported on the District's intention to notify the Oregon Department of Education of the need to continue to postpone the adoption of instructional materials for the following academic content areas: Science, World Languages, Health and Physical Education, Social Science, and Art. This postponement is the result of multiple years of budget reductions. It is anticipated that new science curriculum will be ready to implement for the 2016-17 school year.

b. New High School Course Follow-up Report

Director of Communications Beth Graser reported on student participation in the new Community Service Learning Elective course. She reported that the new Mariachi course will not be offered until September 2015.

c. Financial Report

Chief Financial Officer Adam Stewart presented the monthly financial report.

10. NWRESA / HCU / HEA Reports

HEA President Maureen Barnhart reported on concerns related to teacher retention and increased student learning.

11. Superintendent's Time

Superintendent Scott discussed recent District events and activities, and welcomed new Director Lisa Allen.

12. Board of Directors' Time

Board members provided brief summaries of their recent activities on behalf of the school District, welcomed new Director Lisa Allen, and congratulated Board Chair Wayne Clift and Vice Chair Glenn Miller on their new roles.

13. Follow-Up Items

Request	Action
• Schedule July Board meetings earlier in the month, in upcoming years • Clarification regarding the increase in Worker's Compensation claims	• To be effective July 2016 • To be provided in an update

14. Executive Session. No executive session was called.

15. Adjournment. The meeting was adjourned at 8:08 p.m.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

August 17, 2015

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

Board Present:

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

Administration / Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Debbie Ashley, Chief Human Resources Officer
Adam Stewart, Chief Financial Officer
Casey Waletich, Executive Director, Facilities, Safety, Operations
Beth Graser, Director, Communications
Michelle Morrison, Director, Business Services
Val Bokma, Assistant to the Board
Diana Kleintob, Technology Support
Jessica Woodard, Technology Support

Others Present:

Maureen Barnhart, HEA

WORK SESSION

Board Chair Wayne Clift called the meeting to order at 8:13 a.m.

1. Team-Building Question 1

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

2. Teamwork / Communication

Board members discussed their reasons for serving on the Hillsboro School District Board of Directors, and their values and goals. They also discussed communication and working relationships.

Board Chair Clift recessed the meeting at 9:37 a.m., and called the meeting to order again at 9:55 a.m.

2. Teamwork / Communication (continued)

Board members discussed Board meeting efficiencies and protocol. They agreed that the routine start time for Board work sessions will be changed to 5:15, and the start time for regular sessions will be changed to 7:00.

The Board / Superintendent Working Agreements were reviewed. There was a consensus that no revisions to the current working agreements are needed. The working agreements are scheduled for readoption on September 22.

Board Chair Clift recessed the meeting at 12:03 p.m., and called the meeting to order again at 12:25 p.m.

3. Team-Building Question 2

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

4. Board Development

Board members discussed professional development opportunities for 2015-16, reviewed their budget, and discussed the development of an integrated District / Board / Superintendent evaluation process.

5. Team-Building Question 3

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

6. Planning Ahead

a. Perception Plan

Director of Communications Beth Graser presented a report on planned activities for building relationships throughout the community, and increasing awareness of the District's values and accomplishments.

b. Strategic Plan

An overview of the District's Strategic Plan Year 4 accomplishments was presented.

Superintendent Scott and Cabinet members discussed goals and reporting procedures for Year 5 of the District's Strategic Plan.

The process for developing the District's 2016-2021 Strategic Plan was discussed.

Board Chair Cliff recessed the meeting at 2:48 p.m., and called the meeting to order again at 3:07 p.m.

6. Planning Ahead (continued)

c. Superintendent's Committee Opportunities

Superintendent Scott discussed 2015-16 committee opportunities with Board members, who volunteered to serve on the following Superintendent's committees:

- Bargaining Team – Licensed
 - Director Sollman
 - Director Strelchun (alternate)
- Bargaining Team - Classified
 - Director Akers
- College and Career Pathway Steering Committee
 - Director Strelchun
 - Director Sollman
 - Director Allen
- Long-Range Facilities Planning Committee
 - Director Miller
 - Director Akers
- Strategic Plan 2016-2021 Development Committee
 - Director Strelchun
 - Director Akers
 - Director Allen
- School-Based Health Center Steering Committee
 - Director Sollman
 - Director Seligman (depending on meeting schedule)

- Board Evaluation Committee
 - Director Allen
 - Director Clift
 - Director Akers
 - Technology Input Committee
 - Director Miller
 - Director Seligman
 - Board and Superintendent Advisory Team
 - Director Sollman
 - Director Allen
 - Middle School Configuration Study Team
 - Director Clift
 - Audit Committee
 - Director Allen
- d. Student Achievement - Smarter Balanced Assessment Consortium (SBAC) Results Update and Lessons Learned
Assistant Superintendent for School Performance Dayle Spitzer presented an update on SBAC testing.
- e. 2016-17 Board Meeting Dates
Board members discussed proposed meeting dates for the 2016-17 school year. These dates are scheduled for approval during the regular June 2016 Board meeting.
7. Team-Building Question 4
Superintendent Scott led the Board in a team-building activity.
8. Information / Updates
- a. Third-Party Substitute Management
Chief Financial Officer Adam Stewart and Director of Business Services Michelle Morrison provided information regarding potential third-party management of the District's substitutes. A Cost Analysis and Report will be presented to the Board in September, after which the District will issue a Request for Procurement (RFP) for this service.
 - b. Boundary Update
Chief Financial Officer Adam Stewart provided an update on the request for boundary adjustments between the Hillsboro and Beaverton school districts.
 - c. Efficiencies Exploration - Energy Manager
Executive Director of Facilities, Safety, and Operations Casey Waletich provided information regarding the District's plan to hire a Resource Conservation Manager, who will be responsible for developing, monitoring, and evaluating the District's energy conservation program, for the purpose of optimizing District-wide energy consumption and minimizing utility consumption. The District plans to fund the position by utilizing a portion of the savings generated. *(This item was moved forward on the agenda.)*

