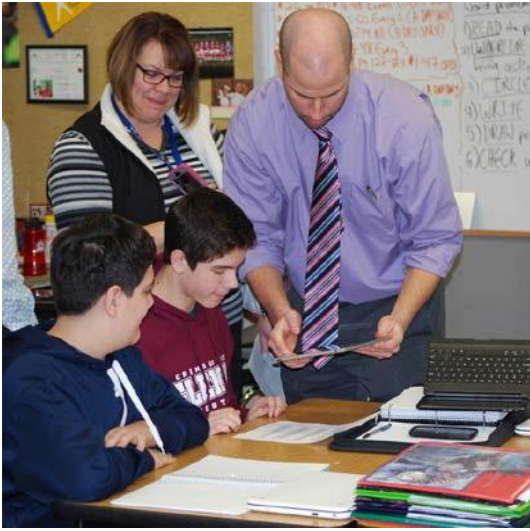




Hillsboro School District 1J

February 23, 2016
Board Meeting

Board of Directors

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

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

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

Board Meeting Agenda

February 23, 2016

5:30 PM

1. 5:30 PM - Work Session
 - A. Annual Student Achievement Report 4
Presenter: Dayle Spitzer
 - B. Full-Day Kindergarten Update 5
Presenter: Dayle Spitzer
 - C. Teacher Evaluation Report / Update 6
Presenter: Kona Lew-Williams
 - D. Board Discussion Time
 - E. Recess Board Meeting
2. 7:00 PM - Regular Session
Call to Order and Flag Salute
3. Recognition / Student Presentation
 - A. Student Presentation: Evergreen Middle School Choir
Presenter: Lisa Allen
4. Approval of Agenda
5. Audience Time
6. Reports and Discussion
 - A. Migrant / Bilingual / English Language Learner Programs – Parent Advisory Council Report 7
Presenter: Sindy Avila
 - B. First Reading – New Course Proposal: Financial Algebra 8
Presenter: Travis Reiman
 - C. Financial Report (*see written report*) 22
Presenter: Adam Stewart
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 January 12, 2016, Board Meeting 27
 - B. Approve Minutes of January 26, 2016, Board Meeting 30
 - C. Approve Routine Personnel Matters 36
 - D. Approve Extension and Non-extension of Temporary, Probationary, and Contract Teachers and Administrators 40
8. Action Items
 - A. Adopt Resolution to Admit Nonresident Students 50

Presenter: Beth Graser	
B. Adopt Board Evaluation Tool / Process	51
Presenter: Wayne Clift	
C. Adopt Resolution Modifying Hillsboro School District's Level of Participation, and Approving the Northwest Regional Education Service District's Local Service Plan for 2016-17	59
Presenter: Mike Scott	
D. Approve Financial Report Action Plan for Fiscal Year 2014-15	64
Presenter: Adam Stewart	
E. Adopt Resolution Authorizing Energy Project Financing	66
Presenter: Adam Stewart	
9. NWRESD / 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	
• March 15, 2016, Regular Session	
• April 5, 2016, Work Session	

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2016
ANNUAL STUDENT ACHIEVEMENT REPORT

SITUATION

Throughout the fall and winter, the District receives performance data for the previous school year from the Department of Education, with graduation and drop-out data arriving in late January / early February. The District uses this data to update the Key Academic Achievement Indicators brochure.

Staff will provide the Board with a draft copy of the Key Academic Achievement Indicators brochure for 2014-15, and will lead a discussion of the results and plans for future improvement.

RECOMMENDATION

The Superintendent recommends the Board of Directors listen to this report, participate in the discussion, and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2016
FULL-DAY KINDERGARTEN UPDATE

SITUATION

This year, full-day kindergarten was implemented for all students throughout the District. Tonight's report will provide an overview of the transition to full-day kindergarten, the supports that have been provided for teachers to make a full-day program great for students, and future plans for the program.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2016
TEACHER EVALUATION REPORT / UPDATE

SITUATION

An increased focus on improving student achievement through maximized educator effectiveness, and changes in Oregon's laws (SB 290) have resulted in new processes for licensed evaluations. The development of the District's SB290 Educator Effectiveness processes has taken place over recent years, in collaboration between District staff and the Hillsboro Education Association. These collaborative efforts support licensed staff in completing the processes using Perform, the District's electronic evaluation tool.

The main objective of SB 290 is to help staff reflect and improve on their instructional practices, providing an opportunity to support each other when changes are needed, and to share what works. Staff should feel supported by their supervisors and empowered as professionals in this process.

Tonight's report will provide an overview of the District's licensed evaluation processes and goals.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2016
MIGRANT / BILINGUAL / ENGLISH LANGUAGE LEARNER
PROGRAMS – PARENT ADVISORY COUNCIL REPORT

SITUATION

The role of the Hillsboro School District's Parent Advisory Council (HSD PAC) is to advise HSD staff members on matters concerning planning, developing, administering, and evaluating the District's migrant education, parent engagement, English language learner, and bilingual programs; and to make recommendations with respect to State policies and guidelines, project proposals, and other matters of interest to the PAC.

The members of the PAC are selected from the various schools in which there are concentrations of eligible migrant students and bilingual programs. In order to ensure that more than the majority of the membership is representative of those who benefit from Title I-C-Migrant / ESSA (Every Student Succeeds Act) projects, the responsibility of recommending members for appointment is delegated to the District or area parent advisory committee from which the member is selected.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2016
HIGH SCHOOL COURSE PROPOSAL: FINANCIAL ALGEBRA —
FIRST READING

SITUATION

A proposal for adding new courses may be developed and submitted by school site councils, curriculum committees, department coordinators, or teachers. Prior to forwarding a proposal to the Citizens' Curriculum Advisory Committee (CCAC), a thorough review is completed of the proposal, related action research, and evaluation plans, including approval by the appropriate site council.

The CCAC may ask for clarification of and additions to the action research and evaluation plans, and may recommend changes to the proposal. The CCAC will make recommendations regarding the proposals, and forward these recommendations to the Board of Directors for consideration. Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new course proposal, entitled "Financial Algebra," has been submitted by Karen Shea. Ms. Shea is an assistant principal at Glencoe High School, who is working with teacher Tom Stevens to pilot this new course.

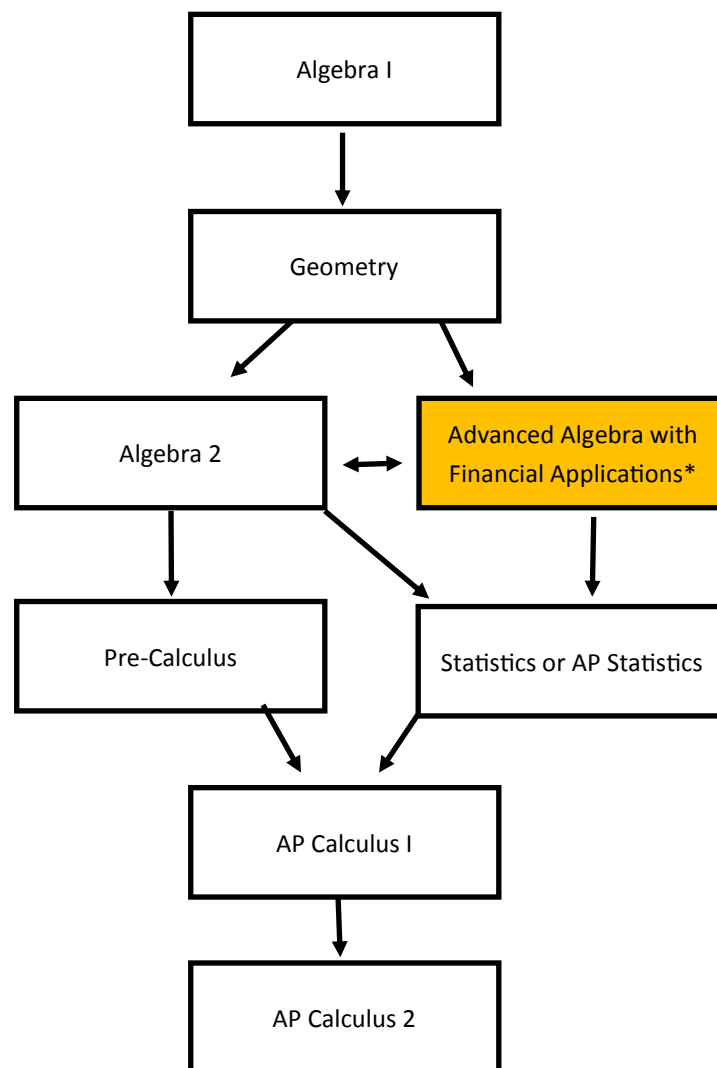
The course proposal is attached. This proposal was presented to the CCAC at their regular meeting on February 1, 2016, and was recommended to go to the Board for consideration by a unanimous vote (11 in favor, 0 opposed).

If the course is available during the 2016-17 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2017. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2016-17 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of the proposed new high school course, Financial Algebra.

Proposed High School Mathematics Flow Chart



* If approved, Advanced Algebra will replace Trigonometry/Algebra/Geometry

HILLSBORO SCHOOL DISTRICT 1J COURSE MODIFICATION PROPOSAL

School: Glencoe High School

Date: October 6, 2015

Academic Program Area(s): Math

Grade Level(s): 11 and 12

Sponsors of Change/Contact Person: Karen Shea, Assistant Principal

Title of Proposed Course: Advanced Algebra with Financial Applications

Is the proposed course required ___X___ elective___ (check one) **Credit** .5 1.0 1.5 2.0 (circle one)

Is the proposed course part of a CAM/Focused Program of Study? If so, which one?
Attach CAM Course Framework.

The course is not part of a Focused Program of Study.

- Address the following issues on a separate page to be attached to this cover sheet.

1. Description of Proposed Course

2. Rationale for Proposed Course - Describe the desired outcome for student learning and summarize best-practice research that supports this change.

3. Content Standards - List all content standards addressed by the content of the proposed course.

4. Impact on the Content Program - Explain the potential impact on other curricular areas, staffing, and budget.

5. Projected Additional Costs – Include startup and ongoing costs (i.e., equipment, supplies, instructional materials, anticipated travel or field trip expense, etc.)

6. Action Research Plan – Complete the form.

- Attach a one-page draft course outline and list instructional materials proposed for use in this course.

Site Council Chairperson: _____ (Signature) Date: _____

School Principal: _____ (Signature) Date: _____

7. Description of Proposed Course

Financial Algebra is an algebra-based, applications-oriented, blended learning course that requires Algebra 1 and Geometry as a prerequisite. The course addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, Pre-calculus, and Calculus under seven financial umbrellas: Banking, Investing and Modeling a Business, Employment and Income Taxes, Automobile Ownership, Independent Living, Retirement Planning, and Household Budgeting. Students use a variety of problem-solving skills and strategies in real-world contexts.

8. Rationale for Proposed Course

Currently, Trigonometry/Algebra/Geometry (TAG/GAT) is a third or fourth year math option for students, depending upon their chosen math pathway and post-secondary goals. Advanced Algebra with Financial Applications would vastly improve both rigor and relevance, as the TAG/GAT curriculum is poorly defined and was designed to be remedial in nature. The replacement course would provide students with access to upper division math skills through real-world application. It will not only help them to meet the HSD graduation requirements, but it will provide them with skills that will benefit them in life after high school.

9. Content Standards

The course aligns to Common Core Standards in Mathematics, drawing from four areas, including:

- Algebra
- Functions
- Geometry
- Statistics and Probability

Furthermore, the course adheres to the following basic assumptions regarding mathematics education:

- All students will have access to calculators and computers.
- Classroom activities will be student-centered.
- All units will have increased emphasis on algebraic representations, graphical representations, verbal representations, and the interrelationships of these three approaches.
- There is an emphasis on estimation, number sense, problem solving, and the role that reading comprehension plays in problem solving.
- Evaluation will include alternative methods of assessment.

10. Impact on the Content Program

This course would replace the TAG or GAT (Trigonometry, Algebra, and Geometry) course that is currently offered at Glencoe.

11. Projected Additional Costs

- Technology – No cost, as Chromebooks are already available in the math classrooms.
- Staff – No additional cost.
- Textbooks – The pilot textbook/eBook for this course is:

Gerver, R. and Sgroi, R. *Financial Algebra*. South-Western/Cengage Learning Mason, Ohio ©2011 ISBN -13: 978-0-538-44967-0

The cost of each book or eBook is approximately \$114.95. With a projected enrollment of 150 students in this course, the initial cost for books would be \$17, 242.50

12. Action Research Plan

- Spring 2015 – Teachers visited Salem-Keizer School District to observe the course.
- 2015-16 School Year – Two Glencoe math teachers are piloting the curriculum with approximately 150 students.

13. Attachments

- CCSS Correlation Document
- Sample Course Syllabus and Sequence from textbook publisher

Advanced Algebra with Financial Applications – Course Outline

First Semester:

- I. Automobile Ownership (chapter 5) – approximately 25 days
Classified ads, negotiating auto purchases and sales, automobile insurance, linear automobile depreciation, historical and exponential depreciation, driving data, driving safety data, accident investigation data
- II. Independent Living (chapter 8) – approximately 22 days
Condominiums, cooperative rentals, private residences, reading a floor plan, the mortgage application process, purchasing a home, renter's and homeowner's insurance, liability and umbrella insurance, personal floater insurance
- III. Consumer Credit (chapter 4) – approximately 25 days
Credit, deferred payments, mark-up, wholesale price, retail price, finance charge loans, loan calculations and regression, credit cards, credit card statements, average daily balance

Second Semester:

- I. Banking Services (chapter 3) – approximately 25 days
Savings accounts, compound interest, continuous compounding, future value of single and periodic investments, present value of single and periodic investments, reconcile a bank statement, annual percentage rate (APR), annual percentage yield (APY)
- II. Employment Basics (chapter 6) and Income Taxes (chapter 7) – approximately 28 days
Tax credits and tax deductions, tax evasion vs. tax avoidance, filing long form 1040, filing Schedules A and B, filing Forms 1040A and 1040EZ; looking for employment; pay periods and rates; commissions, royalties, piecework pay; employee benefits; Social Security and Medicare; tax tables, worksheets, and schedules; modeling Tax Schedules
- III. Preparing a Budget and Planning for Retirement (chapter 9) – approximately 25 days
Retirement income from savings, social security benefits, pensions, life insurance, utility expenses, electronic utilities, charting a budget, cash flow, budgeting
- IV. The Stock Market (chapter 1) and Modeling a Business (chapter 2) – approximately 30 days
Supply and demand, fixed and variable expenses, graphs of expense and revenue functions, breakeven analysis, the profit equation, mathematically modeling a business, sole proprietorships, partnerships, candlestick charts, simple moving averages, reading and interpreting stock market ticker output, stockbroker commissions, net proceeds, gross profit, stock splits, dividend Income, yield vs. bank interest, common and preferred stock, corporate bonds

Advanced Algebra with Financial Applications

Common Core State Standards in Mathematics Alignment

First Semester:

I. Automobile Ownership (chapter 5)

- A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .
- A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
- A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
- A.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- F.IF.A.1 Understanding that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
- F.IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features, given a verbal description of the relationship. Key features include: intercepts, intervals where the function is increasing, decreasing, positive, or negative, and end behavior.
- F.IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
- F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- F.IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

- F.IF.C.9 Compare properties of two functions, each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). (Note: focus on linear and exponential functions.)
- F.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.
- F.LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context.
- S.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different sets.
- S.ID.A.3 Interpret differences in shape, center, and spread in context of the data sets, accounting for possible effects of extreme data points (outliers).
- S.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
- S.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
- S.ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

II. Independent Living (chapter 8)

- A.APR.D.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system. (Note: the limitations on rational functions apply to the rational expressions requires the general division algorithm for polynomials.)
- A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
- F.BF.A.1 Write a function that describes a relationship between two quantities.
- F.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.

