



Hillsboro School District 1J

April 26, 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

April 26, 2016

5:15 PM

1. 5:15 p.m. Executive Session
ORS 192.660(2)(i)--Evaluation of the Superintendent
2. 5:50 p.m. Work Session
 - A. Budget Update 5
Presenter: Mike Scott / Adam Stewart
 - B. Discuss Compensation for Nonunion Employees 6
Presenter: Debbie Ashley
 - C. Board Discussion Time
 1. National School Boards Association (NSBA) Conference Reports 7
Presenter: Wayne Clift / Kim Strelchun
 2. Board Discussion
 - D. Recess Board Meeting
3. 7:00 PM - Regular Session
Call to Order and Flag Salute
4. Recognition / Student Presentation
 - A. Student Presentation: Century High School Student Leadership
Presenter: Monte Akers
5. Approval of Agenda
6. Audience Time
7. Reports and Discussion
 - A. Hillsboro Schools Foundation Annual Report 8
Presenter: Mike Scott / Laura Bekken
 - B. Chicas Youth Development Program Report 9
Presenter: Olga Acuña
 - C. First Reading – New Course Proposal: Introduction to Health Science Professions 10
Presenter: Travis Reiman
 - D. First Reading – New Course Proposal: Career Pathways Internship Elective 18
Presenter: Travis Reiman
 - E. Financial Report (*see written report*) 24
Presenter: Adam Stewart
 - F. Policies - First Reading
If no public comments or questions are received regarding these policies during the review period, they will be placed on the consent agenda for approval during the next regular meeting.

1. Policies Regarding Student Attendance, Admissions, Discipline	29
Presenter: Dayle Spitzer	
a. Policy JE/JED/JEDA: Student Attendance	30
b. Policy JEA: Compulsory Attendance	33
c. Policy JEC: School Admissions	36
d. Policy JFC: Student Conduct and Discipline	38
e. Policy JG: Student Discipline	42
f. Policy JGD: Suspension	44
g. Policy JGE: Expulsion	46
8. Consent Agenda	
<i>Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.</i>	
A. Approve Minutes of March 15, 2016, Board Meeting	49
B. Approve Routine Personnel Matters	56
C. Accept Donations	59
D. Adjust Appropriations	60
E. Approve Policy Revisions	
<i>The following policies were presented for first reading on March 15, 2016</i>	
1. Policy GBM: Staff Complaints	63
2. Policy GBDA: Mother-Friendly Workplace	65
9. Action Items	
A. Inter-District Transfers	67
Presenter: Beth Graser	
B. Approve 2016-17 Alternative Education Programs	68
Presenter: Ted Zehr / Gregg O'Mara	
C. Authorize Administration to Award Contracts for Elementary School Wireless Upgrades	73
Presenter: Don Wolff	
D. Adopt Form of Joinder to PACE Trust Agreement	74
Presenter: Adam Stewart	
E. Declare Surplus Property and Authorize Disposal by Public Auction	76
Presenter: Adam Stewart	
F. Vote on Whether to Accept Draft Language for First Reading of Policy JHC: Student Health Services and Requirements, or Recommend Further Revisions	80
Presenter: Adam Stewart	
10. NWRESA / HCU / HEA Reports	
11. Superintendent's Time	
12. Board of Directors' Time	
13. Executive Session	

If needed, the Board may wish to go into Executive Session to discuss matters according to ORS 192.660. (Only used if the Board needs to come back to the Regular Session to take action.)

14. Adjourn Regular Session

15. Next Meetings of the Board of Directors

- May 5, 2016 – Budget Committee Meeting
- May 10, 2016 – Work Session
- May 12, 2016 – Budget Committee Meeting (if needed)
- May 24, 2016 – Regular Session

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
BUDGET UPDATE

SITUATION

The Budget Committee will receive periodic updates on the status of the District budget throughout the remainder of the 2015-16 school year.

During this budget update, Budget Committee members will hear a report on the most recent estimate of the 2015-16 and 2016-17 budgets. The update will also include information from the April 4 State School Fund estimate for the 2014-15 school year. The information presented tonight will be the basis for the Proposed Budget that will be presented to the Budget Committee during the May 5 Budget Meeting.

RECOMMENDATION

The Superintendent recommends the Budget Committee listen to this report and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
DISCUSS COMPENSATION FOR NONUNION EMPLOYEES

SITUATION

The executive management, administrators, confidential, and supervisory-technical employees are not included in a bargaining unit. Annually, the Board authorizes their compensation, subsequent to performance review and approval of the planned budget, and after receiving recommendations from the Superintendent. Per state public meeting laws (42 Op Atty Gen 362 [1982]), salaries for nonunion employees may not be discussed in executive session. The Board is scheduled to take action regarding compensation for nonunion employees during the regular session Board meeting on June 14, 2016.