Chief Financial Officer Adam Stewart and Director of Business Services Michelle Morrison presented information regarding the potential to use Qualified Energy Conservation Bond (QECB) revenue to finance District energy conservation improvements, with the bond debt service to be paid by a combination of guaranteed energy savings, Senate Bill (SB) 1149 reimbursements, and other sources. A financing resolution will be presented to the Board at a future date.

d. Flier Distribution

Director of Communications Beth Graser discussed proposed changes to the District's flier distribution process, with an increased reliance on electronic postings, and less distribution of paper materials. Criteria for distributing materials will be drafted and provided to the Board for review.

e. Student Representative Update

Superintendent Mike Scott presented an update on the Board and Superintendent Advisory Team (BSAT). He reported that students participating in the IGNiTE program ("Inspiring Growth Now in Teacher Education") were targeted as potential members of the team, and 15 students have indicated their interest. The team will meet with Superintendent Scott on a monthly basis. At the end of the school year, the Board will review its April 7, 2015, decision regarding the level of student involvement.

9. Metro Policy Advisory Committee

a. Discuss Metro Policy Advisory Committee Candidates

Board members discussed the two candidates for the Metro Policy Advisory Committee (MPAC) member and alternate positions.

b. ACTION ITEM: Approve the Nomination of MPAC Members

Director Seligman MOVED, SECONDED by Director Miller, to approve the nomination of Kent Zook for the Metro Policy Advisory Committee member position.

The MOTION FAILED (2-5), with Directors Seligman and Miller voting in favor, and Directors Sollman, Strelchun, Allen, Akers, and Clift opposed.

Director Strelchun MOVED, SECONDED by Director Akers, to approve the nomination of John Hayes for the Metro Policy Advisory Committee member position.

The MOTION CARRIED (5-2), with Directors Sollman, Strelchun, Allen, Akers, and Clift voting in favor, and Directors Seligman and Miller opposed.

Director Strelchun MOVED, SECONDED by Director Allen, to approve the nomination of Kent Zook for the Metro Policy Advisory Committee alternate position.

The MOTION CARRIED (7-0).

The Board secretary will notify the Metro Council Office of the Board's nominations.

10. Board Discussion Time

Board members provided brief summaries of their recent activities, and discussed District events and processes. Director Lisa Allen reported that she expects to be unavailable for the September 8 Board meeting.

The meeting was adjourned at 5:28 p.m.

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Steve Michaelis

Assignment: Behavior Specialist
Location: Student Services
Effective Date: October 1, 2015

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

John Barnes

Assignment: Social Studies
Location: Hillsboro High School
Effective Date: June 16, 2015

Andrew Bekken

Assignment: AVID/Social Studies
Location: Poynter Middle School
Effective Date: June 16, 2015

Kimberly Brinton

Assignment: ERC
Location: Indian Hills Elementary School
Effective Date: June 16, 2015

Emily Cadiz

Assignment: SCC
Location: Evergreen Middle School
Effective Date: June 16, 2015

Sharon Covaciu

Assignment: Science
Location: Hillsboro Online Academy
Effective Date: June 16, 2015

Angela Dengel

Assignment: 6th Grade
Location: Indian Hills Elementary School
Effective Date: June 16, 2015

Holly Dottarar

Assignment: Language Arts
Location: Glencoe High School
Effective Date: June 16, 2015

Sara Franklin

Assignment: Science
Location: Miller Education High School
Effective Date: June 16, 2015

Dori George

Assignment: 3rd Grade
Location: West Union Elementary School
Effective Date: June 16, 2015

Abigail Harvey

Assignment: 5th Grade
Location: Free Orchards Elementary School
Effective Date: June 16, 2015

Erica Hoffman

Assignment: Math/Science
Location: Glencoe High School
Effective Date: June 16, 2015

Ryan Hoxie

Assignment: TOSA
Location: Technology Services
Effective Date: June 16, 2015

William Huntzinger

Assignment: Language Arts
Location: Glencoe High School
Effective Date: June 16, 2015

Nicholas Johnson

Assignment: SLC
Location: Poynter Middle School
Effective Date: June 16, 2015

Jacy Jukkala

Assignment: Counselor
Location: Glencoe High School
Effective Date: June 16, 2015

Laycee Kinsman

Assignment: 4th Grade
Location: Free Orchards Elementary School
Effective Date: June 16, 2015

Caitlin Klenz

Assignment: Instructional Coach/Leadership/Social Studies
Location: Poynter Middle School
Effective Date: June 16, 2015

Berta A. Lule

Assignment: Bilingual Coach
Location: Mooberry Elementary School
Effective Date: June 16, 2015

Tate Olsen

Assignment: PE/Math
Location: Hillsboro High School
Effective Date: June 16, 2015

Eric Quillan

Assignment: Language Arts
Location: Century High School
Effective Date: June 16, 2015

Morgan Quimby

Assignment: Health/Teen Moms
Location: Glencoe High School
Effective Date: June 16, 2015

Elise D. Renning

Assignment: Coordinator – SCC
Location: Free Orchards Elementary School
Effective Date: July 31, 2015

Sarah Seeborg

Assignment: Career Education/Placement Services
Location: Glencoe High School
Effective Date: July 25, 2015

Maria Stedman

Assignment: ELL
Location: Rosedale Elementary School
Effective Date: June 16, 2015

Ashlyn Terry

Assignment: Coordinator - SLC
Location: Rosedale Elementary School
Effective Date: June 16, 2015

Tricia Thomas

Assignment: SLP
Location: Poynter Middle School
Witch Hazel Elementary School
Effective Date: June 16, 2015