- S.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
- S.ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- S.ID.C.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.

III. Consumer Credit (chapter 4)

- A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
- A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it.
- A.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- F.BF.A.1 Write a function that describes a relationship between two quantities.
- F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.
- F.IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- S.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

Second Semester:

I. Banking Services (chapter 3)

- A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .
- A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
- A.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- F.BF.A.1 Write a function that describes a relationship between two quantities.

- F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features, given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity (for trigonometric functions). (Emphasize the selection of a model function, based on behavior of data and context.)*
- F.IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- N.RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define $(5^{1/3})^3 = 5^{(1/3)^3}$ to hold, so $5^{(1/3)^3}$ must equal 5.*
- N.RN.A.2 Rewrite expressions involving radicals and rational exponents, using the properties of exponents.

II. Employment Basics (chapter 6) and Income Taxes (chapter 7)

- A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Limit to linear equations and inequalities.
- A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*
- A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
- F.BF.A.1 Write a function that describes a relationship between two quantities.
- F.IF.A.1 Understanding that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
- F.IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

- F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity (for trigonometric functions). (Emphasize the selection of a model function based on behavior of data and context.)*
- F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- F.IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- F.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.

III. Preparing a Budget (chapter 10) and Planning for Retirement (chapter 9)

- A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
- A.REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
- F.BF.A.1 Write a function that describes a relationship between two quantities.
- F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features, given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity (for trigonometric functions). (Emphasize the selection of a model function, based on behavior of data and context.)*
- F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.
- F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

- F.IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- N.VM.C.6 Use matrices to represent and manipulate data (e.g., to represent payoffs or incidence relationships in a network).
- N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- S.MD.A.1 Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
- S.MD.A.2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
- S.MD.A. 3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.
- S.MD.A.4 Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.
- S.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

IV. The Stock Market (chapter 1) and Modeling a Business (chapter 2)

- A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Limit to linear equations and inequalities.
- A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*
- A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
- A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- A.REI.B.4 Solve quadratic equations in one variable.

- A.REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
- A.REI.C.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.
- A.REI.C.8 Represent a system of linear equations as a single matrix equation in a vector variable.
- A.REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- A.REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately (e.g., using technology to graph the functions, make tables of values, or find successive approximations). Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
- A.REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
- A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
- F.IF.A.1 Understanding that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
- F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.
- F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts, intervals where the function is increasing, decreasing, positive, or negative, and end behavior.
- F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- F.IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

- N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurements when reporting quantities.
- S.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
- S.ID.C.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.
- S.ID.C.9 Distinguish between correlation and causation.

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2016
FINANCIAL REPORT

Business Office. The Business Office is in the process of completing the 1095-C forms for employees, and filing the 2015 W-2s, 1099-MISCs, and 1095-C forms with the Internal Revenue Service (IRS). Several staff transitions have occurred in the Finance Team, and workflows are being updated to align with the District's continuous improvement focus. A Tyler Technology software trainer will spend a week with Business Office and Human Resources staff to analyze workflows, and ensure maximum use of system capabilities.

Another budget development cycle is ramping up. Business Office staff members will be checking in with schools and departments regarding current fiscal year spending, in order to begin planning for 2016-17. The District will be using a new software utility, "Position Control," to align resources and staffing, and assist in budget control.

Finance Team – Accounting and Purchasing. Finance Manager Koral Unger has been leading her team through training and transitions. Ms. Unger continues to support office and department managers with Student Body Accounts, and oversees all purchasing activities for the District. The Business Office welcomes Pam Gray (general accountant) and Denise Hess (finance assistant II) to the team, and wishes Patty Bertsch the best in her retirement.

Finance Team – General Ledger and Grants. Finance Manager Jeff Jones has been working to complete the annual financial report process. Mr. Jones is also working on the Governmental Accounting Standards Boards (GASB) reporting standards that became effective at the beginning of the 2015-16 fiscal year. Additionally, Mr. Jones will be collaborating with Student Services this spring to submit the High Cost Disability Grant report to the Oregon Department of Education. This student-centered cost report will directly impact a General Fund revenue stream for the District.

Payroll Team. Payroll Supervisor Kim Grannis and the Payroll team have been exceptionally busy with the February payroll. As a result of the ratification of the classified contract, this month's payroll included significant retroactive pay to classified staff for their positions and insurance benefits. The team has been working to prepare and issue a retroactive supplemental pay for licensed staff.

Benefits Team. The Benefits Team continued to prepare data systems to meet IRS reporting requirements. The Benefits Advisory Committee is scheduled to meet in February.

The Benefits team has received questions regarding Moda Health Plan, Inc., and the solvency issues that have been reported in the media. The statement below was prepared in response to these inquiries.

“At this time, the Department of Consumer and Business Services (DCBS) is monitoring Moda’s financial operations due to the increased issuance of individual plans. It is anticipated that Moda will continue to operate under OEBC (Oregon Educators Benefit Board), and that group plan participants will be held harmless in the event of a downturn. Additional information is available here:

<http://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=947>.”

Risk Management Reports. In order to ensure accurate reports to the Board, and allow adequate time for the claims submitted each month to be fully processed, there is a one-month delay in reporting workers’ compensation claims and student accidents to the Board. The table below includes workers’ compensation claims reported in December 2015.

The District received 13 workers’ compensation claims in December 2015. As of December 31, 2015, there are 32 open claims; 16 are for medical costs only, and 16 include time loss. There were 3 employees on modified work plans during December.

Workers’ Compensation Report.

Worker’s Compensation Claims			
	2013-14	2014-15	2015-16
July	4	1	3
August	5	9	2
September	3	10	10
October	1	12	8
November	2	3	7
December	7	6	13
January	9	16	
February	4	6	
March	7	11	
April	8	8	
May	5	11	
June	2	8	
Yearly Total:	57	101	43

Student Accident Report. There is a one-month delay in reporting student accidents to the Board in order to allow adequate time to ensure that these reports are complete and accurate. There were 43 student accidents reported in December.

Student Incident Reports			
	2013-14	2014-15	2015-16
July	0	4	0
August	10	1	6
September	141	83	181
October	190	156	243
November	96	64	160
December	87	59	43
January	88	94	
February	66	98	
March	47	78	
April	117	109	
May	73	106	
June	21	36	
Yearly Total:	936	888	633

Vehicle Accidents – January 2016. There were three minor bus accidents in January.

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2016
MONTHLY FINANCIAL REPORT - as of January 31, 2016

	1st Quarter	October	November	December	2nd Quarter	January	3rd Quarter	Fiscal YTD	Budget	% of 2015-16	2014-15	% of 2014-15
Revenues	Actual	Actual	Actual	Actual	Actual	Actual	Actual	2015-16	2015-16	Budget Expended	Fiscal YTD	Budget Expended
Taxes	\$127,260.87	\$105,086.23	\$60,919,775.04	\$762,861.98	\$61,787,723.25	\$0.00	\$0.00	\$61,914,984.12	\$60,936,410.00	101.61%	\$55,683,531.16	101.04%
Interest	\$52,288.99	\$14,478.67	\$21,333.94	\$41,222.18	\$77,034.79	\$0.00	\$0.00	\$129,323.78	\$284,034.00	45.53%	\$138,202.63	55.28%
Local Sources	\$144,251.83	\$5,879.02	\$24,434.68	\$49,717.73	\$80,031.43	\$46,889.00	\$46,889.00	\$271,172.26	\$1,703,297.00	15.92%	\$839,872.34	75.32%
Total Local	\$323,801.69	\$125,443.92	\$60,965,543.66	\$853,801.89	\$61,944,789.47	\$46,889.00	\$46,889.00	\$62,315,480.16	\$62,923,741.00	99.03%	\$56,661,606.13	100.33%
County/ESD	\$971,666.67	\$434,690.22	\$242,916.67	\$0.00	\$677,606.89	\$0.00	\$0.00	\$1,649,273.56	\$4,484,632.00	36.78%	\$3,780,917.04	504.12%
State Sources	\$40,118,362.26	\$10,034,507.00	\$10,425,233.13	\$10,015,838.14	\$30,475,578.27	\$10,015,838.14	\$10,015,838.14	\$80,609,778.67	\$123,313,242.00	65.37%	\$76,151,236.04	80.19%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$473.86	\$0.00	\$695.00	\$138.50	\$833.50	\$138.50	\$138.50	\$1,445.86	\$0.00	0.00%	\$1,177.00	0.02%
Beginning Balance	\$17,604,269.16	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,604,269.16	\$16,659,380.00	105.67%	\$14,456,891.66	153.89%
Total Revenue	\$59,018,573.64	\$10,594,641.14	\$71,634,388.46	\$10,869,778.53	\$93,098,808.13	\$10,062,865.64	\$10,062,865.64	\$162,180,247.41	\$207,380,995.00	78.20%	\$151,051,827.87	88.73%
Expenditures												
Instruction												
Salaries	\$5,823,585.77	\$5,965,250.83	\$6,097,720.65	\$7,107,807.76	\$19,170,779.24	\$6,145,073.15	\$6,145,073.15	\$31,139,438.16	\$74,917,802.72	41.56%	\$28,306,594.25	46.69%
Benefits	\$2,612,738.05	\$2,885,097.40	\$2,939,854.59	\$3,051,730.57	\$8,876,682.56	\$2,779,793.39	\$2,779,793.39	\$14,269,214.00	\$32,837,805.45	43.45%	\$14,271,892.23	46.25%
Purchased Service	\$666,472.62	\$228,060.03	\$224,200.05	\$178,331.40	\$630,591.48	\$283,565.89	\$283,565.89	\$1,580,629.99	\$3,507,293.65	45.07%	\$1,530,440.14	58.40%
Supplies/Materials	\$327,916.86	\$234,478.97	\$145,364.44	\$114,035.78	\$493,879.19	\$98,131.12	\$98,131.12	\$919,927.17	\$1,950,893.70	47.15%	\$866,894.70	53.29%
Capital Purchases	\$461.25	\$0.00	\$7,100.00	\$0.00	\$7,100.00	\$0.00	\$0.00	\$7,561.25	\$0.00	0.00%	\$0.00	0.00%
Other	\$74,482.73	\$19,540.73	\$8,802.70	\$3,206.84	\$31,550.27	\$3,449.00	\$3,449.00	\$109,482.00	\$207,495.55	52.76%	\$160,734.62	123.18%
Total Instruction	\$9,505,657.28	\$9,332,427.96	\$9,423,042.43	\$10,455,112.35	\$29,210,582.74	\$9,310,012.55	\$9,310,012.55	\$48,026,252.57	\$113,421,291.07	42.34%	\$45,136,555.94	47.09%
Support Services												
Salaries	\$6,045,909.75	\$3,013,438.97	\$3,044,768.58	\$3,240,131.88	\$9,298,339.43	\$2,941,136.89	\$2,941,136.89	\$18,285,386.07	\$36,613,507.95	49.94%	\$17,344,401.13	57.38%
Benefits	\$3,090,184.11	\$1,600,890.74	\$1,577,840.78	\$1,607,510.11	\$4,786,241.63	\$1,225,310.48	\$1,225,310.48	\$9,101,736.22	\$20,437,576.32	44.53%	\$9,810,601.59	57.71%
Purchased Service	\$3,558,482.34	\$1,375,026.00	\$1,491,740.32	\$231,786.55	\$3,098,552.87	\$1,722,556.94	\$1,722,556.94	\$8,379,592.15	\$13,509,913.10	62.03%	\$8,415,794.22	72.37%
Supplies/Materials	\$2,266,619.77	\$891,405.09	\$252,994.81	\$286,044.64	\$1,430,444.54	\$259,146.65	\$259,146.65	\$3,956,210.96	\$6,265,759.18	63.14%	\$3,095,880.84	56.62%
Capital Purchases	\$43,303.46	\$492,709.12	\$414,236.10	-\$754,017.72	\$152,927.50	\$57,941.44	\$57,941.44	\$254,172.40	\$184,414.00	137.83%	\$9,014.25	3.89%
Other	\$1,166,078.02	\$2,504.25	\$8,495.83	\$17,303.20	\$28,303.28	\$2,042.98	\$2,042.98	\$1,196,424.28	\$1,369,321.56	87.37%	\$1,201,851.34	93.25%
Total Support	\$16,170,577.45	\$7,375,974.17	\$6,790,076.42	\$4,628,758.66	\$18,794,809.25	\$6,208,135.38	\$6,208,135.38	\$41,173,522.08	\$78,380,492.11	52.53%	\$39,877,543.37	60.56%