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

For the 2016-17 school year, it is recommended that:

- Executive management, administrators, confidential, and supervisor-technical employees' compensation package be increased as follows:
 - 3% COLA
 - All eligible employees receive a step
 - \$25.00 increase to the insurance cap for a total of \$1,125 per month
- The current tuition reimbursement language for administrators be updated with proposed language that allows for books and fees (excluding late fees) to be paid out of tuition reimbursement funds, and increases the number of credit hours that can be used for professional development from 4 credits to 6 credits.

For the 2017-18 school year, it is recommended that:

- Executive management, administrators, confidential, and supervisor-technical employees' compensation package be increased as follows:
 - 3% COLA
 - All eligible employees receive a step
 - \$25.00 increase to the insurance cap for a total of \$1,150 per month

RECOMMENDATION

The Superintendent recommends the Board of Directors hear the report on proposed compensation for executive management, administrators, confidential, and supervisory-technical employees.

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA)
ANNUAL CONFERENCE REPORTS

SITUATION

Board members who attended the National School Boards Association (NSBA) annual conference in Boston, Massachusetts, on April 8-11, 2016, will share highlights of the conference.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
HILLSBORO SCHOOLS FOUNDATION ANNUAL REPORT

SITUATION

Hillsboro Schools Foundation (HSF) is a volunteer-driven nonprofit organization whose mission is to cultivate community engagement and funding to inspire excellence in Hillsboro schools. To meet the growing educational needs of the children in the community, HSF has made a commitment over the past 15 years to:

- Increase business philanthropy for K-12 education in Hillsboro
- Strengthen community partnerships
- Increase its annual campaign donors
- Establish a solid planned-giving program
- Enhance volunteer involvement in fundraising

HSF makes Hillsboro's schools stronger and more relevant to students' educational needs by bringing the community together to enhance the public education experience of every Hillsboro-area student:

- Providing innovative and enrichment grants in technology, science, math, multi-cultural programs, reading, language, music, arts, and after-school programs
- Offering fund-raising opportunities for high school clubs through an annual appeal
- Supporting projects that put the tools of exploration, imagination, and self-expression directly into the students' hands, and give them opportunities they wouldn't have under normal school-funded programs
- Encouraging businesses to become more involved in providing unique educational experiences that help to develop the future workforce of Hillsboro
- Encouraging teachers to go beyond the core curriculum to engage and excite students with unique learning experiences

Members of the HSF Board of Directors will present a report to the Hillsboro School District Board of Directors regarding its accomplishments, its continuing commitment to enhancing education through competitive grants, and its current partnership with the District to fund elementary science kits.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
CHICAS YOUTH DEVELOPMENT PROGRAM REPORT

SITUATION

Chicas is a school-based youth empowerment program for Latina girls, grades 3 through 12. The program helps to assure academic success for approximately 450 girls by addressing their ability to navigate the educational system, and their challenges related to gender, race, and class in a comprehensive and proactive manner, during after-school sessions and summer scholastic camps. Chicas provides 25-week sessions to 14 cohorts of 25-40 Latina girls. The program is offered at 13 schools and 14 sites within the Forest Grove and Hillsboro School Districts. The program offers academic support, early intervention, college readiness preparation, financial literacy, leadership development, parent involvement, soccer academy, and summer scholastics. For the past three school years, 100 percent of participating high school seniors in the program have graduated from high school, and they are currently enrolled in a college or university. The program's model of wrap-around services and solid partnerships, including those with the Forest Grove and Hillsboro School Districts, responds to the needs of high-risk students.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
HIGH SCHOOL COURSE PROPOSAL: INTRODUCTION TO
HEALTH SCIENCE PROFESSIONS — 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 "Introduction to Health Science Professions," has been submitted by Ramona Toth. Ms. Toth is a teacher at Liberty High School, who is a leader in the District's Health Services Career and Technical Education (CTE) program.

The course proposal is attached. This proposal was presented to the CCAC at their regular meeting on March 7, 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, Introduction to Health Science Professions.