Anna Waters

Assignment: SLP
Location: Brookwood Elementary School
South Meadows Middle School
Indian Hills Elementary School
Effective Date: June 16, 2015

- C. Approve the employment of the following administrative personnel for the 2015-16 school year:

Ted Zehr

Assignment: Executive Director
Location: Administration Center
Effective Date: July 1, 2015

Carmen Brodniak

Assignment: Principal
Location: Lincoln Street Elementary School
Effective Date: July 1, 2015

Berta Lule

Assignment: Assistant Principal
Location: Lincoln Street Elementary School
Effective Date: July 1, 2015

Sonta Thompson

Assignment: Coordinator of Bilingual Programs
Location: Administration Center
Effective Date: July 1, 2015

Gustavo Olvera

Assignment: Principal
Location: Witch Hazel Elementary School
Effective Date: July 1, 2015

Jon Pede

Assignment: Principal
Location: Poynter Middle School
Effective Date: August 10, 2015

Martha Guise

Assignment: Principal
Location: Century High School
Effective Date: August 10, 2015

Sarah Walker

Assignment: Director of Student Services
Location: Administration Center
Effective Date: July 31, 2015

Matt Nova

Assignment: Coordinator of Student Services
Location: Administration Center
Effective Date: August 10, 2015

Casey Waletich

Assignment: Executive Director – Facilities, Safety, and Operations
Location: Facilities
Effective Date: July 1, 2015

- D. Approve the employment of the following licensed personnel in the 2015-16 school year:

Sarah Armitage

Education: MA – Portland State University, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE ELA/Speech & Debate/Yearbook – Glencoe High School

Amy Aupperle

Education: MA – University of Colorado, Boulder, CO
Experience: 4 years
Assignment: 1.0 FTE Kindergarten – Reedville Elementary School

Claudia Barcenas

Education: MA – University of Oregon, Eugene, OR
Experience: None
Assignment: 1.0 FTE 3rd Grade DL – Lincoln Street Elementary School

Jessica Bascom

Education: MA – Lewis & Clark College, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE Counselor – Tobias Elementary School

Sarah Bestebreur

Education: MA – Concordia University, Portland, OR
Experience: None
Assignment: 1.0 FTE 1st Grade – Quatama Elementary School

Kristy Brehm

Education: MA – California State University, East Bay, CA
Experience: 20 years
Assignment: 1.0 FTE Counselor – Brown Middle School

Chris Brodniak

Education: BA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE 4th Grade DL– Eastwood Elementary School

Angela Bruhl

Education: MA – Western New Mexico University, Gallup, NM
Experience: 5 years
Assignment: 1.0 FTE Language Arts – Glencoe High School

Ann Browning

Education: MA – California State University, Long Beach, CA
Experience: 4 years
Assignment: 1.0 FTE ERC – W. L. Henry Elementary School

Maranda Camera

Education: MA – Warner Pacific College, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE 5th Grade – Eastwood Elementary School

Erick Castillo

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Kindergarten – W. L. Henry Elementary School

Meagan Cermak

Education: MA – Pacific University, Forest Grove, OR
Experience: 10 years
Assignment: 1.0 FTE Learning Resource Specialist – Brown Middle School

Dania Chavez Lopez

Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE 1st Grade DL – W. L. Henry Elementary School

Robin Cocheu

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

Jennifer Cooper Munoz

Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE Language Arts – South Meadows Middle School

Jerver De Leon Gomez

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Classroom Teacher DL – Minter Bridge Elementary School

Joe Eagan

Education: MA – University of Oregon, Eugene, OR
Experience: None
Assignment: 0.8 FTE Language Arts – Brown Middle School

Kara Emberlin

Education: BA – Texas Tech University, Lubbock, TX
Experience: None
Assignment: 1.0 FTE 2nd Grade – Witch Hazel Elementary School

Nathan Emmons

Education: MA – Southern Oregon University, Ashland, OR
Experience: 5 years
Assignment: 1.0 FTE IB Drama/Theatre Director – Hillsboro High School

Melissa Eseppi

Education: MA – University of Connecticut, Storrs, CT
Experience: 2 years
Assignment: 0.8 FTE Spanish – Brown Middle School

Danielle Fleming

Education: BA – Western Oregon University, Monmouth, OR
Experience: None
Assignment: 1.0 FTE 5th/6th Grade – Farmington View Elementary School

Alan Foster

Education: BA – University of Oregon, Eugene, OR
Experience: 21 years
Assignment: 1.0 FTE Athletic Director/PE – Liberty High School

Heidi Fuglevand

Education: BA – Eastern Washington University, Cheney, WA
Experience: 2 years
Assignment: 1.0 FTE Life Skills – Liberty High School

Lisa Gamache

Education: BA – Western Governors University, Salt Lake City, UT
Experience: None
Assignment: 1.0 FTE 5th/6th Grade – Mooberry Elementary School

Brittney Gantenbein

Education: MA – Pacific University, Forest Grove, OR
Experience: 5 years
Assignment: 1.0 FTE Kindergarten – Indian Hills Elementary School

Tamara Glem

Education: BA – Washington State University, Pullman, WA
Experience: None
Assignment: 1.0 FTE 6th Grade – Imlay Elementary School

Jill Greaves

Education: MA – Southwest Texas State University, San Marcos, TX
Experience: 17 years
Assignment: 1.0 FTE School Psychologist – Student Services

Christopher Hagerty

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

Scott Harrington

Education: MA – Pacific University, Forest Grove, OR
Experience: 14 years
Assignment: 1.0 FTE 7th Grade Accelerated Math – Evergreen Middle School

Ryan Hawk

Education: MA – University of Southern California, Los Angeles, CA
Experience: 11 years
Assignment: 1.0 FTE Chemistry – Century High School

Melissa Haynes

Education: BA – Lewis & Clark College, Portland, OR
Experience: 3 years
Assignment: 1.0 FTE Learning Resource Specialist/Electives – Hillsboro High School