<i>Expenditures (continued)</i>	1st Quarter Actual	October Actual	November Actual	December Actual	2nd Quarter Actual	January Actual	3rd 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	\$44,952.95	\$20,162.45	\$21,100.64	\$23,628.26	\$64,891.35	\$18,685.48	\$18,685.48	\$128,529.78	\$238,396.08	53.91%	\$115,513.46	54.81%
Benefits	\$20,228.38	\$9,725.58	\$9,926.70	\$8,826.69	\$28,478.97	\$9,644.24	\$9,644.24	\$58,351.59	\$140,340.24	41.58%	\$67,519.77	55.61%
Purchased Service	\$9,164.94	\$15,205.10	\$29,158.77	\$24,350.65	\$68,714.52	\$14,844.59	\$14,844.59	\$92,724.05	\$22,588.19	410.50%	\$12,186.81	25.03%
Supplies/Materials	\$1,077.98	\$61.35	\$257.56	\$268.88	\$587.79	\$20.09	\$20.09	\$1,685.86	\$4,540.37	37.13%	\$1,306.70	12.34%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$700.00	\$0.00	\$700.00	\$0.00	\$0.00	\$700.00	\$814.12	0.00%	\$700.00	0.00%
Total Community Services	\$75,424.25	\$45,154.48	\$61,143.67	\$57,074.48	\$163,372.63	\$43,194.40	\$43,194.40	\$281,991.28	\$406,679.00	69.34%	\$197,226.74	50.38%
Capital Projects												
Purchased Service	\$17,447.86	\$2,461.36	\$0.00	\$0.00	\$2,461.36		\$0.00	\$19,909.22	\$0.00	0.00%	\$45,905.02	0.00%
Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Capital Project	\$17,447.86	\$2,461.36	\$0.00	\$0.00	\$2,461.36	\$0.00	\$0.00	\$19,909.22	\$0.00	0.00%	\$45,905.02	0.00%
Debt Service Payment	\$46,775.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	\$46,775.00	\$848,213.82	5.51%	\$349,590.62	66.22%
Transfers	\$0.00	\$0.00	\$0.00	\$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	\$0.00		\$0.00	\$0.00	\$13,824,319.00	0.00%	\$0.00	0.00%
Total Expenditures	\$25,815,881.84	\$16,756,017.97	\$16,274,262.52	\$15,140,945.49	\$48,171,225.98	\$15,561,342.33	\$15,561,342.33	\$89,548,450.15	\$207,380,995.00	43.18%	\$85,606,821.69	50.28%

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS – MINUTES

January 12, 2016

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

1. Executive Session

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

Board Present:

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

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Debbie Ashley, Chief Human Resources Officer
Adam Stewart, Chief Financial Officer
Beth Graser, Director, Communications
Val Bokma, Assistant to the Board of Directors
Laurie Boyd, Assistant to the Superintendent

Board Chair Wayne Clift called the executive session to order at 5:18 PM under ORS 192.660(2)(d)—labor negotiator consultation. The Board discussed labor negotiations; no action was taken. Board Chair Clift moved the Board out of executive session, and recessed the meeting at 5:24 PM.

2. Work Session

Board Present:

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

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Debbie Ashley, Chief Human Resources Officer
Adam Stewart, Chief Financial Officer
Don Wolff, Chief Information Officer
Beth Graser, Director, Communications
Saideh Haghighi, Director, Equity and Human Resources
Michelle Morrison, Director, Business Services
Kona Williams, Director, Human Resources
Val Bokma, Assistant to the Board of Directors
Laurie Boyd, Assistant to the Superintendent
Devin Hunter, Technology Support

Others Present:

Lewis Barnes
Lacey Beaty
Joshua Clift
Tera Roberts
Brittany Ruffin
Paje Stelling
Maureen Barnhart, HEA
Kathy Fuller, Hillsboro Tribune

Board Chair Wayne Clift reconvened the meeting at 5:29 PM.

- a. Introduction of Citizens' Curriculum Advisory Committee (CCAC) Applicant
Assistant Superintendent Travis Reiman explained that CCAC Chair Elizabeth Moore recommends applicant Lewis Barnes for appointment to the CCAC, to fill a position vacated by Wendy Fresh, through June 2017. Lewis Barnes introduced himself to the Board, and discussed his reasons for applying for committee membership.
- b. ACTION ITEM: Appoint CCAC Member
Director Monte Akers MOVED, SECONDED by Director Erik Seligman, to appoint Lewis Barnes to the Citizens' Curriculum Advisory Committee. The MOTION CARRIED (7-0).
- c. School-Based Health Center (SBHC) Update
Virginia Garcia's School-Based Health Center (SBHC) Manager, Lacey Beaty, and her team discussed the SBHC's goals, accomplishments, and challenges in its third year of operation, explaining that the SBHC offers services / programs to students, staff, and the community, including medical, dental, and mental health services; the Wellness program; the Student Health Advisory Committee; and the Youth Participation Action Research project. SBHC staff explained that students and their families also seek hormone therapy services at the SBHC – for purposes related not only to family planning, but also other medical issues – and that the closing of county clinics has eliminated a resource previously available to these individuals. Based on an informal agreement reached with the School Board before the SBHC was opened, the clinic has not offered contraceptives, but the lack of documentation regarding this service places SBHC management and staff in an increasingly difficult position.

Board members discussed at length the pros and cons of allowing the SBHC to provide contraceptives, and methods of documenting their decision. District staff will propose a process for considering this issue to the Board at a future meeting.

- d. Budget Process and Priorities
Superintendent Mike Scott and Chief Financial Officer Adam Stewart presented the most recent information regarding the District's budget. The budget for the 2015-2017 biennium was developed using assumptions regarding certain factors (e.g., Gainshare, enrollment, PERS rates), which have since changed. As a result of these changes, the District's estimated 2015-16 ending fund balance has decreased, and the estimated 2015-2017 biennial shortfall has increased. The general consensus among Board members was that maintaining a higher ending fund balance would be in the best interest of the District. Staff will identify potential areas for reducing costs, and present a plan to the Board during the January 26 Board meeting.
- e. Strategic Planning – 2016-2021
Director of Communications Beth Graser reported on the development of the District's 2016-2021 strategic plan, recommending that the current strategies be incorporated into a new, layered structure that is flexible, dynamic, actionable, focused on student experiences and outcomes, and also allows for a focus on organizational effectiveness in areas that are not explicitly stated in the District's current strategic plan. She presented a timeline for developing the new strategic plan, including gathering input from the community, and Board approval.

Board members provided input on the draft concept and the development process. A draft 2016-2021 strategic plan will be presented to the Board for review on February 9.

f. ACTION ITEM: Adopt 2016 Legislative Priorities

Director of Communications Beth Graser presented for Board adoption a legislative priorities position paper, which incorporates input from the December 8 Board discussion. Superintendent Mike Scott and his staff explained the potential impact of proposed legislation on the District. (The position paper is included in the Board packet.)

Board members discussed at length the “minimum wage increase” item, its potential impact on the District and the community, and whether the legislative position paper should be revised to reflect a formal Board position, opposing the minimum wage increase, rather than the drafted language that “the Board is not taking a formal position on minimum wage, but is providing information for consideration.”

MAIN MOTION: Director Kim Strelchun MOVED, SECONDED by Director Lisa Allen, to adopt the 2016 legislative priorities as they were presented.

AMENDMENT TO MAIN MOTION: Director Erik Seligman MOVED, SECONDED by Director Glenn Miller, to amend the motion, and modify the drafted legislative priorities to state that the Board opposes an increase in the minimum wage to either \$13.50 or \$15.00 per hour. The MOTION CARRIED (4-3), with Board Chair Wayne Clift and Directors Glenn Miller, Erik Seligman, and Monte Akers voting in favor; and Directors Janeen Sollman, Kim Strelchun, and Lisa Allen opposed.

VOTE ON MAIN MOTION: The MOTION CARRIED, AS AMENDED (5-2), with Board Chair Wayne Clift and Directors Glenn Miller, Erik Seligman, Monte Akers, and Kim Strelchun voting in favor; and Directors Janeen Sollman and Lisa Allen opposed.

g. Board Discussion Time

2) Board Discussion

This item was moved forward on the agenda.

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

Director Monte Akers suggested that the Board consider a local option levy as a future agenda item.

The meeting was recessed at 8:22 PM, while Board members proceeded to the Boardroom for orientation on the new meeting facilitation technology.

1) Reassess Board Meeting Efficiencies

Board Chair Wayne Clift reconvened the meeting at 8:30 PM, and Board members discussed the use of new technology in the Boardroom, and the effectiveness of their current report / discussion guidelines.

Adjourn Board Meeting

The meeting was adjourned at 8:35 PM.

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS – MINUTES

January 26, 2016

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

1. EXECUTIVE SESSION

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

Board Present:

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

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Debbie Ashley, Chief Human Resources Officer
Adam Stewart, Chief Financial Officer
Beth Graser, Director, Communications
Val Bokma, Assistant to the Board of Directors
Laurie Boyd, Assistant to the Superintendent

Board Chair Wayne Clift called the meeting to order at 5:16 PM, and moved the Board into executive session under ORS 192.660(2)(d)—labor negotiator consultation. Director Monte Akers was unable to attend. The Board discussed labor negotiations; no action was taken. Board Chair Clift moved the Board out of executive session, and recessed the meeting at 5:25 PM.

2. WORK SESSION

Board Present:

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

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Debbie Ashley, Chief Human Resources Officer
Adam Stewart, Chief Financial Officer
Don Wolff, Chief Information Officer
Beth Graser, Director, Communications
Michelle Morrison, Director, Business Services
Jeff Jones, Finance Manager
Val Bokma, Assistant to the Board of Directors
Laurie Boyd, Assistant to the Superintendent
Devin Hunter, Technology Support

Budget Committee Present:

Chris Barry
Nina Carlson
Cathy Clark Thomas
Angie Ellis
Betsy Julian
Jaime Rodriguez

Others Present:

Larry Grant
Jason Keezel
Greg McKenzie
Dean Pfaender, HCU

Maureen Barnhart, HEA
Jill Golay, HEA
Kathy Fuller, Hillsboro Tribune

Board Chair Wayne Clift reconvened the meeting at 5:31 PM. Director Monte Akers was unable to attend.

a. Presentation of Board Evaluation Tool / Process

Board Chair Wayne Clift and consultant Greg McKenzie (Window to Leadership, LLC) presented a draft Board evaluation tool for Board members' feedback, explaining that the purpose of the tool is to gather 360° feedback from community and District leaders and the public, to help identify standards and best practices to increase the Board's efficiency, and to assist in planning. The complete set of evaluation tools is intended to include the Superintendent evaluation tool (already implemented), the new proposed Board evaluation tool, and a District evaluation tool, which has not yet been developed, but is expected to utilize the new Strategic Plan indicators / measurements. The Board evaluation tool will be presented to the Board for adoption in February, and will then be implemented as a pilot project.

b. Budget Committee Workshop

Superintendent Mike Scott and Chief Financial Officer Adam Stewart presented the most recent information regarding the District's 2015-16 budget, explaining that the budget for the 2015-2017 biennium was developed using assumptions regarding certain factors (e.g., Gainshare, enrollment, PERS rates), which have since changed. As a result of these changes, the District's estimated 2015-16 ending fund balance has decreased, and the estimated 2015-2017 biennial shortfall has increased. Steps to assist in reducing expenditures have been identified, and new budget information from the state is expected in March.

c. Consider Local Option Levy as a Future Agenda Item

In response to a Board members' suggestion, during the January 12 Board meeting, that discussion of a local option levy be added to a future Board meeting agenda, Chief Financial Officer Adam Stewart provided information regarding property tax structures. Board members discussed the District's need for construction / facility funds, as well as operational funds to reduce class sizes; the importance of gathering community input; the cost of market research and a property analysis; and the most effective timing for conducting research and submitting a tax measure.

District staff will gather additional information to present to the Board during the February 9 Board work session.

d. Board Discussion Time

Due to time constraints, no additional topics were discussed.

Recess Board Meeting

The meeting was recessed at 7:02 PM.

REGULAR SESSION

Board Present:

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

Others Present:

Ashley Bardales
David Carlson
Michael Dale
Larry Grant
Jeff Grider
John Grueschow
Gaspar Lopez Lopez
Scott Oldham
Jamie Partridge
Jaime Rodriguez
Nabil Zerizef
Rob Saxton, NWRESA
Dean Pfaender, HCU
Maureen Barnhart, HEA
Jill Golay, HEA
Kathy Fuller, Hillsboro Tribune

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
Don Wolff, Chief Information Officer
Grant Corliss, Executive Director, Elementary Education
Ted Zehr, Executive Director, Secondary Education
Beth Graser, Director, Communications
Michelle Morrison, Director, Business Services
Jeff Jones, Finance Manager
Val Bokma, Assistant to the Board of Directors
Laurie Boyd, Assistant to the Superintendent
Martha Mendez Bolanos, Migrant Home School Consultant
Devin Hunter, Technology Support

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

Board Chair Wayne Clift reconvened the meeting at 7:06 PM, led the Pledge of Allegiance, and noted that Director Monte Akers was unable to attend.

4. **RECOGNITION / STUDENT PRESENTATION**

Recognition: School Board Recognition Month – Proclamation

Superintendent Scott expressed appreciation for the important work of the Board, and read the following proclamation into the record:

*Whereas school boards create a vision for what students should know and be able to do;
and*

Whereas school boards establish clear standards for student performance; and

*Whereas school boards ensure that student assessments are tied to established
standards; and*

*Whereas school boards are accountable to the community for operating schools that
support student achievement; and*

Whereas school boards align school district resources to ensure that students meet standards; and

Whereas school boards create a climate that supports the philosophy that all children can learn at high levels; and

Whereas school boards build collaborative relationships based on trust, teamwork, and shared accountability; and

Whereas school boards are committed to continuous education and training on issues related to student achievement;

Now, therefore, I, Mike Scott, hereby declare my appreciation to the members of Hillsboro School District's Board of Directors and proclaim the month of January 2016 to be School Board Recognition Month.

I urge all citizens to join me in recognizing the dedication and hard work of local school board members in preparing today's students for tomorrow's world.

Board members were honored with tokens of appreciation from District students and staff.

5. Approval of Agenda

Director Glenn Miller MOVED, SECONDED by Director Janeen Sollman, to approve the agenda. The MOTION CARRIED (6-0).

6. Audience Time

The following audience members expressed disapproval of the Board's January 12 vote to oppose a minimum wage increase, discussed the impact of poverty on students and their families, and requested that Board members reconsider their decision:

- John Grueschow
- Jamie Partridge
- Scott Oldham
- Jaime Rodriguez
- Michael Dale
- David Carlson
- Ashley Bardales

7. REPORTS AND DISCUSSION

a. Northwest Regional Education Service District (NWRESD) Annual Report

Superintendent Mike Scott introduced NWRESD Superintendent Rob Saxton, and explained that in February, based on changes that have occurred in the value and relevance of the services that NWRESD is providing, the Board will reconsider its decision to opt out of NWRESD services.