COURSE Proposal

Course Title: Introduction to Health Science Professions

Schools: Liberty High School, Century High School, Glencoe High School

Academic Program Area: Health Science Career Technical Education - Elective

Contact Person: Ramona Toth, Rachelle Carnes, Melanie Lewis

Course Proposal: Elective 0.5 Credit

Focus Program of Study: Health Science, Introduction Level

Introduction Course	Intermediate Course	Advanced Course
<i>Proposing:</i> Introduction to Health Science Professions (IHSP) 0.5 credit	<i>Existing:</i> Anatomy & Physiology / Health Sciences I 2.0 credit (1.0 science / 1.0 elective) (formally Health Services I)	<i>Existing:</i> Health Sciences II 1.0 credit (formally Health Services II)

Description of Course:

This course provides students with the basics for high school success and the concepts leading to a greater understanding of health sciences, as well as the professions of health sciences. Students explore concepts related to health care ethics, professions, basic skills of communication, foundational physiological concepts. Content taught will also help students learn about pathways that lead to applied health occupations. Students will be exposed to careers in health sciences through speakers, job shadow opportunities and service work to better understand the health care needs of our diverse community. The course culminates in a health science leadership project.

Rationale:

Introduction to Health Science Professions is a STEAM - CTE (Science / Technology / Engineering / Arts / Math – Career Technical Education) bridge course that will **target underrepresented populations** in health services, and the academic middle that could benefit from enrolling into programs that lead to high wage / high demand jobs in Oregon. The achievement of students in health sciences in underrepresented populations has not increased at the same rate as the enrollment; in other words, while diversity in enrollment has increased, achievement in the diversity population enrolled has not increased at the same rate, as shown by Hillsboro School District data across our high schools offering Health Sciences.

We emphasize rigorous, inquiry-based, and often project-based learning, and we believe all students can have improved early access and succeed, in order to make more informed choices about their career path through this elective course.

Impact on the Content Program:

This sophomore-level course will prepare the students for success in a more rigorous STEM - CTE focus program of study through its integration of activities aligned to Common Core State Standards (CCSS), and AVID (Advancement Via Individual Determination). Students will have a chance to experience guest speakers, projects, inquiry and leadership project work that will inform their future high school path. If students decide to embark onto the Health Sciences focus program of study path for their junior and senior years in high school, they will be more academically fit for the rigors of the program. We hope to see an increase in the number of students graduating from the Health Sciences focus program with dual credit through Portland Community College (PCC), or other higher education partners.

Academic Content Standards:

Course will include student learning opportunities and outcomes included in the State of Oregon Skill Set for Health Sciences (see relevant excerpts below)
HSZ01.01 Healthcare professional will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. (Industry-Based Knowledge and Skills)
Performance Indicator (PI) : HSZ01.01.01.00 Demonstrate basic knowledge of human structure, function and development (chemical, cellular, tissue, organ and systems)
HSZ07.01 Healthcare professionals will understand the roles and responsibilities of individual members as part of the healthcare team, including effective and sensitive interaction with all members of the healthcare team.
PI 1HSZ07.01.01.00 Explain roles and interrelationships within a health care team. PI 2HSZ07.01.01.02 Recognize characteristics of effective teams. PI 3HSZ07.01.02.00 Recognize methods for building positive team relationships. PI 4HSZ07.01.02.01 Analyze attributes and attitudes of an effective leader. PI 5HSZ07.01.02.02 Analyze attributes and attitudes of an effective team member. PI 6HSZ07.01.02.03 Recognize factors and situations that may lead to conflict. PI 7HSZ07.01.02.08 Apply effective techniques for managing team conflict. PI 8HSZ07.01.03.00 Understand and demonstrate effective use of different communication styles in healthcare settings.
HSZ10.03 Healthcare professionals will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among clients.
PI 1HSZ10.03.01.00 Apply behaviors that promote health and wellness.
HSZ10.02 Healthcare professionals will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
PI HSZ10.02.03.02 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments, and career growth potential.

Staffing: Each semester of the school year

Budget: Health Sciences Budget – Grant opportunities (CTE, Perkins, etc.)

Start-Up Supplies: Consumables for project work

This program will share already-existing resources with the Health Sciences focus program.

Transportation and Period Coverage Cost for Field Trips:

- Health Occupation Students of America (HOSA)
- PCC Rock Creek (or other campus with allied health occupation programs)
- Hospital and clinic visits, as available

Action Research

1. The goal of the course is to expose ALL students to a possible career in the health sciences.
2. The goal of the course is to increase preparation for our underrepresented populations, leading to success in the rigorous Health Sciences focus program classes.

This course is meant to expose students to health professions, in order for them to be able to make better informed choices about their career and technical education pathway in high school and beyond.

Demographic and grades data will be collected. We will also collect data across the Health Sciences program, comparing all of our data points, which will include overall GPA, GPA in science and math, ethnicity, students continuing in the HS Focus Program, and success in the HS Focus Program.

A discussion with and guide for counselors will be part of the strategy for enrollment. Sophomore students will NOT have to take the class to enroll as a junior in the Health Sciences Focus program. Conversely, students not enrolling as a sophomore in IHSP may still select Health Sciences as a Focus Program.