Melissa Herbert

Education: MA – Concordia University, Portland, OR
Experience: None
Assignment: 0.75 FTE Science – Hillsboro Online Academy

Lilly Huynh

Education: MA – Pacific University, Forest Grove, OR
Experience: 2 years
Assignment: 1.0 FTE 5th Grade – Quatama Elementary School

Corinne Jasparr

Education: BA – University of Arizona, Tucson, AZ
Experience: None
Assignment: 1.0 FTE SLC – Lenox Elementary School

Krispin Jewkes

Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE Spanish/Social Studies – Evergreen Middle School

Hugo Johnson

Education: BA – Portland State University, Portland, OR
Experience: 3 years
Assignment: 1.0 FTE Classroom Teacher DL – Reedville Elementary School

Christine Johnston

Education: MA – Pacific University, Forest Grove, OR
Experience: 2 years
Assignment: 1.0 FTE 1st Grade – West Union Elementary School

Jeremy Kane

Education: MA – Boston University, Boston, MA
Experience: 13 years
Assignment: 1.1 FTE Music – Orenco Elementary School

Celina Keane

Education: MA – University of Oregon, Eugene, OR
Experience: None
Assignment: 0.5 FTE Kindergarten – Orenco Elementary School

Sandy Lobo

Education: BA – University of Houston, Houston, TX
Experience: 2 years
Assignment: 1.0 FTE Kindergarten DL – Witch Hazel Elementary School

Kimberly Longrie

Education: BA – Humboldt State University, Arcata, CA
Experience: 2 years
Assignment: 1.0 FTE Language Arts – Liberty High School

Maya Lopez

Education: BA – Oregon Health & Science University, Portland, OR
Experience: 18 years
Assignment: 0.4 FTE District Nurse – Student Services

Janessa MacDonald

Education: MA – Pacific University, Forest Grove, OR
Experience: 11 years
Assignment: 1.0 FTE 1st/2nd Grade – Orenco Elementary School

Laurie Manivanh

Education: BA – Linfield College, McMinnville, OR
Experience: 6 years
Assignment: 1.0 FTE District Nurse – Student Services

Amara Marino

Education: MA – New York University, New York City, NY
Experience: 3 years
Assignment: 1.0 FTE ERC – Minter Bridge Elementary School

Cameron Martinez

Education: BA – Portland State University, Portland, OR
Experience: 3 years
Assignment: 1.0 FTE District Nurse – Student Services

Teman Montgomery

Education: MA – Oregon State University, Corvallis, OR
Experience: 8 years
Assignment: 1.0 FTE Science – South Meadows Middle School

Rachel Nehring

Education: MA – University of New Mexico, Albuquerque, New Mexico
Experience: 13 years
Assignment: 1.0 FTE 1st Grade – Reedville Elementary School

Aireanne Nicholson

Education: BA – Western Oregon University, Monmouth, OR
Experience: 3 years
Assignment: 1.0 FTE Science – Liberty High School

Benjamin Noyes

Education: MA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 0.8 FTE Choir/Mariachi – Hillsboro High School
0.2 FTE Choir – South Meadows Middle School

Lisa Pearson

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 0.33 FTE Social Studies – Glencoe High School

Richard Pitt

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

Alison Priewe

Education: MA – Lewis & Clark College, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE Kindergarten – Brookwood Elementary School

Hannah Rivas

Education: BA – Corban University, Salem, OR
Experience: 3 years
Assignment: 0.5 FTE 1st Grade – Lenox Elementary School

Laura Robledo

Education: BA – University of Central Florida, Orlando, FL
Experience: 5 years
Assignment: 1.0 FTE Learning Resource Specialist – Poynter Middle School

Patrick Rockenbaugh

Education: BA – California State University, Hayward, CA
Experience: 19 years
Assignment: 1.0 FTE Technology/Shop/PE – Poynter Middle School

Mykle Rojas

Education: BA – Eastern Oregon University, La Grande, OR
Experience: 2 years
Assignment: 1.0 FTE 1st Grade – Lenox Elementary School

Shannon Rooney

Education: MA – Boise State University, Boise, ID
Experience: 19 years
Assignment: 1.0 FTE Instructional Coach – Glencoe High School

Colleen Sauve

Education: MA – California State University, Los Angeles, CA
Experience: 12 years
Assignment: 1.0 FTE ERC – Rosedale Elementary School

Adrienne Smith

Education: MA – Pacific University, Forest Grove, OR
Experience: 4 years
Assignment: 1.0 FTE ERC – Mooberry Elementary School

Janine Smith

Education: BA – Columbia Christian College, Portland, OR
Experience: 16 years
Assignment: 1.0 FTE Music – Mooberry Elementary School

Ekaterina Smyk

Education: MA – University of Northern Iowa, Cedar Falls, IA
Experience: 9 years
Assignment: 0.7 FTE SLP – Student Services
0.2 FTE SLP – Indian Hills Elementary School

Michael Stack

Education: BA – University of Limerick, Limerick, Ireland
Experience: 11 years
Assignment: 1.0 FTE Science – Liberty High School

Peter Stemple

Education: MA – Pacific University, Forest Grove, OR
Experience: 12 years
Assignment: 1.0 FTE 4th Grade – Lincoln Street Elementary School

Patricia Stephen

Education: MA – Willamette University, Salem, OR
Experience: 4 years
Assignment: 1.0 FTE 1st Grade – Eastwood Elementary School

Aleena Stephens-Tregarth

Education: MA – Concordia University, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE 7th Grade Math – Brown Middle School

Jenny Sweatman

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

Nancy Sylvester

Education: MA – University of Phoenix, Tigard, OR
Experience: None
Assignment: 1.0 FTE SCC Coordinator – Evergreen Middle School