NWRESD Superintendent Rob Saxton presented the NWRESD 2014-15 annual report, and discussed the 2016-17 local service plan, and the ESD's new strategic initiatives.

b. Inter-District Transfers Overview and Input - Open Enrollment Update

Director of Communications Beth Graser provided information regarding the two processes that are available for inter-district student transfers, and the impact of recent

legislation on the way school districts can manage and process these transfers. Director Graser will present a proposal of the number and location of openings to the Board for approval in February.

c. Strategic Plan Performance Update

District administrators reported on Strategic Plan focus area accomplishments for November and December 2015. The report is available on the District's website.

d. Financial Report (see written report)

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

8. CONSENT AGENDA

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

Director Kim Strelchun MOVED, SECONDED by Director Janeen Sollman, to approve the Consent Agenda as printed. The MOTION CARRIED (6-0).

Consent Agenda items were as follows:

- a. Approve Minutes of December 8, 2015, Board Meeting
- b. Approve Routine Personnel Matters
- c. Accept Donations
- d. Adopt 2015-16 Drug, Alcohol, and Tobacco Prevention Plan
(*The 2015-16 Drug, Alcohol, and Tobacco Prevention Plan was presented for first reading on December 8, 2015*)

9. ACTION ITEMS

a. Accept 2014-15 Audit Report

Chief Financial Officer Adam Stewart introduced Larry Grant of Grove, Mueller & Swank, PC, the District's financial auditor. Mr. Grant presented the 2014-15 Comprehensive Annual Financial Report, and explained that there were no findings, but that two deficiencies were noted in the areas of teacher experience reporting, and over-expenditures of appropriations for specific line items. Mr. Grant explained that deficiencies in these areas are not uncommon, and that recent legislation requires the Board to approve a plan of action to address these items.

Director Erik Seligman MOVED, SECONDED by Director Janeen Sollman, to accept the 2014-15 audit report as presented. The MOTION CARRIED (6-0)

b. Ratify Agreement with Hillsboro Classified United (HCU)

Assistant Superintendent Debbie Ashley presented the tentative agreement with HCU for Board approval.

Director Janeen Sollman MOVED, SECONDED by Director Lisa Allen, to approve the three-year collective bargaining agreement with Hillsboro Classified United, effective July 1, 2015, through June 30, 2018, as tentatively agreed to by the District bargaining team. The MOTION CARRIED (6-0).

10. NWRESA/HCU/HEA Reports

HCU Vice President of Bargaining Dean Pfaender expressed appreciation for the HSD bargaining team, for completing a comprehensive review of the entire classified contract, with a goal of clarity and fairness; the District, for also embracing that goal; and the Board for

ratifying the contract.

HEA President Maureen Barnhart congratulated HCU, the District, and the Board on completing the classified bargaining process; and stated that, in acknowledgement of the shared goal of supporting students toward success, HEA is contributing \$100, in honor of the Hillsboro School Board, to the Oregon Education Association (OEA) Foundation, to help provide items for children in need.

11. Superintendent's Time

Superintendent Mike Scott discussed District programs and events.

12. Board of Directors' Time

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

13. Follow-Up Items

Request	Action
Provide additional information regarding research / strategies for potential tax measures	Added to a future meeting agenda

14. Adjourn

The meeting was adjourned at 8:35 PM.

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2016
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Debbie Ashley

Assignment: Chief Human Resources Officer
Location: Administration Center
Effective Date: June 30, 2016

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

McKenna Apling

Assignment: 3rd Grade
Location: Free Orchards Elementary School
Effective Date: June 17, 2016

Sania Chavarria

Assignment: 1st Grade
Location: Reedville Elementary School
Effective Date: June 17, 2016

Diane Dow

Assignment: 4th Grade
Location: Free Orchards Elementary School
Effective Date: June 17, 2016

Michael Dunn

Assignment: Science
Location: ~~Century High School~~
~~Effective Date: June 17, 2016~~

Katherine Duffy

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

Stephen Hillis

Assignment: Social Studies
Location: South Meadows Middle School
Effective Date: June 17, 2016

Rosalie Leishman

Assignment: Social Studies
Location: South Meadows Middle School
Effective Date: June 17, 2016

Kristin Ludwig

Assignment: McKinney Vento
Location: Office for School Performance
Effective Date: June 17, 2016

Jeffrey Martinich

Assignment: Life Skills
Location: Liberty High School
Effective Date: January 26, 2016

Melinda Mechling

Assignment: ELL/4th Grade
Location: Rosedale Elementary School
Effective Date: June 17, 2016

Teman Montgomery

Assignment: Science
Location: South Meadows Middle School
Effective Date: June 17, 2016

Lauren Roth

Assignment: 5th Grade
Location: Mooberry Elementary School
Effective Date: June 17, 2016

Casey Stewart

Assignment: 4th Grade
Location: Butternut Creek Elementary School
Effective Date: June 17, 2016

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

Nathan Roedel

Assignment: Director of Nutrition Services
Location: Administration Center
Effective Date: April 18, 2016

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

Rochelle Bottema

Education: BA – Brigham Young University, Rexburg, ID
Experience: 1 year
Assignment: 0.5 FTE Kindergarten/Math Support –
North Plains Elementary School

Nina Casper

Education: MA – Auburn University, Auburn, AL
Experience: 6 years
Assignment: 1.0 FTE LRC – Century High School

Teresa Davenport

Education: BA – Emporia State University, Emporia, KS
Experience: 23 years
Assignment: 1.0 FTE Math – Liberty High School

Nancy Dening

Education: MA – Walden University, Minneapolis, MN
Experience: 26 years
Assignment: 0.8 FTE Math – South Meadows Middle School

Ann Hargraves

Education: MA – Lewis & Clark College, Portland, OR
Experience: 9 years
Assignment: 1.0 FTE Behavior Specialist – Student Services

Kristi Moe

Education: BA – Brigham Young University, Rexburg, ID
Experience: None
Assignment: 1.0 FTE Family & Consumer Science –
Century High School

Ji Hye Park

Education: MA – Portland State University, Portland, OR
Experience: 2 years
Assignment: 0.5 FTE ERC – Ladd Acres Elementary School

Robert Rees

Education: BA – University of Illinois at Urbana –
Champaign, Urbana, IL
Experience: None
Assignment: 0.55 FTE LRC – Brown Middle School

Desiree Sellke

Education: BA – Eastern Montana College, Billings, MT
Experience: None
Assignment: 1.0 FTE Kindergarten Dual –
Free Orchards Elementary School

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2016
APPROVE EXTENSION AND NON-EXTENSION OF TEMPORARY,
PROBATIONARY, AND CONTRACT TEACHERS AND ADMINISTRATORS

Resolved, that the Board of Directors accept the Superintendent's recommendation for the renewal of probationary teachers and administrators, and for issuance of contracts to contract teachers and administrators.

1. Current first-year probationary teachers and administrators being offered one-year contracts for 2016-17 to second-year probationary status:

Second-Year Probationary Teachers

Abrahamson, Dan	Adzima, Angela	Agno, Jacey
Armitage, Sarah	Aupperle, Amy	Barcenas, Claudia
Bascom, Jessica	Bateman, Joshua	Bestebreur, Sarah
Bieker, Allizon	Brehm, Kristy	Brodniak, Chris
Brown, Nicole	Browning, Ann	Busby, Julia
Camera, Maranda	Casper, Nina	Castillo, Erick
Cermak, Meagan	Chavez, Lopez	Cichy-Parker, Bryan
Clyatt, Lori	Cocheu, Robin	Cooper-Munoz, Jennifer
Davis, Bret	Davis, Cary	De Jesus Hernandez, Elena
De Leon Gomez, Jerver	Dover, Jacque	Eagan, Jordan
Ellingson, Tammy	Emberlin, Kara	Emmons, Nathan
Eseppi, Melissa	Eubanks, Laura	Fields, Jennifer
Fleming, Danielle	Foster, Alan	Fotheringham, Samantha
Fuglevand, Heidi	Gaffney, John	Gale, Tiffany
Gamache, Lisa	Gantenbein, Brittney	Glem, Tamara
Greaves, Jill	Grinnell, Anabel	Hadley, Stephanie
Hagerty, Christopher	Hancock, Tiffany	Harrington, Scott
Hawk, Ryan	Haynes, Melissa	Hebert, Melissa
Huynh, Lilly	Janssen, Brian	Jewkes, Krispin
Johansen, Mark	Johnson, Hugo	Johnston, Colleen
Jost-Coq, Suzanne	Kane, Jeremy	Keane, Celina
Kish, Nicholas	Kolbet, Sara	Larson, Elizabeth
Leedom, Lara	Lobo, Sandy	Longrie, Kimberly
Lopez, Maya	MacDonald, Jenessa	Manivanh, Laurie
Marino, Amara	Martinez, Cameron	McCourt, Michele
Miller, Sarah	Mize, Kristeen	Nehring, Rachel
Nicholson, Aireanne	Noyes, Benjamin	Osorio, Jessica
Panagopoulos, Alexandra	Pardun, Jody	Parker, Larissa
Peters, Susan	Pitt, Richard	Pohl, Lauren
Priewe, Alison	Reed, Loryn	Rivas, Hannah
Roberts, Stacy	Robledo, Laura	Rockenbaugh, Patrick
Rooney, Shannon	Ruck, Emily	Sauve, Colleen
Scott, Barbara	Shaffer, Sarah	Sherman, Lyndsey
Shimel, Lindsey	Shuff, Daniel	Smith, Adrienne

Smith, Janine
 Stack, Michael
 Stephens-Tregarth, Aleena
 Sylvester, Nancy
 Thomas, Michael
 Trainor, Oneida
 Velasco, Alejandra
 Walters, Kimberly
 Willis, Claire
 Zekmeister, Rochelle

Smyk, Ekaterina
 Stemple, Peter
 Stock, Matthew
 Tabellija, Sara
 Thompson, Linnea
 Twitty, Rachael
 Vera, Rocha
 Watson, Gabriel
 Wooley, Anna

Spangle, Trevor
 Stephen, Patricia
 Sweatman, Jenny
 Terpin, Kaitlan
 Tolzman, Kyle
 Ullman, Lise
 Vincent, Melissa
 Westover, Samantha
 Zaro, Morgan

Second-Year Probationary Administrators

Bekken, Andrew
 Hatfield, Carol
 Nova, Matt

Ciliberto, Alano
 Luba, Thomas
 Ruf, Claudia

Crane, Sarah
 Lule, Berta
 Walker, Sarah

2. Current second-year probationary teacher being offered one-year contract for 2016-17; remaining at second-year probationary status:

Dearing, Katherine

3. Current second-year probationary teachers and administrators being offered one-year contracts for 2016-17 to third-year probationary status:

Third-Year Probationary Teachers

Adair, Cinthia
 Arguelles, Omar
 Bautista, Amanda
 Begley, Brandon
 Birch, Jeremy
 Bliss, Robert
 Buck, Julie
 Carlson, Sharon
 Clagett, Eleanor
 Coolman, Kathleen
 Cunningham, Brett
 Diaz, Melanie
 Erikson, Daphne
 Feely, Zachary
 Freudenthal, Shannon
 Glaske, Heidi
 Gordon, Nicole
 Grimes, Zeke
 Gustin, Caitlin
 Harris, Erin
 Heath, Christopher
 Helmandollar-Armatas, Mindi
 Hubler, Kyle
 Job, Stacy

Aldrich, Christine
 Barnaby, Sarah
 Baylis, Emily
 Bernard, Sara
 Bizjak, Robert
 Brennan, Rhianon
 Burger, Jennifer
 Casey, Kelsey
 Combs, Allison
 Crnich, Megan
 Davenport, Tyler
 Dudley, Abigail
 Espinoza, Diann
 Fragoso, Joel
 Fuentes, Byron
 Godfrey, Kristina
 Grassman, Janette
 Grimshaw, Deborah
 Hakkila, Kristin
 Harris, Kimberly
 Heider, Hayley
 Hesselbein, Chris
 Hutchins, Mark
 Johnson, Aaron

Ali, Karri
 Battaglia, Darren
 Becker, Claire
 Bethune, Amanda
 Blair, Stephanie
 Briceno, Connie
 Caldwell, Emily
 Chavez Torres, Christian
 Cook, Beth
 Cruickshank, Mallory
 Deposit, Evan
 Ellis, Shelby
 Fanger, Michael
 French, Jessica
 Gainey, Kimberly
 Gonzalez, Jessica
 Griffiths, Ashley
 Gross, Jacquelin
 Hansen, Anita
 Hawk, Nancy
 Hellstrom, Raymond
 Holland, Darci
 Iversen, Renae
 Johnston, Christine

Johnston, Eric	Jones, Abby	Kang, Justine
Keller, Christopher	Kieser, Gary	Kraft, Barbara
Lam, Rachel	Laporte, Nardy	Lemons, Kelsey
Lewis, Melanie	Lewis, Sarah	Lopez Lopez, Azucena
Lopez, Aurora	Luther, Deborah	Maher, Una
Major, Mandy	Marsh, Bonnie	Martin, Jessica
Matias, Wilfred	McGraw, Shannon	Meeuwsen, Kelsey
Meeuwsen, Laura	Mendoza, Aida	Merritt, Brooke
Molenkamp, Marcell	Murphy, Jenna	Myrick, Mark
Nagisetty, Vytas	Nossaman, Cali	Nunez, Griseldo
O'Neal-Sacks, Peggy	Orton-Boyd, Anna	Paulsen, Matthew
Phillips, Breanna	Pill-Kahan, Sharon	Pinkstaff, Aarin
Plutko, Anne	Pollock, Amy	Post, Wendy
Prehn, Alison	Prevost, Rachel	Quinn, Kelly
Ramirez Florian, Maria Lucero	Ramos, Liza	Ratzke, Andrew
Reynoso, Ian	Rice, Dennis	Richey, Amanda
Riley, Dana	Rojo, Jem	Romero, Juan
Schmidt, Andrea	Schubmehl, Angela	Self Jr, Charles
Shotts, Tamara	Shupe, Shayne	Silva, Celeena
Spiegelberg, Annie	Standish, Amanda	Steele, Tyler
Stimson Clark, Adrienne	Tenorio, Jacob	Thex, Kelly
Tolchin, Abigail	Vandehey, Allison	Wilson, Sara
Wong, Stella	Yabu, David	

Third-Year Probationary Administrators

Brodniak, Carmen	Garcia, Lindsay	Gulley, Otis
Juden, Wendy	Kingsmith, Rebecca	Morrison, Michelle
Nova, Brooke	Olvera, Gustavo	Ryan-Fear, Amanda
Servignat, Donna	Thomas, Kathleen	Vickery, David
Walters, Christie	Welch, Justin	