Reference Materials:

Simmers L. et al (2009) *Diversified Health Occupations*. Cengage Learning Education Development Center, Inc. (2009) Exploring Bioethics <https://science.education.nih.gov/customers/HSBioethics.html>
Canfield J., Healy K. *The Success Principles for Teens*
Graff G., Birkenstein C. *They Say I Say*

Week	Topic	Student Experiences	Student Learning Goals
1	<i>Introduction to course</i> <i>History of Health Care</i>	• Internet research • History of Health Care Presentation • Reading Guide • Health Care Essay Questions • Historical Figure Research Presentation	• Identify medical/health care milestones that have led to advances in health care.

Week	Topic	Student Experiences	Student Learning Goals
2-3	<i>Health Care Systems</i>	• Case study scenario analysis and discussion • Health facility game design • Nonprofit health organization research and essay	• Predict where and how factors such as cost, managed care, technology, and aging population, access to care, alternative therapies, and lifestyle behavior may affect various health delivery system models. • Research the organizational structures and services of various types of health care facilities. • Differentiate between various types of health care insurance plans.
4-5	<i>Body Systems Anatomy and Physiology Basics</i>	• Hands-on, guided inquiry lab work and activities	• Identify the human body systems, organs in each, and the basic function.
6-8	<i>Careers in Health Care</i>	• Guest speakers, naviance videos • PCC field trip	• Compare educational requirements for associate's, bachelor's, and master's degrees • Contrast certification, registration, and licensure • Investigate and describe several health careers

Week	Topic	Student Experiences	Student Learning Goals
9-10	Exploring Ethics	• Patients' rights and responsibilities, ethical dilemmas • Simulations • Socratic seminars	• Build arguments based on evidence, to defend their position in case studies. • Recognize the interrelationship among science, society, and ethical considerations. • Develop the ability to recognize important bioethics concepts and ways of thinking.
9-10	Infection Control and Safety	• <u>Blood Borne Pathogen Training</u> • <u>HIPPA basics</u>, health care facility codes	• Apply behaviors that promote health and wellness
11	Medical Math	• Problem solving • Reading medication dosage, converting between dosages for patients in scenarios	• Convert between three systems of measuring medication dosages • Read and use military time
12-13	<i>Communication</i>	• Classroom activities • Mock interviews • Community elderly care facility visit • Role play, case studies • Technical writing	• Differentiate between client communication and medical communication in the workplace • Become accustomed to practicing professional soft skills in school and the community

Week	Topic	Student Experiences	Student Learning Goals
14	Health Leadership Project	(Experiences will vary) • Senior citizen nutrition health day • “Dance with the Stars” movement class for elderly • Emergency response preparedness 3rd grade presentation	• Explain roles and interrelationships within a health care team. • Recognize characteristics of effective teams. Recognize methods for building positive team relationships. • Analyze attributes and attitudes of an effective leader. • Analyze attributes and attitudes of an effective team member. • Recognize factors and situations that may lead to conflict. • Apply effective techniques for managing team conflict.
15-16	<i>College and Career Readiness</i>	• <u>College admissions game</u> • Diversity and outreach guest speakers • Resumes, mock interviews	Students will see goal setting and reflection as a valuable tool for meeting their personal goals.
17	Health Leadership Project Presentations		

Throughout this course students will practice the skills necessary for college and career readiness by...

- LISTENING and effectively collaborating in a range of presentations and discussions
- READING demanding texts for different purposes
- SPEAKING to present information, findings, and supporting evidence clearly, concisely and logically
- WRITING informally to transform thoughts to print, and formally to demonstrate a deep understanding of studies
- COLLABORATION to construct knowledge, and work as a team

Reading, writing, and speaking assignments will be aligned to CCSS ELA 10th grade standards as noted below.

CCSS.ELA-LITERACY.RST.9-10.1

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CCSS.ELA-LITERACY.RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-LITERACY.RST.9-10.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Assessments:

Course Portfolio:

This portfolio will be a collection of student learning: writing assignments, drawings, text analysis, content reflections, guest speaker reflections, field trip reflections, and artifacts of the health leadership project, involving work in the community.

Health Leadership Project:

Students have freedom in the decision making of their health leadership project theme. They must connect with the broader community and present their project at the end of the semester. This project is meant to enhance student-driven wellness initiatives in the community through advocacy.

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
HIGH SCHOOL COURSE PROPOSAL:
CAREER PATHWAYS INTERNSHIP ELECTIVE — 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 "Career Pathways Internship Elective," has been submitted by Brooke Nova. Ms. Nova is the District Coordinator of Career and College Pathways.