Sara Tabellija

Education: MA – University of Phoenix, Phoenix, AZ
Experience: None
Assignment: 1.0 FTE 1st Grade – Brookwood Elementary School

Kyle Tolzman

Education: MA – Pacific University, Forest Grove, OR
Experience: 5 years
Assignment: 1.0 FTE Business/Marketing – Glencoe High School

Rachael Twitty

Education: MA – Lewis & Clark College, Portland, OR
Experience: None
Assignment: 1.0 FTE Social Studies – Brown Middle School

Lise Ullman

Education: MA – Manhattan School of Music – New York, NY
Experience: 9 years
Assignment: 0.8 FTE Music – Brookwood Elementary School

Juana Vera

Education: MA – Lewis & Clark College, Portland, OR
Experience: 4 years
Assignment: 0.5 FTE Language & Culture Coach – Minter Bridge Elementary School
0.5 FTE Title Coach – W. L. Henry Elementary School

Melissa Vincent

Education: MA – Portland State University, Portland, OR
Experience: 11 years
Assignment: 1.0 FTE ELL Specialist – Mooberry Elementary School

Kimberly Walters

Education: MA – George Fox University, Newberg, OR
Experience: 5 years
Assignment: 1.0 FTE 4th Grade DL – Minter Bridge Elementary School

Gabriel Watson

Education: MA – University of Phoenix, Phoenix, AZ
Experience: 6 years
Assignment: 1.0 FTE PE – Mooberry Elementary School

Anna Wooley

Education: MA – University of Oregon, Eugene, OR
Experience: 3 years
Assignment: 0.6 FTE ESL Teacher/Bilingual Coach – Reedville Elementary School
0.3 FTE Migrant Pre-K – Reedville Elementary School
0.1 FTE Title I Resource – Reedville Elementary School

Morgan Zaro

Education: MA – George Fox University, Newberg, OR
Experience: None
Assignment: 1.0 FTE Classroom Teacher DL – Reedville Elementary School

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
ACCEPT GIFTS AND DONATIONS

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 \$5,500 from Blue Sky Productions to Liberty High School to be used for the wrestling program
- Donation of \$6,000 from Girl Scouts of America to Hillsboro High School for the Girls Get It! program
- Donation of \$7,124.30 from Snap-Raise to Liberty High School to be used for the football program
- Donation of \$12,950 from Brookwood Boosters to Brookwood Elementary School to be used as follows:
 - \$200 for physical education enrichment
 - \$250 for music enrichment
 - \$500 for school grounds and science garden
 - \$1,000 for school assemblies
 - \$2,000 for field trips
 - \$2,000 for playground improvement
 - \$2,000 for outdoor school
 - \$5,000 for technology

RECOMMENDATION

The Superintendent recommends the Board of Directors accept these donations.

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
APPROVE PARENT ORGANIZATION ACTIVITIES
FOR LIABILITY INSURANCE COVERAGE

SITUATION

In order for a parent organization, such as a Parent / Teacher Organization (PTO) or Booster Club, to be covered under the District's liability insurance policy, certain information must be submitted to the Board for approval during a regularly scheduled Board meeting. This information must include the name of the school, the name of the organization, a list of all events, and the time period covered by the event list. Activities that are not approved by the Board will not be covered by the District's liability insurance.

The Board is scheduled to receive information regarding parent organization activities on a quarterly basis. However, during the next several months, as a streamlined reporting process is being developed, information may be provided more frequently.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the list of parent organization activities to be covered under the District's liability insurance policy.

Parent Organization Activities
July 2015 - December 2015

School	Name of Organization	Description of Activity
Brookwood Elementary	Brookwood Booster Club	Booster Club Meetings
		Jog-a-thon
		Spirit Day Treat Sales
		Wreath Fundraiser
		Family Movie Night
		Fall Bazaar and Book Fair
Butternut Creek	Butternut Creek PTC (Parent Teacher Club)	Monthly meetings, 2nd Tuesday
		School Carnival and Bingo
		Movie Night
		Family Game Night
		Father / Daughter Dance
		Family Fitness Night
		Auction and Bingo Night
Farmington View	Bobcat Boosters	Monthly Meetings
		Family Movie Night
		Fall Fundraiser Assembly
Free Orchards	Free Orchards PTO	Fall Carnival
		Movie Night
		Night Out - Out of This World
		All American Limo Ride
		Dads and Doughnuts
		Scholastic Book Fair
		McTeacher Night
		Teach Conference Meals
Jackson	Jackson PTA	Ice Cream Social
		PTA Meetings
		Volunteer Orientation
		Back-to-School Night
		Fun Run
		Fall Festival
		Movie Night
Lenox	Lenox Booster Club	Lenox Laps
		Blazers Facility Tour
		Superstar Party
McKinney	McKinney PTO	PTO Meetings
		Ice Cream Social
		Kinder Breakfast
		September Fun Run
		Fall Festival

Parent Organization Activities
July 2015 - December 2015

School	Name of Organization	Description of Activity
Patterson	Patterson Booster Club	Panther Dash
		Dads and Doughnuts
		Movie Night
		Booster Club Meetings
Quatama	Coyote Community Club	Monthly Meetings
		Ice Cream Social
		Holiday Bazaar
W L Henry	W L Henry PTO	PTO Meetings
		Fill the Envelope Fundraiser
		Walk-a-Thon
		Outdoor Movie
		Carnival
		Talent Show
		Storytelling Festival
Century	Century Booster Club	Monthly Meetings / Apparel Sale
Glencoe	Glencoe PTO	Warrior Dash Fundraiser
		Air Show Fundraiser
		Freshman Connection Night
		Tide Store
		GHS Career Center
		PTO Meetings
		Back-to-School envelope stuffing
		Schedule Change Days
		Back-to-School Night
		Homecoming Dance
		Homecoming Parade
		Fall Conference Staff Dinner
		Fall Conference Staff Breakfast
		ASPIRE / PLAN testing
		Winter Formal Dance
		Graduation Party Planning
		First Week of School
		Staff Appreciation
		Parent Conferences
Liberty	Liberty Community Club	Monthly Meetings
		Teacher Conference Dinner
		Graduation BBQ

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
APPROVE CONTRACT FOR JUICE PRODUCTS

SITUATION

In July 2015, the District's nutrition services department solicited for a Request for Proposal (RFP) for shelf-stable juice products for the 2015-16 school year. The RFP packet was sent to the following companies: Johanna Beverage, Alpenrose Dairy, Country Pure Foods, and Apple and Eve. The RFP was also placed in the Daily Journal of Commerce.