4. Current third-year probationary teachers being offered two-year contracts for July 1, 2016, to June 30, 2018:

Abbott, Timisue	Alvarez, Raynelle	Anker, Ninon
Bauman, Daniel	Bearson, Hana	Berg, Anne
Birkle, Patrick	Bronson, Dawnmarie	Carlsson, Lisa
Castro, Gabrielle	Dash, Maritza	Douangmala, Caitlin
Dumbrow, Cheryl	Dundas, Kori	Gallardo, Patricia
Grinnell, Sandie	Gutierrez, Mary	Hafner, Heather
Hale, Helene	Herrick, Rachel	Hertel, Kevin
Hess, Kandi	Jager, Catherine	Jarmer, Tristin
Jennings, Maxine	Jensen, Donna	Kellar, Margaret
Keniston, Rachel	Lemus Garcia, Raquel	Luna, Juana
Lusk, Shannon	Magnuson, Andrew	Matthews, Madeline
Munoz Cruz, Lizeth	Nebel, Erik	Odman, Matthew
Pate, Shirley	Peters, Melissa	Shaaban, Lori
Sturtevant, Pamela	Tarrel, Brandi	Taylor, Emily
Teays, Alicia	Twigg, Autumn	Vargas, Angela

Washington, Katherine
Woodard, Anna

Wierdsma, Lindsay

Windle-Hanson, Tiffany

5. Current third-year probationary administrators being offered three-year contracts for July 1, 2016, to June 30, 2019, as contract administrators:

Aguilar, Lisa
Muilenburg, Peter
Sinapi Francesca
Tovar, Arcema

Allen, John
Murphy, Karen
Strande, Mike
Wolff, Don

Barraza, Jose
Shea, Karen
Torres, Amy

6. Current contract teachers being offered two-year contracts for July 1, 2016, to June 30, 2018, as contract teachers:

Abel, Connie
Ackerman, Patrick
Ahern, Patrick
Andersen, Linda
Anderson, Sheri
Aoki, Kasumi
Arrowsmith, Joel
Babcock, Kathryn
Baca, Jason
Barnhart, Mary
Batchelor, Kimberly
Beale, Nicole
Beeler, Perry
Bell, Michelle
Bice, Allyson
Billington, Matthew
Blanchard, Lynne
Blem, Deanna
Bohm, Wayne
Borreggine, Michael
Bourland, Madeleine
Bradley, Tammy
Brauer, Robert
Brock, Andrea
Buchanan, Brent
Buck, Tammie
Burggraf, Delina
Burnor, Cheryl
Busse, Linda
Byrne, Michela
Callahan, Melinda
Cameron, Laurie
Campos, David

Abrams, Anne
Adair, Lindsay
Akers, Lindsey
Anderson, Laura
Angal, Sharon
Appert, Diane
Asanovic, Kim
Babcock, Mary
Bailie, Matthew
Barrett, Elizabeth
Bayer, Kimberly
Bean, Teresa
Begg, Christine
Bennett, Brittany
Biddington, Tami
Bingham, Lindsey
Blanchard, Sarah
Blind, Salina
Bonallo, Ashley
Bosshardt, Daniel
Bowlsby, Alana
Brady, Michelle
Brick, Beverlee
Bromley, Molly
Buchanan, Rebecca
Buckner, Brian
Burkhardt, Kelsi
Burr-Bates, Leesa
Butcher, Jill
Bywater, Sarah
Callon, Christopher
Campa, Cristi
Campos, Gloria

Ackerman, Jessica
Adam, Elias
Alvarado, Deborah
Anderson, Miriam
Annis, Elizabeth
Applegate, Shelley
Avery, Lida
Babey, Sarah
Barnes, Alice
Bastian, Ann
Bayer, William
Beeler, David
Belanger, Secret
Benson, Linda
Billette, Karen
Bishop, Shelly
Blasen, Mary
Blomberg, Kristin
Bonebrake, Deborah
Bouker, Kim
Bowman, Betsy
Brandt, Aliceson
Brittenham, Patrick
Brown, Brigitte
Buck, Nathaniel
Bunting, Kyle
Burnett, Richard
Bushnell, Charlotte
Butler, Martyn
Cairns, Lisa
Calvert, Kevin
Campbell, Glenn
Canaga, Margaret

Canova, Erin
Carlisle, Timothy
Carney, Tamara
Carr, Patricia
Cerda, Graciela
Chippis, Andrew
Chronister, Nicole
Clark, Kimberly
Clemson, Donald
Cole, Tamara
Conner, Jeremy
Cook, Brian
Corwin, Tarra
Coyle, Sarah
Craytor, Samuel
Cronan, Lori
Crowell, Lindsay
Cutburth, Paula
Daliposon, Lori
Davies, Robin
Dawson, Abby
Dean, Cecilia
DeBolt, Michelle
Delplanche, Deborah
Dessert, Kayla
Dials, Karen
Dilley, Darren
Douglas, David
Drake, Steven
Duncan, Rheanon
Durgan, Kayse
Edlefsen, Sandra
Elison, Ruth
Ellis, Melissa
Englen, Andrew
Erlandsen, Gretchen
Evers-Selleck, Tracy
Ferchland, Jamie
Figueroa, Heather
Finster, Jaymie
Fisher, Sheryl
Flores, Christopher
Formel, Michele
Foster, Aaron
Fowles, Sara
Furstenberg, Barbara
Galian, Julio

Caputo, Christine
Carlson, Patricia
Carr, Connie
Carroll, Sharon
Cheek, Laura
Christensen, Haley
Chung, Charles
Clark, Rebecca
Cloud-Fitzgerald, Fara
Coleman, Mark
Conner, Robin
Corbeau, Shannon
Cotton, Josiah
Crabtree, Kevin
Crisi, David
Cross, Judith
Cumpston, Gene
Dahl, Judy
Danielson, Amy
Davis, Audrey
Dawson, Jennifer
Debeljak, Anne
DeCoster, Amy
Denny, Sarah
Dewhitt, Shellie
Dickel, Jan
Doan, Jaimi
Douthit, Brianna
Drotning, Henry
Dunlop, James
Duvall, Timothy
Edwards, Marci
Elliott, Samantha
Ellsworth, Kimberly
Ereckson, Ezra
Estep, Christine
Farrell, Ashley
Ferguson, Kristin
Fink, Roger
Fishback, Layton
Fitzgerald, Katherine
Flores, Michelle
Forsberg, Judith
Foster, Angie
Fullwiler-Skaug, Wanda
Futter, Michael
Galvez, Adrienne

Carleton, Stacy
Carnes, Rachelle
Carr, Matthew
Ceccarelli, Vanessa
Childs, Leeann
Christianson, Mark
Ciliberto, Cristina
Clayton, Heidi
Cole, Sarah
Collins, William
Conroy, Joann
Corwin, Jeremy
Cotton, Keely
Crackel, Deanna
Crocker, Kathy
Crowell, Clark
Curiel, Moises
Dale, Cynthia
Danley, Tandra
Davis, Scott
Day, Sarah
DeBois, Erica
Deering, Robert
DePinto, Mike
Dezellem, Stacy
Dikeman, Donna
Dortch, Jason
Drake, Kelly
Duggan, Derek
Duran, Liana
East, Catherine
Edwards, Michelle
Elliott, Sharon
Enck, Anna
Erickson, David
Evers, Nayoko
Feldhaus, Tina
Ferrante, Crystal
Fink, Stephenie
Fishback, Sean
Fleming, Carissa
Fong, Benjamin
Fosmark, Laurie
Fotland, Geoffrey
Funk, Debra
Gainey, David
Garrett, Jeanine

Gary, Cheryl	Gasper, Kelsey	Gaumond, Carol
Genduso, Nicole	Gerber, Kirstin	Gerig, Stephanie
Gerst, June	Giansante, Dominic	Giard, Heather
Gibbs, John	Gibson, Emily	Gill, Eugene
Girod, Douglas	Givens, Michael	Glasscock, Alicia
Glaze, Marcus	Glaze, Stacey	Godfrey, Brooke
Godsey, Zoe	Golay, Jill	Goldmann, Christine
Goldstein, Jaime	Golec, Alisha	Gonzales, Gabriel
Gonzalez, Hiltner	Gonzalez-Santos, Angel	Goodman, Judith
Goodwin, Benjamin	Gorman, Cynthia	Gorton, Brian
Gould, Elizabeth	Gower, Jeffrey	Grabel, Sonja
Gray, Michelle	Greene, Danika	Greenlee, Connie
Greenwood, James	Gregory, Jenae	Grenz, Carolyn
Grossen, Willow	Gurney, Lisa	Gurske, Noelani
Gutierrez, Kasia	Haberman, Amy	Hainline, Carolyn
Hall, Mary	Hall, Troy	Hammond, Neysa
Hancock, Melissa	Hansen, Joel	Hanson, Krista
Hanson, Paul	Harding, Megan	Harkins, Amanda
Harless, Jason	Harlin, Laura	Harrington, Kimberly
Harris, James	Harsin, Sara	Hartfeil, Marika
Harthold, Lynette	Haskell, Holly	Haskins, Brook
Hawbecker, Shelley	Hawks, Rachelle	Hayden, Sami
Hazen, Jeffery	Heagh-Avritt, Kristina	Hebard, Kyle
Hedberg-Duff, Judith	Held, Colleen	Heller, Kiley
Helligso, Emily	Henderson, Amy	Hendricks, Barbara
Henningesen, Stephanie	Hergert, Susan	Hernandez, San Juanita Gloria
Hershberger, Anya	Herzog, Jenice	Heselwood, Marci
Hickey, Kristin	Hickman, Logan	Hicks, Adrienne
Hill, Alason	Hill, Tamara	Hillis, Christina
Hirata, Melisa	Hollamon, Jeffrey	Holman, Sarah
Holmen, James	Holmes, Andrew	Holscher, Linda
Hopper, Douglas	Horton, Shereen	Howard, Laurie
Hugelier, Lisa	Hullinger, Gwendolyn	Hutchinson, Stacey
Incrovato, Jamie	Irvine, Brandon	Israel-Greco, Dovina
Jackson, Scott	James, Angela	Jaron, Debbie
Jay, Ginger	Jeffery, Julie	Jellesed, Russell
Jenkins, Laurie	Jennings, Jennifer	Johnson, Danielle
Johnson, Jennifer	Johnson, Steven	Johnson, William
Johnston, Jeffrey	Jones, Shannon	Julien, Devon
Juster, David	Kagawa, Ko	Kahn, Ann
Kaigler-Roudebush, Aubry	Kaiser, Michiah	Karlin, Richard
Kasper, Julie	Kasper, Timothy	Keck, Scott
Keenan, Cara	Keenan, Elizabeth	Keenan, Zachary
Kellar, Scott	Keller, Sarah	Kelly, Marsha
Kennedy, Catherine	Kerbs, Sharon	Kessler, Miranda
Key, Mabel	Kilgore, Celia	Kim, Michelle
Kimble, Melanie	King, Joseph	Kirkpatrick, Suzanne

Kirsch, Theresa
Klugherz, Gabrielle
Kopp, Allen
Kottkey, Kevin
Kristensen, Kurt
Kulle, Jennifer
Laack, Alia
Land, Reyna
Lardy, Paul
Larson, Nancy
Laurie, Kayla
Lecorre, Jennifer
Leonard, Kelly
Lewis, Kimberly
Linnell, Richard
Loescher, Laurie
Lopez De Leon, Hector
Lowe, William
Lule-Jimenez, Alfonso
Lyle, Marla
Mahlum, Eric
Marquez, Anna
Martin, Michele
Martus, Carissa
Matykowski, Joel
Mayers, April
McBroom, Laura
McClure, Cheryl
McDowall, Mark
McIrvin McMahan, Megan
McLemore, Rachel
Meeuwsen, Jeffrey
Merrill, Marty
Miller, Nyree
Mito Ahern, Nicole
Mones, Janie
Mooyman, Johannes
Morgan, Robin
Mowry, Brooke
Munson, Shawna
Nahl, Elizabeth
Nave, Aaron
Nelson, Katherine
Newman, Kathryn
Nichols, Raya
O'Brien, Amy
O'Harrow, Laurie

Kivett, Stuart
Knight, Cora
Kosmalski, Julie
Kramer, Susan
Krupa, Molly
Kushner-Katz, Jane
Lacock, Mary
Landauer, Claude
Larrance, Amiya
Lassen, Jenny
Laws, Kimberley
Ledgerwood, Steffan
Leslie, James
Liebertz, Carol
Lins-Bafaro, Anne
Lohman, Heidi
Lopez, Sarah
Lower, Lisa
Lundy, Mattie
Magdaleno, Angelina
Maines, Sandra
Marshall, Cherylen
Martinak, Mayra
Massey, David
Matzelle, Rebecca
Mayers, David
McClain, Julie
McCullum, Heather
McGinley, Emily
McKernan, Cheryl
Mecheski, Hayley
Meeuwsen, Jennifer
Milio, Kristin
Miller, Tamara
Miyama, Dean
Monnier, Deborah
Morgan, Christina
Morley, James
Mudd, Michele
Myers, Michaelene
Nasewytewa, Barbara
Naylor-Bluemmel, Malea
Nelson, Stacia
Ng, Robin
Nickens, Teresa
O'Connor, Michael
O'Hollaren, Colleen

Klimke, Carly
Knox, Douglas
Kosmas, Christina
Kramer, Tim
Kruse, David
La Tour, Christina
Lais, Paula
Lanthrum, Andrew
Larsen, Kristi-Jo
Laurance, Lydia
Lawson, Karen
Lentz, Jamie
Levine, Amanda
Linehan, Elizabeth
Little, Linda
London, Jeannie
Loun, Matthew
Lugo-Estrada, Sonia
Luther, Susan
Mahlum, Adam
Markealli, John
Marshall, Laurie
Martinez, Kimberly
Masters, Mary
Maxwell, Marie
Mayfield, Leslie
McClain, Stephanie
McDaniel, Cecilia
McIntosh, Pamela
McLain, Gina
Medina, Suzanne
Mergen, Reagan
Miller Jr, Olson
Minch-Meehan, Nicole
Monahan, Annette
Moore, Dee
Morgan, Elizabeth
Mosqueda, Tiffany
Mullavey, Julie
Myers, Michelle
Nauert, James
Nees, Katrina
Neville, James
Nicholas, Laura
Norman, Yvonne
Ogbeide, Kara
O'Leary, Sheila