The course proposal is attached. This proposal was presented to the CCAC at their regular meeting on April 4, 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, Career Pathways Internship Elective.

Career Pathways Internship Elective

Course Description

The semester pass/no pass course is designed to engage Hillsboro School District youth in a meaningful internship placement that closely parallels a student's career pathway interest. The course may introduce students to many of the main tasks and functions of a particular career or organization. Working in conjunction with a local business, corporation, or nonprofit, students will support projects related to the agency's primary work. The course will serve the purpose of developing leadership, problem-solving and practical skills related to the world of work. The internship experience and skills gained in this course will benefit students by developing college and career readiness skills, as well as developing their civic skills as citizens in their community, working with local businesses and agencies.

Course Objectives:

- To develop an appreciation of social and civic responsibility
- To develop students' leadership skills
- To learn practical organizational skills associated with the world of work
- To develop and apply skills in advocacy and problem solving
- To assess and strengthen self-awareness and personal skills related to college / career readiness

Rationale for Proposed Course

The Hillsboro School District would like to offer a new elective class that aligns with the Oregon Department of Education's Essential Skills. Within our District, we currently have the option of granting students work experience credit, if they have outside employment. The proposed course would provide another opportunity for students who want to gain real world experience in the field of career exploration. In addition, the paid or nonpaid internship offers the option for students to build the experience into their school day as an elective. As the reduction of electives has taken place over the past years, this allows students to create a fuller schedule.

We are excited by the possibility of offering a class within our District that has a broad application in college / career planning. We see the ability to relate this class directly to many specific career guidance lessons our students complete through Naviance (implementation 2014-15) and career-related learning experiences through our partnership with the Hillsboro Chamber of Commerce, as well as a way to bridge practical application to students' career pathway courses and elective work.

We see the potential for students to become standout candidates for scholarships and college admissions applications by providing internship experiences built into their school day, so that students can draw upon these experiences when drafting scholarship and admissions essays. We are excited about the potential of offering an option in career guidance that allows students the opportunity to gain insight and

practical hands-on experience. We hope to open up students' minds to viewing internships as the key to building career connections and references for the future.

Academic Content Standards

The proposed course and activities cover a *majority* of the essential skills state standards listed below (grades 9–12 benchmarks):

<http://www.ode.state.or.us/teachlearn/certificates/diploma/essential-skills-definitions.pdf>

1. Read and comprehend a variety of text*

This skill includes all of the following:

- Demonstrate the ability to read and understand text.
- Summarize and critically analyze key points of text, events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
- Follow instructions from informational or technical text to perform a task, answer questions, and solve problems.

**Text includes, but is not limited to, all forms of written material, communications, media, and other representations in words, numbers, and graphics, and visual displays, using traditional and technological formats*

2. Write clearly and accurately

This skill includes all of the following:

- Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.
- Develop organized, well-reasoned, supported, and focused communications.
- Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications.
- Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.

4. Listen actively and speak clearly and coherently

This skill includes all of the following

- Listen actively to understand verbal and nonverbal communication.
- Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.
- Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.
- Use language appropriate to particular audiences and contexts.

6. Use technology to learn, live, and work

This skill includes all of the following:

- Use technology to participate in a broader community through networking, collaboration, and learning.

- Recognize and practice legal and responsible behavior in the use and access of information and technology.
- Use technology as a tool to access, research, manage, integrate, and communicate ideas and information.

7. Demonstrate civic and community engagement

This skill includes all of the following:

- Apply knowledge of local, state, and U.S. history and government to explain current social and political issues.
- Perform the civic and community responsibilities essential to living in a representative democracy.

8. Demonstrate global literacy

This skill includes all of the following:

- Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions.
- Apply a global perspective to analyze contemporary and historical issues.

9. Demonstrate personal management and teamwork skills

This skill includes all of the following:

- Participate cooperatively and productively in work teams to identify and solve problems.
- Display initiative and demonstrate respect for other team members to complete tasks.
- Plan, organize, and complete assigned tasks accurately and on time.
- Exhibit work ethic and performance, including the ability to be responsible and dependable.

Impact on Content Program

Since this class would be offered as an elective, it is not expected to have a significant impact on staffing within the HSD counseling departments. In addition, only one section of this course each semester will be offered each year.

Currently, most students receive their career-related learning experiences aligned with essential skill standards, through their 11th and 12th grade focus program of study course work, senior seminar, and services through the Hillsboro Chamber of Commerce. Ideally the internship elective would be offered to all grades, so that real world, practical application of career exploration can begin in the lower grades.