Apple and Eve was the only company that responded with a competitive bid price.

<u>Project</u>	<u>Bidder</u>	<u>Bid</u>
Shelf Stable Juice - 34 Sites	Apple and Eve	\$315,678

RECOMMENDATION

The Superintendent recommends the Board of Directors award the District's contract for juice products to Apple and Eve for the 2015-16 school year.

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
READOPT BOARD / SUPERINTENDENT WORKING AGREEMENTS

SITUATION

The Board of Directors is the educational policy-making body for the Hillsboro School District. In order to effectively meet the District's challenges, it is essential that the Board and Superintendent function together as a leadership team. The Board / Superintendent working agreements, a tool that facilitates unity among the team members, is annually reviewed and readopted by the Board. During the August 17, 2015, work session, the Board reviewed their working agreements and agreed to readopt the 2014-15 working agreements for the 2015-16 school year.

RECOMMENDATION

The Superintendent recommends the Board of Directors readopt the Board / Superintendent Working Agreements.

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
APPOINT MEMBERS TO THE CITIZENS' CURRICULUM ADVISORY COMMITTEE

SITUATION

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

Last fall, the Board agreed that the number of members serving on the committee in previous years (14) would serve as a baseline for the CCAC. If more or fewer qualified candidates apply, the Board, in consultation with District staff and the CCAC chair, will have the discretion to adjust the number of members.

Terms for three members of the committee expired on June 30, 2015, and seven additional positions (including one student position) are vacant due to resignations. At this time, applications have been received from ten new patrons. Now that the school year has begun, it is anticipated that applications may also be received from student candidates.

During tonight's work session, CCAC applicants were introduced to Board members and shared their reasons for applying for committee membership. During tonight's regular session, the Board will appoint members to fill the open positions. A majority vote will result in the appointment of members to fill committee vacancies. New members who are appointed by the Board this evening will be able to participate in the first CCAC meeting of the 2015-16 school year on October 12.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
APPOINT AUDIT COMMITTEE

SITUATION

The Board appoints an Audit Committee annually to maintain communication between the Board and the District's audit firm. This committee includes one or more Board members and the Chief Financial Officer. The Audit Committee will meet with the auditors before they begin their major field work, and again after they conclude their work in the fall. The second meeting will include a report on the 2014-15 audit, and a conversation about the District's fiscal management. The Audit Committee reports to the Board following the second meeting. The Audit Committee may also meet at other times, if needed.

RECOMMENDATION

The Superintendent recommends the Board of Directors appoint one or more Board members to the Audit Committee for the 2015-16 school year.

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
APPOINT BUDGET COMMITTEE MEMBER

SITUATION

State law and policy DBEA provide for the establishment of a Budget Committee to review the District's proposed budget. The Budget Committee is to consist of the Board of Directors and an appointed number of qualified electors equal to the number of the membership of the Board. The appointed positions on the Budget Committee are for three-year terms with staggered expiration dates.

Budget Committee positions 3 and 4 expired on June 30, 2015. These vacancies were advertised throughout the summer, and further outreach is currently being conducted. At this time, one request for reappointment has been received – for position 3.

The Board reviewed the request for reappointment during tonight's work session, and will formally reappoint the committee member during tonight's regular session; review of new applications and formal appointment of new candidates will be conducted in October.

RECOMMENDATION

The Superintendent recommends the Board of Directors reappoint the position 3 candidate to the Budget Committee.

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
APPROVE 2015-16 ALTERNATIVE EDUCATION PROGRAMS

SITUATION

Board policy IGBHA directs an annual evaluation and approval of alternative programs available to Hillsboro students. The purpose of this report is to provide Board members with a review of the programs currently available to District students, and to ask the Board to formally approve this updated list of alternative programs. The programs listed have proven to be effective alternatives for District students. District administration has ensured, and will continue to ensure, that each program meets the evaluation criteria set forth in OAR 581-022-1350.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve this list of alternative programs.

HILLSBORO SCHOOL DISTRICT
Alternative Programs – 2015-16 School Year

Expanded Options

The 2005 Legislature approved the Expanded Options program (Senate Bill 300) for high school students who are 16 years of age or older. The program provides an opportunity to attend college-level classes while still in high school, with tuition paid by the District. There is a limit to the number of credits the District can provide, and participation priority is given to students who qualify for the free or reduced-price meal program. Students must be accepted by an eligible public post-secondary Oregon institution, and follow a learning plan agreed upon by the student, staff, and parents to reflect each student's goals.

Miller Education Center (MEC) High School

This high school program is located on its own campus. In addition to stressing core curriculum, state standards, and graduation requirements, the program provides students the opportunity to learn responsibility and gain self-esteem through community service projects, challenge courses, and job training. The high school also offers a program for teen parents, including on-site childcare, parenting classes, and early childhood education. The low student-to-teacher ratio allows for small group instruction and individual counseling.