Olivar, Mariaeugenia
Oster, Heather
Page, Breanna
Panayiotou, Shelley
Parsons, Jennifer
Patterson, Todd
Penrod, Susan
Petersen, Cheryl
Peterson, Wendy
Phelan, Valerie
Phipps, Jason
Pinder, Roger
Portinga, Teresa
Pratt, Lana
Pridemore, Brenda
Purdy, Kelly
Raffaele, Michael
Ramirez, Irma
Ravensberg, Edward
Reamer, Erin
Reese, Laura
Reigel, David
Reiter, Juanita
Retzlaff, Sara
Rice, Rebecca
Richmond, Susan
Rider, Jami
Riley, Sara
Rivera, Patricia
Roberts, Dale
Rodrick, Joseph
Rogers, Stephen
Rooke, Michaelle
Rosenthal, Dale
Rousse, Denise
Rykowski, Wendy
Sahlfeld, Todd
Salzwedel, Mark
Sanchez, Roberto
Saul, Connie
Sayre, Terrence
Schlechter, Andrea
Scholl, Milton
Schwartz, Shannon
Sebastian, Paula
Sevenau, Jeanine
Shaner, Erik

Olivas, Julie
Osterhaus, Julia
Painter, Joseph
Pape, Suzanna
Patron, John
Paulson, Gina
Perry, Edith
Peterson, Christin
Petrick, Kellie
Phelps, Tyler
Phipps, Jonna
Policar, Martin
Powers, Gail
Price, Michelle
Pruss, Christa
Quas, Autumn
Rainey, Lisa
Rappleyea, Lisa
Ravins, Ashley
Reardon, Susan
Reich, Barbara
Reiman, Krista
Reitmeier, Kimberlee
Reyes, Sally
Rice, Therese
Richter, Lois
Riendeau, Tiffany
Rinck, Tracey
Robbins, Jennifer
Robertson, Daniel
Rodriguez, Siordia
Rohrig, Jessica
Rose, Cindy
Ross, Benjamin
Rueber, Kristen
Rynearson, Joni
Sahlfeld, Whitney
Sanchez, Alondra
Sandefer, Charmaine
Saxton, Brent
Schaefer, Allison
Schmidt, Angela
Schott, Ann
Scoble, Cassandra
Sele, Vance
Severance, Heather
Shearing, Richard

Orozco-Acosta, Christina
Paden-Matsuzaki, Cynthia
Paisley, Katherine
Parris, Rebecca
Patten, William
Pendergrass, Brian
Peters, Dawn
Peterson, Eric
Pfister, Lisa
Phillips, Brett
Pierce, Erika
Porter, Kimberly
Powers, Michele
Prichard, Amy
Pruss, Nathan
Rabe, Janet
Ramchandrar, Usha
Rattazzi, Darcy
Ready, Denise
Reese, Adam
Reid, Allison
Reiter, David
Rommel, Georgia
Rice, Azusa
Richardson, Margaret
Richter-Furman, Jessica
Rikli, Anna
Rivas-Street, Paula
Roberson, Elizabeth
Robinson, Kendra
Rogers, Keona
Rooke, Kelly
Rosenberger, Kellie
Ross, Zachary
Russell, Elizabeth
Sagapolu, Lisa
Salter, Christopher
Sanchez, Mario
Satterlee, Scott
Saxton, Wendy
Scharosch, Lisa
Schneider, Jennifer
Schranz, Barbara
Scott, Molly
Sell, Leslie
Severns, Raymond
Sheehan, Amy

Sheldon, Amy
Shelton, Jennifer
Sherwood, Christopher
Siems, Denise
Skipper, Brigitte
Smith, Sharma
Snyder, Julia
Sparks, Linda
Stanley, Richard
Steiner, Christopher
Stewart, Timothy
Stockbridge, Liisa
Stremme, Tanya
Stuve, Carmen
Sunagawa, Naomi
Szukalla, Vicki
Tamura, Lesley
Taylor, Aprille
Teegarden, Elizabeth
Thacker, Nathaniel
Thoma, Nancy
Thompson, Nicole
Tierney, Anne
Trinh, Phuong
Turner-Baxter, Megan
Vandebergh, Rhonda
Vanwess, Janet
Vermeire, Joseph
Volk, Kristin
Waining, Sabrina
Walker, Eric
Wallace, Jennifer
Ward, Deborah
Waugh, Ellen
Weber, Joanne
Welch, Kris
White, Christine
Williams, Samuel
Winesburgh, Christal
Wolf, Linda
Wyndham, John
Young, Richard
Zaugg, Jaycee
Zerizef, Nabil

Shell, Melissa
Shelton, Katharina
Sidwell, Tiffany
Simantel, Cynthia
Smith, Christine
Smith, Trevor
Soon, Kevin
Sprecher, Karen
Steele, Matthew
Stephens, Thomas
Stinger, Jason
Stover, Mary
Striplin, Mark
Sukhareva, Yelena
Sunday, Wendy
Takahashi, Guy
Tanedo, Lisa
Taylor, Diana
Tesdal, Jane
Thalman, Mark
Thompson, Christy
Thomsen, Dardn
Timmons, Stephanie
Trosclair, Brett
Twigg, Neill
Vandyke, Erin
Vanzant, Amber
Vick, Michelle
Vorderbrueggen, Trina
Wakeman, Bonnie
Walker, Shannon
Walls, Teresia
Warren, Dawna
Wear, Matthew
Wedel, Amanda
Whinery, Alan
Wickham, Barbara
Wilson, Joseph
Winikka, Chris
Wrege, Berne
Yackel, Elizabeth
Youngren, Tara
Zehr, Heather
Zielke, Patricia

Sheller, Laura
Shepherd, Erin
Siebert, Ashley
Sims-Cochran, Veva
Smith, Patricia
Smith, William
South, Tyler
Sriram, Shanthi
Stein, Peter
Stewart, Kathleen
Stinnett, Ronald
Strand, Jennifer
Striplin, Melinda
Summers, Jean
Sunnes, Victory
Talbot, Stacy
Taube, Christine
Taylor, Terri
Tesdal, Ryan
Thoen, Nicole
Thompson, Lynette
Thomson, Judy
Toth, Ramona
Turner, Sarah
Underhill, Jennifer
Vanhorn, Eryn
Ventura, Carin
Vilante, Brooke
Wagoner, Melanie
Walker, David
Wallace, Deborah
Walsh, Angela
Waterman, Daniel
Webber, Carrie
Weidkamp, Susan
Whitaker, Shannon
Wilkerson, Stephanie
Wilson-Fey, Kathryn
Winters, Melanie
Wright, Mason
Young, Amber
Zagyva, Alia
Zephirin, Sarah
Zumwalt-Boyles, Stephanie

7. Current contract administrators being offered three-year contracts for July 1, 2016, to June 30, 2019, as contract administrators:

Corliss, Grant	Danskey, Janelle	Graser, Beth
Haats, Brian	Holt, Monique	McCoy, Ken
Mendez, Mary	Murray, Cecelia	Paulus, Alison
Peterson, James	Petrick, Rian	Schofield, Enedelia
Spitzer, Dayle	Timmons, Greg	Will, Roger
Zehr, Ted		

8. Temporary teachers employed on a 2015-16 contract, expiring June 30, 2016:

Arenas, Christian	Bailey, Sharon	Bottema, Rochelle
Bradley, Penny	Brown, Nicole	Bruhl, Angela
Burnsed, Casy	Caldwell, Kimberly	Cossio Jimenez, Jose
Davenport, Teresa	Denning, Nancy	Dinsmore, Michelle
Dunn, Megan	Eberly, Tawnya	Galen, Marcus
Hammer, Christie	Hargraves, Ann	Heath, Olivia
Her, Sue	Hernandez Flores, Sara	Jaspar, Corinne
Jones, Daniel	Kellogg, Kelli	Lang, Andrew
Lynn, Abigail	McDonald, Alisa	Mendonca, Jessica
Moe, Kristi	Neuenschwander, Breanna	O'Brien, Christopher
Odermott, Daniel	Oster, April	Park, Ji
Pearson, Lisa	Petterson, Anne	Rees, Robert
Rojas, Mykle	Sellke, Desiree	Sifers, Jessica
Srinivasan, Abhinaya	Steinmetz, Madison	Stubbs, Rebecca
Sumner, Linda	Taguchi, Jenny	Turner, Gail
Watson, Kimberly	Wynns, Penelope	

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2016
ADOPT RESOLUTION TO ADMIT NONRESIDENT STUDENTS

SITUATION

During the 2011 Legislative Session, Oregon's elected leaders passed HB 3681, commonly known as the "open enrollment" law. This legislation details a process and timeline by which students may request attendance at a school in a district where they do not have legal residence, if they receive consent from the district where the school is located.

By March 1 of each year, school boards must determine whether they will give consent to students whose legal residence is not within their school district. If consent will be granted, boards shall establish standards by which consent will be given, including the number of persons to whom consent will be given for the school year.

It should be noted that, while a district is not required to admit nonresident students under the open enrollment provision, the decision not to participate does not preclude resident students from leaving for another district.

RECOMMENDATION

The Superintendent recommends the Board of Directors adopt the following resolution:

The Hillsboro School District 1J Board of Directors hereby resolves to admit nonresident students for the 2016-17 school year under the provisions of Oregon HB 3681. The Board further directs administration to determine and announce the number and location of available transfer slots, and to devise an equitable process by which students will be selected for the slots.

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2016
ADOPT BOARD EVALUATION TOOL / PROCESS

SITUATION

During the January 26, 2016, Board meeting, a draft Board evaluation tool / process was presented for Board members' feedback. During tonight's meeting, the Board of Directors is scheduled to adopt the new Board evaluation tool / process.

RECOMMENDATION

The Superintendent recommends the Board of Directors adopt the new Board evaluation tool / process.

Proposed Board Standards with Performance Indicators

February 23, 2016

Rating Descriptors

The Evaluation Committee proposes using the following rating scale. Each Performance Indicator will be rated, and then an overall rating will be assigned to each Standard. The overall rating should be explained in the Comments section below each Standard, and explanations should also be provided for low ratings assigned to Performance Indicators or overall Standards. Providing illustrations and explanations for ratings provides valuable insight to the Board for assessing its performance and planning for future growth.

- (4) Exceeds
- (3) Proficient
- (2) Developing
- (1) Does Not Meet

Use the following definitions for ratings:

- (4) Exceeds: Models excellence; serves as mentor; recognized for performance
- (3) Proficient: Frequently demonstrates high level of skill; usually incorporates best practices
- (2) Developing: Beginning to incorporate best practices; sometimes demonstrates high level of skill
- (1) Does Not Meet: Rarely demonstrates understanding of needs or expectations

360° Feedback Information Collection (along with collection method)

Audiences: Board – Online evaluation tool
Cabinet – Online evaluation tool
Local Leaders – Phone / electronic interviews
Aron Carleson – Hillsboro Schools Foundation
Deanna Palm – Hillsboro Chamber of Commerce
Hillsboro City Council
Hillsboro Mayor Jerry Willey
Hillsboro City Manager Michael Brown
Union Leadership – Online evaluation tool
General Public – Online questionnaire (limited number of questions)

Collection Method

All worksheets and questionnaires for 360° feedback and Board evaluation worksheets will be collected online, using survey software similar to the Superintendent evaluation collection method.

Timeline - 2016

May 1 - May 15	• Consultant collects evaluation information (360° feedback) • Board members complete self-evaluation worksheets online
May 15 - May 31	• Consultant tabulates 360° feedback results, compiles Board self-evaluation worksheet data, and prepares comprehensive evaluation report
June 14	• <u>Board Work Session</u>: Consultant presents evaluation report to the Board

Standard No. 1: Board Leadership and Advocacy

The Board effectively exercises its leadership, authority, and responsibility at public meetings in accordance with Oregon Public Meetings Laws. The Board establishes focus, direction, and expectations that inspire success across the organization by aligning authority and responsibility, so that decisions can be made at a level close to implementation.

Performance Indicators

- 1.1 The Board makes decisions only at properly called meetings and conducts meetings in a business-like manner, following accepted parliamentary procedure.
- 1.2 Executive session discussions are strictly limited to the topic authorized by the announced statute, and Board Members uphold the legal requirement for confidentiality on all matters arising in executive session and from confidential records.
- 1.3 The Board considers fact and data for its decision-making, and will request a decision be postponed until further information can be obtained when the facts and issues are not fully understood.
- 1.4 Board Members come to meetings well prepared to dialogue and discuss issues, in search of an answer that is the best solution for all the stakeholders in the District.
- 1.5 Board activities, analyses, and decision-making are aligned to the District's vision, goals, and strategic plan.
- 1.6 Board Members establish and sustain relationships with community leaders, local government officials, and state legislators.
- 1.7 Board Members understand and are knowledgeable about improvement initiatives and their role in supporting those initiatives.
- 1.8 Board Members adhere to Oregon Public Meetings Laws when communicating with other Board Members via social media, websites, and other electronic means.
- 1.9 The Board periodically studies, discusses, and weighs the merits of pending legislation for the purpose of determining its official position on legislative matters affecting the District.

The overall rating for this Standard is:

☐ 4	☐ 3	☐ 2	☐ 1	☐ N/A
Exceeds	Proficient	Developing	Does Not Meet	Not Applicable

☐ I do not have sufficient information to rate this Standard

Comments:

(Provide examples or illustrations for your rating.)

Standard No. 2: Board Relationships

The Board and the individual Board Members work together with the Superintendent as a leadership team in a spirit of trust, collaboration, and mutual respect, performing their duties in a manner that reflects service to the community on behalf of all stakeholders, and conducting District business in a fair, ethical, and responsible manner.

Performance Indicators

- 2.1 The Board focuses on policy-making, planning, advocacy, and evaluation, rather than day-to-day operations of the District.
- 2.2 Board Members and the Superintendent attempt to ask questions and communicate in a timely manner regarding agenda items prior to Board meetings, so that no one will be surprised by unanticipated comments or questions.
- 2.3 Performance expectations have been clearly established for the Superintendent, and are a part of the annual Superintendent evaluation.
- 2.4 The Board works and plans with the Superintendent in a spirit of mutual respect, trust, confidence, and cooperation.
- 2.5 Information and written documents about District business are always requested through the Superintendent and/or Cabinet, and only from other staff members with the knowledge of the Superintendent.
- 2.6 Board Members understand that they have no authority except when sitting as a Board, or when authority is delegated for special duties by vote of the Board.
- 2.7 Board Members demonstrate the essential knowledge and skills necessary to be effective Board Members, and are prepared in advance to conduct the business of the Board at meetings.
- 2.8 Board Members regularly participate in Board development, training, and conferences to become effective Board Members and improve Board performance.
- 2.9 Board Members abide by the terms of the Working Agreements established for Board Members' interactions with each other, and relationships with the Superintendent.
- 2.10 The Board and Superintendent conduct orientation activities (social and professional) to familiarize new Board Members with the role of the Board and the operations of the District.