The course is not expected to have a significant impact on the counseling department budgets.

Projected Additional Costs

In order to add this course, the only direct cost is printing the career pathway internship paperwork, which is a 10-page document that includes a transportation release form,

student evaluation of experience, site coordinator evaluation, learning log, and student contract. No other supplies or equipment are necessary for this course. There is, however, the possibility of providing bus passes for students who need transportation assistance. Individual sites can determine whether or not they will pay interns.

Course Organization

The course engages students in a semester-long internship placement with a local business, nonprofit, or corporation. For semester 1 and/or 2, the elective will pilot with the Hillsboro School District, but will work on creating other organizational partnerships that align with the Oregon career pathways. Prior to the beginning of the semester, the students will identify career interests and a set of project functions, such as education, public relations, or agency communications, and will be matched with an organization offering internships related to the student's areas of interest. Each student will be interviewed by the organization, and will complete paperwork requested by the agency. Upon approval by the organization, the student will meet with the school-to-work coordinator to review the paperwork, and the counselor will add the course to the student's schedule prior to the beginning of the semester. Finally, students will present about their internship experiences, ideally in a related focus program-of-study course.

The agency is expected to record the student's attendance throughout the semester, and report any issues to the school-to-work coordinator. Throughout the semester, each student will maintain a weekly journal documenting his or her internship hour activities and contributions to the organization. This journal, and a one-page summary of the student's efforts and achievements throughout the course of the semester, will comprise a self-evaluation report, due during the last week of class. At the end of the semester, students will present a summary of their work to the school-to-work coordinator or a career pathway instructor, through the completion of their weekly journal entries and community service packet, consisting of elevations, attendance records, and hours completed. Students will earn pass / no pass credit.

Evaluation

Establish procedures for individual performance, for monitoring the progress of the course, and for recommending changes.

The following is a rough approximation of what will be expected of each student, in order to earn credit:

- 60 hours of internship work, calculated by a 90-minute, rolling block high school schedule, (on-site at the agency, documented in the student's journal and log)
- Summative Evaluation Report completed by the student and the on-site supervisor

Action Research Plan

Identify the goals of the proposed course:

The goals of the course are

- Outreach: This will involve students and organizations in activities in support of the HSD student body, the Hillsboro School District, and the City of Hillsboro.
- Community Internship Education: This involves educating members of the on-campus and off-campus communities about local internship opportunities.
- College / Career Pathway Planning: To offer a career-related learning experience (CRLE) elective class within the school day that provides direct applications to the career world and the area in which students live. At the end of this course, students will be able to perform all of the skills that are listed in the Academic Goals section of this proposal.

What data will be collected?

Data will be collected on enrollment and the number of successful internship hours completed.

When and how will data be collected?

If the course is approved, staff will begin collecting data as early as the end of the current school year, including the number of interested students who participated in the pilot HSD tutoring program. Once the course begins, teachers will begin collecting enrollment data, and will continue to do so.

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
FINANCIAL REPORT

Business Office. The end of March marks the end of the first quarter of the calendar year, as well as the end of the third quarter of the 2015-16 fiscal year. The Business Office is currently focused on budget development and long-range planning. The District has engaged the City of North Plains to begin implementing a Construction Excise Tax (CET) in May. Revenue from the CET will provide funds for maintenance projects aligned with the District's facility plan.

All retroactive pay adjustments to employees for the mid-year union contract settlements have been paid. Business Office staff worked with licensed and classified union officers to communicate the impact of the contract changes on employees and their paychecks.

The audit team from Grove, Mueller, & Swank, PC, that conducted the District's 2014-15 comprehensive annual financial audit has prepared a report on the 2014-15 Associated Student Body (ASB) accounts audit. The ASB audit report includes reminders about low-level controls; however, no material findings were reported, due to the District's high accountability requirements and the strong level of support provided to bookkeepers. The audit team's notes have been forwarded to bookkeepers, office managers, and administrators. The Business Office would like to especially thank Kathy Wilson, Koral Unger, and Jeff Jones for the support they provided to bookkeepers.

The Business Office is currently hosting three high school interns through next month. The internships have been arranged through the Hillsboro Chamber of Commerce school-to-work program. The Business Office is privileged to provide a positive environment in which District students are able to learn new, real-world job skills.

Finance Team – Accounting and Purchasing. Finance Manager Koral Unger has continued to provide remote access support to the Finance team, as needed, during her parental leave. Position transitions and training have progressed smoothly, as general accountant Pam Gray and financial assistant Denise Hess have settled into their new positions.