Teen Parent Program (Miller Education Center – West & Century High School)

Students in grades 9 through 12, who are expecting or have a newborn child (ages 6 weeks to 48 months) have an opportunity to continue their education either at Century High School or Miller Education Center. Understanding how individuals develop, emotionally, socially and psychologically, provides a foundation for healthy families and productive citizens. All members of society influence the growth and development of children; therefore, knowledge and understanding of human development influence individual action and ensure a healthy, promising future for children. The District's program addresses the need for consistent, high-quality criteria for three distinct, but related programs: (1) Child Development and Parenthood Education Program; (2) Career-Based Childhood Care and Education Program; and (3) School-Based Teen Parent Program. These standards support the belief that nurturing children requires knowledge of human development, and application of that knowledge when interacting with young children.

GED Program (Miller Education Center – West)

Students who are 16 years of age (or within 2 months of their 16th birthday) may opt into the Hillsboro School District GED (General Educational Development) program. MEC West offers tutoring services for students seeking to complete GED requirements. Students can be referred from their home schools or walk in to be enrolled. When students have demonstrated the skills necessary to pass the four tests (language arts, mathematics, social studies, and science), they are referred to the education service district (ESD) for final testing. Support is also provided for English language learners working toward a high school diploma.

PEARL Middle School – (Miller Education Center – East)

Students who have been expelled from their home middle school may be placed into the Personalized Education and Real Learning (PEARL) middle school program. Each student receives individualized educational goals based on their academic needs.

PEARL High School – (Miller Education Center – East)

Students in the PEARL program participate in a place-based learning environment that encourages personal responsibility and credit attainment. They attend the program for the duration of their expulsion, which allows them to stay on track with their credits toward graduation, and participate in social-responsibility training. Each student is required to meet regularly with a counselor.

Fifth Year Diploma Completion Program – (Miller Education Center – East)

Students who are within 8 credits of graduating may enroll into the Hillsboro School District High School Completion program. Instructors will create individualized plans, based on proficiency standards that will meet the needs of each student.

Transition Options Program (TOPS) – (Miller Education Center – East)

Students who have been accepted into another program OR have transferred into Hillsboro School District with seven weeks or less left in the term may enroll into the Transition Options Program (TOPS), while waiting for placement into their new program. Students may work on-line with Hillsboro Online Academy (HOA) curriculum, or have proficiency lessons created for them, based on their academic levels. Support is also provided for English language learners working toward a high school diploma. TOPS is also an appropriate option for students ages 17 to 21 who are returning to school to obtain the credits they need to transition into other educational options, including other MEC programs and Portland Community College (PCC) or other post-secondary opportunities.

YES to College (PCC)

PCC's YES to College program benefits students who are 16 to 20 years of age, have dropped out of high school OR may not be able to graduate with their class, are interested in earning their GED as the first step toward college and career, or are non-native English speakers, improving their English proficiency. YES to College pairs each student with a College Success Coach to help them adjust to PCC and college life.

Gateway to College (PCC)

The Gateway to College program at PCC serves at-risk youth, ages 16 to 20, who have either struggled in the school setting or are at risk of dropping out. Students simultaneously accumulate high school and college credits, earning their high school diploma, while progressing toward an associate's degree.

Early College High School (ECHS) (PCC)

Early College High School (ECHS) is an opportunity for students to blend high school and college in a coherent, personalized, and rigorous education program at Portland

Community College. The program is designed as an option for the last two years of high school, and students generally attend PCC full time for six terms. Tuition is paid by the Hillsboro School District. It is possible for a student to earn a high school diploma, an associate's degree, or up to two years of college credit in his/her career pathway.

The Early College program is for students who are 16 years of age, live within the Hillsboro School District boundaries, and have the following characteristics:

- Are mature and ready to take on new challenges
- Are the first members of their families to attend college
- Are interested in a career area that is not offered at their high school
- Are willing to leave their high school and attend PCC full time
- Are not comfortable socially or educationally at their traditional high school
- Are willing to commit to two years in the program, and complete the required career development coursework
- Are concerned that college might not otherwise be an option

Hillsboro In-School Program (HIP) – (Miller Education Center – East)

The Hillsboro In-School Program (HIP) is for low-income, at-risk students. The Hillsboro In-school Program (HIP) is designed for sophomores, juniors, and seniors to participate in a year-round program of support. Students attend several activities during the school year and a summer program. They gain basic skills and pre-employment training, while participating in work-crew activities in the community. Post-secondary campus visits and options are explored. During the summer program, students attend basic skills and pre-employment training classes in the morning, followed by work-crew activities in the afternoon. Counseling and advocacy services are also key components of the program.

Connect – (Miller Education Center – East)

Connect is for low-income high school students who are currently out of school and desire relevant career pathway training. Participants engage in work-readiness skills workshops, job shadows, and internships. Job placement opportunities and career pathway options are encouraged while completing GED or post-secondary placement.

Hillsboro Online Academy

Hillsboro Online Academy is the newest school in the Hillsboro School District, and the first non-charter, public, online school in Oregon. The Academy features a rigorous, yet flexible, menu of online learning programs, designed to meet the varied needs of students and their families. An individual learning plan is central to the Academy's mission. Also core is connecting students to careers and the community. All online courses are supported by Hillsboro teachers. For more information visit www.hillonlineacademy.org

Home Instruction

Students with health, IEP, or expulsion alternative needs may receive instruction in their homes by District itinerant teachers as an alternative education option. Instruction is arranged with the principal of MEC, executive director of Student Services, principals, and assistant superintendent of the Office for School Performance.

Oregon National Guard Youth Challenge Program

Oregon Youth Challenge Program (OYCP) is a residential program located east of Bend, Oregon. The program serves youth ages 16 to 18, male and female, who are drug free and have had no previous felony convictions. OYCP targets students who have dropped out of high school or are likely to drop out. Students spend five and one-half months in the Bend facility, during which time they can earn up to eight credits toward a high school diploma or earn a GED. Students then enter a post-residential phase in their own community for twelve months that includes a strong mentorship component. Core components of the program are citizenship, academic excellence, life-coping skills, community service, health and hygiene, skills training, leadership, and physical fitness.