The overall rating for this Standard is:

☐ 4	☐ 3	☐ 2	☐ 1	☐ N/A
Exceeds	Proficient	Developing	Does Not Meet	Not Applicable

☐ I do not have sufficient information to rate this Standard

Comments:

(Provide examples or illustrations for your rating.)

Standard No. 3: Communications and Community Engagement

The Board communicates a common vision for the District, keeping staff and the public informed about on-going District business, and gives the public appropriate opportunities to become acquainted with the programs and operations of the District.

Performance Indicators

- 3.1 Individual Board Members direct media inquiries about Board business to the Chair, Superintendent, or media designee for the District, so that the position of the District is articulated with a single voice.
- 3.2 The District's vision, goals, and strategic plan are widely published to the public and staff, so that the entire community knows the direction of the District.
- 3.3 Board Members spend time with other community groups to help form alliances and carry out the mission of the District.
- 3.4 The Board keeps itself informed about the needs and wishes of the public, keeps the public informed about the District, and encourages the public to share ideas and opinions at public meetings.
- 3.5 All formal communications or reports to the Board or any Board committee from staff members are submitted through the Superintendent, or from others at the direction of the Superintendent.
- 3.6 All official Board communications, policies, and directives of staff interest and concern are communicated to staff members through the Superintendent.
- 3.7 When expressing personal opinions in public, Board Members clearly identify the opinions as their own.
- 3.8 Board Members treat fellow Board Members, staff, students, and the public with respect while posting on social media websites, and do not post confidential information.

The overall rating for this Standard is:

☐ 4	☐ 3	☐ 2	☐ 1	☐ N/A
Exceeds	Proficient	Developing	Does Not Meet	Not Applicable

☐ I do not have sufficient information to rate this Standard

Comments:

(Provide examples or illustrations for your rating.)

Standard No. 4: Vision and Planning

The Board engages staff and stakeholders in the development of a shared vision of the District's mission, goals, and legal responsibilities that direct policy-making, planning, resource allocation, and activities.

Performance Indicators

- 4.1 The Board has a clear vision of what it takes for the District to be successful, and a clear understanding of the District's core beliefs, incorporating those beliefs in its planning processes.
- 4.2 The Board has adopted a strategic plan to implement the District's mission and vision, and annually adopts goals to carry out the strategic plan.
- 4.3 The Board plans and organizes with the objective that all students will graduate with college- and career-readiness skills, by reaching achievement benchmarks throughout their K-12 experience.
- 4.4 The Board schedules adequate opportunities for planning, brainstorming, and thoughtful discussion, before taking action on initiatives and programs.
- 4.5 The Board invites the participation of those stakeholders who will be impacted in the development of plans and goals for the District.
- 4.6 The Board has adopted a long-range facilities plan to prepare for future growth in the District, and maintain or replace existing facilities, as needed.

The overall rating for this Standard is:

☐ 4	☐ 3	☐ 2	☐ 1	☐ N/A
Exceeds	Proficient	Developing	Does Not Meet	Not Applicable

☐ **I do not have sufficient information to rate this Standard**

Comments:

(Provide examples or illustrations for your rating.)

Standard No. 5: District Climate

The Board creates a climate of high expectations throughout the District, resulting in a safe learning and working environment that implements the District's mission, while embracing diversity.

Performance Indicators

- 5.1 Board Members are visible throughout the District, and regularly attend District activities.
- 5.2 The Board encourages staff to find innovative and creative solutions to problems, without assigning blame for well-designed initiatives that do not achieve the intended objectives.
- 5.3 The Board provides ample opportunities for professional growth for Board Members, the Superintendent, and all staff.
- 5.4 The Board makes decisions based on what is good for the entire school District, and not individual schools or program areas.
- 5.5 The Board regularly assesses the District climate through surveys, focus groups, and other methods involving various stakeholders, in order to stay informed about current issues involving operations of the District.
- 5.6 The Board provides the resources for a safe and secure working environment for staff and learning environment for students.
- 5.7 The Board enacts policies to define hiring practices that select employees who fit the culture and core values of the District.

The overall rating for this Standard is:

☐ 4	☐ 3	☐ 2	☐ 1	☐ N/A
Exceeds	Proficient	Developing	Does Not Meet	Not Applicable

☐ **I do not have sufficient information to rate this Standard**

Comments:

(Provide examples or illustrations for your rating.)

Standard No. 6: Accountability

The Board sets high expectations for transparency, financial stewardship, and student achievement, by aligning policies to maximize resource allocation, staffing, curriculum, professional development, and other activities to meet the District's legal and financial obligations.

Performance Indicators

- 6.1 The Board has in place written policies that are clear, concise, up-to-date, and in compliance with state and federal laws.
- 6.2 The Board adopts a budget that allocates resources aligned with the District's vision, goals, and strategic plan.
- 6.3 In addition to the annual audit, the Board regularly receives financial reports about the implementation of the adopted budget.
- 6.4 The Board evaluates the Superintendent's performance annually.
- 6.5 The Board allocates resources for the District to maintain adequate physical facilities to meet District goals and statutory requirements, when resources are available.
- 6.6 The Board allocates resources for the District to maintain up-to-date technology for use by the District in its operations, by the staff for the instructional programs, and by the students for their learning environment, when resources are available.
- 6.7 The Board assesses its own performance regularly.
- 6.8 The Board invites feedback from the public and staff about the effectiveness of Board performance to use for Board evaluation.
- 6.9 Visits to schools by Board Members are carried out only with the full knowledge of staff, including the Superintendent, principals, and other supervisors.

The overall rating for this Standard is:

☐ 4	☐ 3	☐ 2	☐ 1	☐ N/A
Exceeds	Proficient	Developing	Does Not Meet	Not Applicable

☐ I do not have sufficient information to rate this Standard

Comments:

(Provide examples or illustrations for your rating.)

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2016
ADOPT RESOLUTION MODIFYING HILLSBORO SCHOOL DISTRICT'S LEVEL OF
PARTICIPATION, AND APPROVING THE NORTHWEST REGIONAL
EDUCATION SERVICE DISTRICT LOCAL SERVICE PLAN FOR 2016-17

SITUATION

In accordance with ORS 334.175, local school districts must approve their education service district's Local Service Plan for the following year prior to March 1, 2016. The Northwest Regional Education Service District (NWRESA), in concert with regional superintendents, developed a Local Service Plan to bring to the region's 20 school districts. Local school district boards of directors are now reviewing the plan. For the local service plan to take effect for the 2016-17 school year, the plan must be approved by at least two-thirds of the component school districts representing over 50 percent of all regional students.

This past fall, the Hillsboro School District (HSD) Board of Directors notified the Northwest Regional Education Service District (NWRESA) of HSD's decision that 75 percent of the NWRESA State School Fund attributable to HSD for the 2016-17 school year be paid directly to HSD. This request limits HSD to acting only in an advisory capacity for decisions made in relation to the governance of NWRESA.

During the February 9 Board meeting, the Superintendent provided information regarding HSD's experience over the past seven months, and recommended that HSD participate as a full member of NWRESA for the 2016-17 school year, receiving a direct payment of 50 percent of the NWRESA State School Fund attributable to HSD for the 2016-17 school year. During tonight's meeting, the Board will vote on a resolution that modifies HSD's level of participation, and approves the NWRESA Local Service Plan for 2016-17.

RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the resolution electing to receive 50 percent of the NWRESA State School Fund attributable to HSD for the 2016-17 school year, paid directly to HSD, and approving the Northwest Regional Education Service District Local Service Plan for 2016-17.

RESOLUTION

Participation in Northwest Regional Education Service District and Approval of Local Service Plan for 2016-17

WHEREAS the Board of Directors of the Hillsboro School District elected on October 27, 2015, to receive 75 percent of State School Funds attributable to the Hillsboro School District for the 2016-17 school year; and

WHEREAS House Bill 3401 states that school districts designating more than 50 percent of the State School Fund attributable to the school district may act only in an advisory capacity for decisions made in relation to the governance of the Education Service District; and

WHEREAS the Board of Directors of the Hillsboro School District wish to participate as full voting members of the Northwest Regional Education Service District; therefore,

BE IT RESOLVED that the Hillsboro School District Board of Directors hereby notifies the Northwest Regional Education Service District (NWRESD) that it elects to receive 50 percent of the NWRESD State School Fund attributable to the Hillsboro School District for the 2016-17 school year to be paid directly to the Hillsboro School District; further,

BE IT RESOLVED by the Board of Directors of the Hillsboro School District, Washington County, Oregon, that for the nature and extent of Core Services, Service Credits, and the County Allocation Fund described in the proposed local service plan, and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2016-17 school year.

ADOPTED this 23rd day of February, 2016.

ATTEST:

Wayne Clift, Board Chair

Mike Scott, Superintendent

Please fax or mail the signed document by March 1, 2016 to:

Theresa Gartner
Northwest Regional Education Service District
5825 NE Ray Circle
Hillsboro, Oregon 97124
P# 503-614-1401
F# 503-614-1283

Proposed NWRESD 2016-17 Local Service Plan: Core Services Budget

<u>Program</u>	<u>2015-16 Adopted Budget</u>	<u>2016-17 Projected Budget</u>
<i>School Improvement - Allocations to Districts</i>		
Astoria	\$ 9,647	\$ 9,581
Banks	5,540	5,568
Clatskanie	3,924	3,881
Forest Grove	31,208	31,340
Gaston	3,409	2,859
Jewell	1,160	1,235
Knappa	2,779	2,713
Neah-Kah-Nie	4,215	3,890
Nestucca Valley	2,840	2,913
Rainier	4,931	4,968
Scappoose	11,127	11,218
Seaside	7,798	8,193
Sherwood	24,841	24,667
St. Helens	15,864	15,995
Tigard-Tualatin	61,625	61,866
Tillamook	9,949	10,121
Vernonia	3,249	3,226
Warrenton-Hammond	4,843	4,717
Total School Improvement	\$ 208,951	\$ 208,951
 <i>Regional Innovations Fund</i>		
	550,000	500,000
 <i>Technology</i>		
Network Services	315,342	331,109
Help Desk	93,884	98,578
Application Support/Development	408,788	429,227
Technical Engineering Coop	351,830	369,422
Student Information System	708,373	743,792
Library Services	200,865	210,908
Total Technology Services	2,079,082	2,183,036
 <i>Miscellaneous Services</i>		
Home School	12,304	12,950
Emergency Closure Network	8,000	9,500
County Allocations	1,382,628	1,483,287
Total Miscellaneous Services	1,402,932	1,505,737
 Total Core Services	 \$ 4,240,965	 \$ 4,397,724
 Amount Available for Core Services	 \$ 4,240,965	 \$ 4,397,724
 Surplus/(Deficit)	 -	 -

Proposed NWRESD 2016-17 Local Service Plan: Service Credits

	2016-17 (Projected)	2015-16 (9/9/2015)
Projected Budget (10/21/2015 estimate)	\$ 41,604,748	\$ 40,283,780
ESD Operations @ 10%	4,160,475	4,028,378
Resolution Plan @ 90%	37,444,273	36,255,402
Less: Beaverton (38.50%)	14,417,695	14,015,840
Less: Hillsboro (20.39%)	7,635,682	7,432,432
Amount Available for 18 Districts	15,390,896	14,807,130
CORE Services - 25% of Plan	3,847,724	3,701,783
Service Credits - 75% of Plan	\$ 11,543,172	\$ 11,105,348

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County	District	ODE Report 5/11/2015 2013-14 Ex. ADMw	ODE Report 5/10/2015 2014-15 Ex. ADMw	Growth	Local Service Plan ADMw w/ Growth	% of Total	Projected 2016-17 Service Credit Allocation	Amount per ADMw	Projected 2015-16 Service Credit Allocation	Difference
Clatsop	Astoria	2,160.7	2,158.6	(2.2)	2,158.6	4.38%	\$ 505,559	\$ 234.21	\$ 512,725	\$ (7,166)
	Jewell	267.1	265.6	(1.4)	265.6	0.54%	62,215	234.21	61,675	540
	Knappa	638.3	638.3	-	638.3	1.30%	149,499	234.21	147,720	1,779
	Seaside	1,794.6	1,817.8	23.2	1,841.0	3.74%	431,180	234.21	414,434	16,746
	Warrenton-Hammond	1,121.8	1,216.9	95.1	1,312.0	2.66%	307,292	234.21	257,414	49,878
Columbia	Clatskanie	903.1	876.3	(26.9)	876.3	1.78%	205,235	234.21	208,567	(3,332)
	Rainier	1,137.3	1,098.6	(38.8)	1,098.6	2.23%	257,295	234.21	262,070	(4,775)
	Scappoose	2,554.6	2,581.9	27.4	2,609.3	5.29%	611,125	234.21	591,379	19,746
	St. Helens	3,651.2	3,608.0	(43.1)	3,608.0	7.32%	845,043	234.21	843,152	1,891
	Vernonia	751.8	777.0	25.2	802.2	1.63%	187,889	234.21	172,693	15,196
Tillamook	Neah-Kah-Nie	926.5	934.9	8.4	943.2	1.91%	220,915	234.21	224,010	(3,095)
	Nestucca Valley	653.7	629.4	(24.3)	629.4	1.28%	147,412	234.21	150,951	(3,539)
	Tillamook	2,289.6	2,405.1	115.5	2,520.6	5.11%	590,353	234.21	528,754	61,599
Washington	Banks	1,275.1	1,260.9	(14.2)	1,260.9	2.56%	295,312	234.21	294,463	849
	Forest Grove	7,236.6	7,359.2	122.5	7,481.7	15.18%	1,752,290	234.21	1,658,661	93,629
	Gaston	723.0	788.2	65.2	853.3	1.73%	199,862	234.21	181,178	18,684
	Sherwood	5,599.7	5,719.4	119.8	5,839.2	11.85%	1,367,601	234.21	1,320,271	47,330
	Tigard-Tualatin	14,226.6	14,386.9	160.3	14,547.1	29.52%	3,407,095	234.21	3,275,231	131,864
	TOTAL	47,911.3	48,522.9	611.6	49,285.3	100.00%	\$ 11,543,172		\$ 11,105,348	\$ 437,824