Finance Team – General Ledger and Grants. Finance Manager Jeff Jones has been working closely with grant coordinators to monitor current-year grant budgets, and plan for the 2016-17 school year. Mr. Jones will be assisting with the review of Hillsboro School Foundation grant applications, developing the expanded College and Career Pathways initiative, and providing support for summer programs. The District is active throughout the summer with special education, migrant education, and summer meal programs, and Mr. Jones facilitates financial coordination to ensure District, federal, and other grant monies are fully leveraged, given their eligible expenditures.

Payroll Team. Payroll Supervisor Kim Grannis and the Payroll team are working closely with Human Resources staff to improve utilities in the Infinite Visions accounting software.

The District is sending a team of four staff members, two from the Payroll Office and two from the Human Resources Department, to attend Tyler Technology's "Connect 2016" national conference in Phoenix in early May. During the conference, the group will be able to network with other Infinite Visions software users, and ensure that District practices are keeping pace with the Infinite Visions software evolution. Some of the new Infinite Visions improvements are: employee access (Employee Self-Service web portal), staffing workflows, and document archiving (Tyler Content Manager), which will increase efficiency in business activities. The new software improvements require new workflow structure designs and additional staff training prior to implementation.

Benefits Team. The Benefits Team has completed the new IRS reporting requirements for the Affordable Care Act. The next Benefits Advisory Committee meeting will be in May.

Enrollment in the District's Section 125 plan begins this spring for staff members who choose to participate in the pre-tax medical and dependent care plans during the October 1, 2016, through September 30, 2017, benefits plan year. As part of the District's requirement to notify all staff of eligibility to participate in the Section 125 plan, American Fidelity representatives will visit each school this spring, to provide a brief overview during staff meetings. A new, convenient online enrollment option for Section 125 plans will be available to staff later this spring, and additional information about online enrollment will be provided.

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

The District received 11 workers' compensation claims in February 2016. As of February 29, 2016, there were 42 open claims; 16 were for medical costs only, and 26 included time loss. There were 8 employees on modified work plans during February.

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	11
February	4	6	11
March	7	11	
April	8	8	
May	5	11	
June	2	8	
Yearly Total	57	101	65

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 177 student accidents reported in February.

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	134
February	66	98	177
March	47	78	
April	117	109	
May	73	106	
June	21	36	
Yearly Total	936	888	944

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

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
MONTHLY FINANCIAL REPORT - as of March 31, 2016