PLACEMENT OPTIONS PROGRAMS

Harkins House – Washington County Juvenile Services

Harkins House is a Washington County Juvenile Probation pre-adjudicated youth shelter. It currently has space for 14 boys and girls, ages 12 to 17. Students are placed at Harkins House through the court system, and usually stay for four to eight weeks at a time. While residing at Harkins House, they attend school either at the shelter or at their home school, whichever is appropriate.

Washington County Jail

The Washington County Jail Educational Program provides GED instruction and testing for inmates, ages 18 to 20. A Hillsboro School District teacher works with all eligible inmates in an educational setting at the jail. Academic and career goals are discussed, and juvenile inmates work one-on-one and in small groups to earn credits toward a diploma or the completion of a GED.

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
APPROVE RESOLUTION REGARDING ENERGY SAVINGS PERFORMANCE
CONTRACT – AUTHORIZATION TO PROCEED

SITUATION

As part of the Districtwide initiative to conserve resources, the District has been working with a pre-qualified consultant, Ameresco, since 2013, to develop a Districtwide energy savings project. Ameresco is an Energy Savings Performance Contracting (ESPC) firm, certified by the Oregon Department of Energy to develop projects and guarantee savings based on the improvements.

The Districtwide energy savings project includes improvements in energy conservation that qualify for Senate Bill 1149 reimbursements, and have a simple payback that nets a positive long-term cash flow. The project is in four phases:

- 1) Technical Energy Audit (complete)
- 2) Project Development Plan
- 3) Design and Construction
- 4) Measurement and Verification

The District is entering the second phase, “Project Development Plan,” where each measure and its guaranteed savings are specifically identified for the Design and Construction phase.

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the resolution authorizing that the Energy Savings Performance Contract between Ameresco and Hillsboro School District move from the Technical Energy Audit to the Design and Construction phase, as detailed in the Project Development Plan, and contingent upon the procurement of low-interest financing; and further authorize Director of Business Services Michelle Morrison, Chief Financial Officer Adam Stewart, and Executive Director of Facilities, Safety, and Operations Casey Waletich to sign documents related to the Design and Construction Contract for the Project Development Plan.

RESOLUTION

Authorization of Energy Savings Project Development Plan Design and Construction Contract

WHEREAS Ameresco is an Energy Savings Performance Contracting firm on the State of Oregon's pre-qualified list, as determined by the Oregon Department of Energy.

WHEREAS Hillsboro School District selected Ameresco in 2013 as an approved Energy Savings Company for the District, and Ameresco's status with the State of Oregon and Hillsboro School District meets all procurement requirements related to approval of this project.

WHEREAS Ameresco has presented Hillsboro School District with a Project Development Plan, offering facility upgrades at 13 facilities that will result in energy savings; and upgrades presented include lighting improvements, lighting controls, digital building management control systems, high efficiency boilers, high efficiency domestic water heaters, electrical upgrades, building system retro-commissioning, and other improvements. The contract price proposed for the project is \$3,018,027. The proposed upgrades will be offset with SB1149 reimbursements estimated at \$1,329,311 (at the discretion of the Oregon Department of Energy). The annual energy savings for the upgrades is calculated at 1,099,814 kWh of electricity and 2,133 kWh of electrical demand, 31,417 therms of natural gas, and 3,137 gallons of fuel oil, which, at the agreed upon utility rates, equates to \$137,214 in year one. The net project cost, after estimated SB1149 reimbursements, is \$1,688,715. An alternate scope to repair the heating water distribution system piping at Century High School is presented for an additional cost of \$427,438. This alternate scope provides an additional calculated annual energy savings of 3,578 therms of natural gas which, at the agreed upon utility rates, equates to \$3,548 in year one.

THEREFORE, BE IT RESOLVED that, contingent upon funding through the securing of a low interest loan, the Board authorizes the Energy Savings Performance Contract between Ameresco and Hillsboro School District to move from the Technical Energy Audit to the Design and Construction phase, as detailed in the Project Development Plan. The Century High School piping alternative scope will be included in the Design and Construction Contract at the discretion of the District's Business Office and Facilities Department.

Furthermore, BE IT RESOLVED that the Board authorizes Director of Business Services Michelle Morrison, Chief Financial Officer Adam Stewart, and Executive Director of Facilities, Safety, and Operations Casey Waletich to sign documents related to the Design and Construction Contract for the Project Development Plan.

PASSED AND ADOPTED by the governing body of Hillsboro School District 1J, this 22nd day of September, 2015.

By: _____

Name: Wayne Clift

Title: Board Chair

ATTESTED:

By: _____

Name: Mike Scott

Title: Superintendent

HILLSBORO SCHOOL DISTRICT 1J
September 22, 2015
NOMINATE MEMBERS TO OSBA BOARD OF DIRECTORS—POSITION 15

SITUATION

Oregon School Boards Association (OSBA) is seeking nominations for several positions on the OSBA board of directors. Nominations are open until October 2, 2015.

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

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

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

In October, OSBA will distribute official ballots to member boards. Each member board shall have one vote for each open OSBA board position in their geographic area. Newly elected members of the OSBA board officially take office on January 1, 2016.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT
September 22, 2015
NOMINATE MEMBERS TO OSBA LEGISLATIVE
POLICY COMMITTEE—POSITIONS 15 AND 16

SITUATION

Oregon School Boards Association (OSBA) is seeking nominations for the OSBA Legislative Policy Committee (LPC). Nominations are open until October 2, 2015.

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

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

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

In October, OSBA will distribute official ballots to member boards. Each member board shall have one vote for each open OSBA LPC position in their geographic area. Newly elected members of the LPC officially take office on January 1, 2016.

RECOMMENDATION

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