NWRESD 2015-16 Budget Allocations

State School Fund Allocation (4/24/2015 Estimate) :	\$ 40,166,058	
District Allocation @ 90% of SSF Allocation:	\$ 36,149,452	ESD Operations
Less: Amount due to BSD, HSD (59.16%)	21,385,593	@ 10%: \$ 4,016,606
Amount Available for Districts	14,763,859	
CORE Allocation @ 25% of District Allocation:	\$ 3,690,965	
Service Credits @ 75% of District Allocation:	\$ 11,072,895	

Function	Description	90%		10%
		25%	75%	
		CORE Services	SERVICE CREDITS	OPERATIONS
		Budget	Budget	Budget
2112	ATTENDANCE SERVICES /HOME SCHOOL	\$ 12,304		\$ 281,285
2190	SVC DIRECTION STUDENT SUP			267,328
2219	OTH IMPRV INSTRUCTION SVC			402,184
2325	SUPERINTENDENT RELATIONS			12,000
2329	SERVICE CENTERS			550,662
2633	EMERGENCY CLOSURE/PUBLIC INFO SVCS	8,000		117,632
2573	COURIER			46,717
2660	STUDENT INFORMATION SYSTEM	708,373		
2662	TECHNICAL ENGINEERING COOP	351,830		
2663	APPLICATION SUPPORT/DEVELOPMENT	408,788		
2667	LIBRARY SERVICES	200,865		
2664	HELP DESK	93,884		
2665	NETWORK SERVICES	315,342		
2310	BOARD OF EDUCATION SVCS			180,500
2321	OFFICE SUPERINTENDENT SVC			362,039
2322	OFFICE DEPUTY SUPERINTENDENT			250,646
2510	FISCAL SERVICES			1,430,679
2540	OPERATION MAINT PLANT SVC			429,396
2640	HUMAN RESOURCES/RECEPTION			963,932
2660/61	TECHNOLOGY SERVICES			1,424,729
	REGIONAL INNOVATIONS FUND (Fund 203)	550,000		
5110	LONG-TERM DEBT SERVICE			660,000
5200	TRANSFERS - COUNTY ALLOCATIONS	1,382,628		
5200	TRANSFERS - SCHOOL IMPROVEMENT	208,951		
5200	TRANSFERS - SERVICE CREDITS		\$ 11,072,895	
5200	TRANSFERS - BSD, HSD		\$ 21,385,593	
5200	TRANSFERS - ESD OPERATIONS			3,077,500
6110	OPERATING CONTINGENCY			3,000,000
		\$ 4,240,965	\$ 32,458,488	\$ 13,457,229

TOTAL CORE EXPENDITURES **\$ 4,240,965**

TOTAL GENERAL FUND EXPENDITURES **\$ 49,606,682**

GENERAL FUND REVENUES:

STATE SCHOOL FUND - ALL SOURCES 40,166,058

BEGINNING FUND BALANCE 6,219,430

FEES CHARGED TO GRANTS 1,500,000

OTHER 842,500

TOTAL GENERAL FUND REVENUES **\$ 48,727,988**

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2016
APPROVE FINANCIAL REPORT ACTION PLAN FOR FISCAL YEAR 2014-15

SITUATION

During the January 26, 2016, Board meeting, Larry Grant from Grove, Mueller, Swank, P.C., the District's independent audit firm, notified the Board that House Bill 2174 requires that the Board determine the measures it considers necessary to address any deficiencies disclosed in the Consolidated Annual Financial Report for the year ended June 30, 2015, and adopt a plan of action to implement such measures. The plan must include the estimated period of time necessary to complete the planned actions, and a copy of the plan of action must be provided to the Secretary of State within 30 days of filing this report.

The two issues described on the attached "Financial Report Action Plan for Fiscal Year 2014-15" were listed in the Hillsboro School District Comprehensive Annual Financial Report. The Secretary of State Audits Division will receive a copy of the report, specific correspondence regarding these findings, and the plans of action to address the deficiencies.

RECOMMENDATION

The Superintendent recommends that the Board approve the Financial Report Action Plan for Fiscal Year 2014-15.

**HILLSBORO SCHOOL DISTRICT 1J
FINANCIAL REPORT ACTION PLAN FOR FISCAL YEAR 2014-15**

In accordance with House Bill 2174, management has reported to the Board of Directors the measures it considers necessary to address any deficient items disclosed herein, a plan of action to implement such measures, and the estimated period of time necessary to complete the planned actions.

The two issues described below were listed in the Hillsboro School District Comprehensive Annual Financial Report. The Board of Directors received a copy of the report, specific correspondence regarding the findings, and plans of action to address the deficiencies.

Item 1 – Teacher Experience Reporting

Description	Two of the twenty-five records tested for “teacher experience” were reported in error to the Department of Education. It has been determined that a software reporting issue created these errors.
Corrective Measure	Human Resources and Business Office staff have established protocol to verify that the software utility for this report is working correctly.
Timeline	This measure is to be implemented immediately.

Item 2 – Over-Expenditures of Appropriations

Description	There were over-expenditures in some function areas that were not within the Local Budget Law guidelines.
Corrective Measure	The Business Office will record and monitor anticipated and actual expenditures, and the District will take timely steps to adjust appropriations, as necessary, by Board resolution or supplemental budget.
Timeline	This measure is to be implemented immediately.

HILLSBORO SCHOOL DISTRICT 1J
February 23, 2016
ADOPT RESOLUTION AUTHORIZING ENERGY PROJECT FINANCING

SITUATION

As part of the Districtwide initiative to conserve resources, the District has been working since 2013 with a pre-qualified consultant, Ameresco, 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. In order to obtain financing for this project, it is necessary for the Board to authorize District management to assume an obligation within the parameters of the attached resolution. Financing within the prescribed parameters, coupled with the Qualified Energy Conservation Bond (QECB) program, will yield a guaranteed energy savings for overall positive cash flow.

It is anticipated that the energy projects, described in detail in the design and construction portions of the Ameresco project, will be complete within one to three years. Please see the debt service schedule below.

1	9/15/2017	206,984	16	3/15/2025	71,825
2	3/15/2018	207,941	17	9/15/2025	74,494
3	9/15/2018	210,803	18	3/15/2026	74,838
4	3/15/2019	211,778	19	9/15/2026	77,592
5	9/15/2019	214,715	20	3/15/2027	77,951
6	3/15/2020	215,708	21	9/15/2027	80,791
7	9/15/2020	218,722	22	3/15/2028	81,164
8	3/15/2021	219,733	23	9/15/2028	84,093
9	9/15/2021	87,482	24	3/15/2029	84,482
10	3/15/2022	87,886	25	9/15/2029	87,504
11	9/15/2022	65,776	26	3/15/2030	87,908
12	3/15/2023	66,080	27	9/15/2030	91,024
13	9/15/2023	68,589	28	3/15/2031	91,445
14	3/15/2024	68,906	29	9/15/2031	94,659
15	9/15/2024	71,494	30	3/15/2032	95,097
					3,477,464

RECOMMENDATION

The Superintendent recommends the Board of Directors authorize the District's Chief Financial Officer to negotiate the financing terms of the Energy Project within the parameters of the authorizing resolution.

QUALIFIED ENERGY CONSERVATION BONDS FINANCING RESOLUTION

RESOLUTION NO. _____

A RESOLUTION OF HILLSBORO SCHOOL DISTRICT NO. 1J IN WASHINGTON, YAMHILL, AND MULTNOMAH COUNTIES, OREGON, AUTHORIZING THE ISSUANCE AND NEGOTIATED SALE OF A FINANCING AGREEMENT IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$3,500,000; DESIGNATING AN AUTHORIZED REPRESENTATIVE; AUTHORIZING THE EXECUTION AND DELIVERY OF SUCH FINANCING AGREEMENT AND RELATED MATTERS.

WHEREAS the Board of Directors of Hillsboro School District No. 1J, Washington, Yamhill, and Multnomah Counties, Oregon (the "District"), is authorized, pursuant to the Constitution and laws of the State of Oregon (specifically, Oregon Revised Statutes Section 271.390), to enter into financing agreements to finance real and personal property, as more fully described in the "Project," and to pay a portion of the related costs of issuance; and

WHEREAS it is advantageous for the District to authorize and enter into a financing agreement (the "Financing Agreement") to finance the Project in an aggregate principal amount not to exceed \$3,500,000, which is payable from funds provided by the District under the Financing Agreement; and

WHEREAS Section 54D of the Internal Revenue Code of 1986, as amended (the "Code"), authorizes certain state and local governments to issue qualified energy conservation bonds ("QECBs") pursuant to volume cap allocated to such local governments; and

WHEREAS QECBs may be issued by governments with volume cap to finance certain "qualified conservation purposes;" and

WHEREAS the District has received an allocation of \$3,500,000 QECB volume cap ("QECB Volume Cap") from the Oregon Department of Energy; and

WHEREAS, Section 54D(f)(1)(A)(ii) of the Code, and IRS Notice 2012-44, provide that a "qualified conservation purpose" includes capital expenditures incurred for the purposes of implementing green community programs; and

WHEREAS IRS Notice 2012-44 describes a green community program to include a program (i) with a purpose of promoting one or more of the purposes of energy conservation, energy efficiency, or environmental conservation initiatives relating to energy consumption, broadly construed, and (ii) involving property that is available for general public use; and

WHEREAS the District is undergoing the Project with the purpose of promoting energy conservation and increasing energy efficiency in its facilities; and

WHEREAS the Project is part of the District's overall green community program to promote the purposes of energy conservation, energy efficiency, and environmental conservation initiatives, and involves improvements to facilities that are open to the general public; and

WHEREAS the District anticipates incurring expenditures (the "Expenditures") to finance the costs of the Project, and wishes to declare its official intent to reimburse itself for any Expenditures the District may make from its own funds on the Project from the proceeds of the Financing Agreement; and

WHEREAS the District may issue the Financing Agreement as qualified energy conservation bonds described in Section 54D of the Code ("QECBs"),

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD AS FOLLOWS:

1. Authorization.

- a. Issuance and Sale of Financing Agreement. The District authorizes the issuance and negotiated sale of the Financing Agreement of the District, which shall be issued in an amount not to exceed \$3,500,000 to finance the Project.
- b. Issuance of Financing Agreement as Part of Green Community Program. The District hereby declares that the proceeds of the Financing Agreement will be used for the Project, which includes capital expenditures incurred as part of the District's green community program.
- c. Financing Agreement. The District authorizes the execution and delivery of the Financing Agreement to finance the Project, in a form satisfactory to the Authorized Representative, as defined herein.

The estimated weighted average life of the Financing Agreement does not exceed the dollar weighted average life of the Project being financed with the Financing Agreement, as required by ORS 271.390. The District hereby determines that the Project is needed for District purposes.

2. Financing Payments. The financing payments are payable from the general non-restricted revenues of the District and other funds which may be lawfully available for that purpose, including any taxes levied within the restrictions of Sections 11 and 11b, Article XI of the Constitution of the State of Oregon. The obligation of the District to make financing payments is a full faith and credit obligation of the District, and is not subject to appropriation. The owners or purchasers of the Financing Agreement do not have a lien or security interest on the property financed with the proceeds of the Financing Agreement.

3. Declaring Intent to Reimburse Expenditures. To the extent that it has not already done so, the District hereby declares its official intent, pursuant to Section 1.150-2 of the Income Tax Regulations and Section 54(A) of the Code, to reimburse itself from the proceeds of the Financing Agreement for any expenditures that it makes on the Project prior to issuing the Financing Agreement.
4. Designation of Authorized Representative. The District hereby authorizes the Chief Financial Officer (an "Authorized Representative") to act on behalf of the District and determine the remaining terms of the financing, as delegated in Section 5 below.
5. Delegation of Final Terms and Sale and Additional Documents. The Authorized Representative is authorized, on behalf of the District, to:
 - a. Negotiate the terms under which the Financing Agreement shall be sold, enter into a Purchase Agreement, if necessary, with a bank or other lender, and execute and deliver such Purchase Agreement;
 - b. Establish the maturity and interest payment dates, dated date, principal amounts, optional and/or mandatory redemption provisions, interest rates, denominations, and all other terms under which the Financing Agreement shall be issued, sold, executed, and delivered;
 - c. Designate the Financing Agreement as a QECB, in accordance with the Code;
 - d. Make all certifications and representations, if appropriate, that are reasonably required by the Code to demonstrate that the Financing Agreement is a QECB;
 - e. Spend general fund money to pay costs of issuance of the Financing Agreement in excess of 2% of the issue price;
 - f. Execute and deliver a certificate specifying the action taken pursuant to this Resolution, and any other documents, agreements, or certificates that the Authorized Representative determines are necessary and desirable to issue, sell, and deliver the Financing Agreement in accordance with this Resolution; and
 - g. Make any clarifying changes or additional covenants not inconsistent with this Resolution.
6. Maintenance of Qualified Energy Conservation Bond Status. The District hereby covenants to use the Financing Agreement proceeds and the Project financed with Financing Agreement proceeds in the manner required, and to otherwise comply with all provisions of the Code, which are required for the Financing Agreement to

be treated as a “qualified energy conservation bond.” The Authorized Representative may enter into covenants on behalf of the District to protect the status of the Financing Agreement as a qualified energy conservation bond.

7. Resolution to Constitute Contract. In consideration of the purchase and acceptance of the Financing Agreement by those who shall own the same from time to time (the “Owners”), the provisions of this Resolution, other than resolutions 1.b., 3, 5.c, 5.d., and 6, shall be part of the contract of the District with the Owners, and shall be deemed to be, and shall constitute a contract between the District and the Owners. The covenants, pledges, representations, and warranties contained in this Resolution or in the closing documents executed in connection with the Financing Agreement, including without limitation the District’s covenants and pledges contained in Section 2 hereof, and the other covenants and agreements herein set forth to be performed by or on behalf of the District, shall be contracts for the equal benefit, protection, and security of the Owners, all of which shall be of equal rank without preference, priority, or distinction of any of such Owners over any other thereof, except as expressly provided in or pursuant to this Resolution.

PASSED AND ADOPTED by the Board of Directors of the HILLSBORO SCHOOL DISTRICT NO. 1J, in Washington, Yamhill, and Multnomah Counties, Oregon, this 23rd day of February, 2016.

**HILLSBORO SCHOOL DISTRICT NO. 1J
WASHINGTON, YAMHILL, AND MULTNOMAH COUNTIES, OREGON**

By: _____
Wayne Clift
Chair, Board of Directors

ATTEST:

By: _____
Mike Scott
Superintendent