Revenues	1st Quarter Actual	2nd Quarter Actual	January Actual	February Actual	March 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
Taxes	\$127,260.87	\$61,787,723.25	\$490,430.83	\$220,137.54	\$1,399,507.56	\$2,110,075.93	\$64,025,060.05	\$60,936,410.00	105.07%	\$57,626,463.83	104.57%
Interest	\$52,288.99	\$77,034.79	\$37,545.62	\$38,975.57	\$0.00	\$76,521.19	\$205,844.97	\$284,034.00	72.47%	\$190,176.65	76.07%
Local Sources	\$209,461.83	\$86,219.27	\$55,845.40	\$323,537.31	\$259,479.82	\$638,862.53	\$934,543.63	\$1,703,297.00	54.87%	\$1,090,377.19	97.79%
Total Local	\$389,011.69	\$61,950,977.31	\$583,821.85	\$582,650.42	\$1,658,987.38	\$2,825,459.65	\$65,165,448.65	\$62,923,741.00	103.56%	\$58,907,017.67	104.31%
County/ESD	\$971,666.67	\$920,523.56	\$397,505.08	\$242,916.67	\$0.00	\$640,421.75	\$2,532,611.98	\$4,484,632.00	56.47%	\$4,309,376.75	574.58%
State Sources	\$40,118,362.26	\$30,475,578.27	\$978,581.20	\$20,282,561.59	\$10,015,311.00	\$31,276,453.79	\$101,870,394.32	\$123,313,242.00	82.61%	\$96,343,153.12	101.46%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$473.86	\$833.50	\$138.50	\$138.50	\$150.00	\$427.00	\$1,734.36	\$0.00	0.00%	\$1,469.50	0.03%
Beginning Balance	\$17,604,269.16	\$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	\$59,083,783.64	\$93,347,912.64	\$1,960,046.63	\$21,108,267.18	\$11,674,448.38	\$34,742,762.19	\$187,174,458.47	\$207,380,995.00	90.26%	\$174,017,908.70	102.22%
Expenditures											
Instruction											
Salaries	\$5,823,167.08	\$19,170,779.24	\$6,145,073.13	\$6,631,293.43	\$6,226,711.25	\$19,003,077.81	\$43,997,024.13	\$74,917,802.72	58.73%	\$39,857,692.42	65.75%
Benefits	\$2,612,738.05	\$8,767,124.96	\$2,770,488.27	\$2,986,813.29	\$2,929,668.13	\$8,686,969.69	\$20,066,832.70	\$32,837,805.45	61.11%	\$20,044,895.04	64.96%
Purchased Service	\$666,312.58	\$710,495.36	\$325,887.37	\$483,713.71	\$151,749.41	\$961,350.49	\$2,338,158.43	\$3,507,293.65	66.67%	\$1,978,484.53	75.49%
Supplies/Materials	\$327,916.86	\$507,677.14	\$107,142.55	\$127,448.99	\$147,390.30	\$381,981.84	\$1,217,575.84	\$1,950,893.70	62.41%	\$1,060,765.06	65.21%
Capital Purchases	\$461.25	\$7,100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,561.25	\$0.00	0.00%	\$0.00	0.00%
Other	\$74,482.73	\$31,675.27	\$3,575.00	\$4,592.40	\$2,396.40	\$10,563.80	\$116,721.80	\$207,495.55	56.25%	\$165,511.64	126.84%
Total Instruction	\$9,505,078.55	\$29,194,851.97	\$9,352,166.32	\$10,233,861.82	\$9,457,915.49	\$29,043,943.63	\$67,743,874.15	\$113,421,291.07	59.73%	\$63,107,348.69	65.83%
Support Services											
Salaries	\$6,045,909.75	\$9,298,608.43	\$2,941,744.36	\$3,349,664.03	\$3,112,065.35	\$9,403,473.74	\$24,747,991.92	\$36,613,507.95	67.59%	\$23,166,106.36	76.64%
Benefits	\$3,090,184.11	\$4,773,702.56	\$1,250,347.56	\$1,666,645.40	\$1,721,918.47	\$4,638,911.43	\$12,502,798.10	\$20,437,576.32	61.18%	\$13,058,403.39	76.81%
Purchased Service	\$3,558,642.38	\$3,044,126.59	\$1,674,253.34	\$972,464.58	\$1,341,723.15	\$3,988,441.07	\$10,591,210.04	\$13,509,913.10	78.40%	\$10,218,773.14	87.88%
Supplies/Materials	\$1,971,951.01	\$1,438,412.77	\$271,942.09	\$257,705.45	\$254,975.98	\$784,623.52	\$4,194,987.30	\$6,265,759.18	66.95%	\$4,220,335.66	77.18%
Capital Purchases	\$43,303.46	\$152,927.50	\$57,941.44	\$12,751.55	\$1,836.25	\$72,529.24	\$268,760.20	\$184,414.00	145.74%	\$59,281.75	25.56%
Other	\$1,166,078.02	\$28,382.28	\$2,207.98	\$126,378.08	\$450.00	\$129,036.06	\$1,323,496.36	\$1,369,321.56	96.65%	\$1,207,252.19	93.67%
Total Support	\$15,876,068.73	\$18,736,160.13	\$6,198,436.77	\$6,385,609.09	\$6,432,969.20	\$19,017,015.06	\$53,629,243.92	\$78,380,492.11	68.42%	\$51,930,152.49	78.87%

<i>Expenditures (continued)</i>	1st Quarter Actual	2nd Quarter Actual	January Actual	February Actual	March 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	\$64,891.35	\$17,613.96	\$22,633.02	\$18,559.61	\$58,806.59	\$168,650.89	\$238,396.08	70.74%	\$158,161.02	75.04%
Benefits	\$20,228.38	\$26,865.35	\$12,047.21	\$9,971.73	\$10,318.46	\$32,337.40	\$79,431.13	\$140,340.24	56.60%	\$89,484.22	73.70%
Purchased Service	\$9,164.94	\$68,768.98	\$14,909.07	\$16,812.09	\$29,251.85	\$60,973.01	\$138,906.93	\$22,588.19	614.95%	\$16,899.12	34.71%
Supplies/Materials	\$1,077.98	\$587.79	\$20.09	\$570.06	\$0.00	\$590.15	\$2,255.92	\$4,540.37	49.69%	\$3,011.96	28.44%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$700.00	\$814.12	0.00%	\$700.00	0.00%
Total Community Services	\$75,424.25	\$161,813.47	\$44,590.33	\$49,986.90	\$58,129.92	\$152,707.15	\$389,944.87	\$406,679.00	95.89%	\$268,256.32	68.53%
Capital Projects											
Purchased Service	\$17,447.86	\$2,461.36	\$0.00	\$0.00	\$0.00	\$0.00	\$19,909.22	\$0.00	0.00%	\$57,783.25	0.00%
Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Capital Projects	\$17,447.86	\$2,461.36	\$0.00	\$0.00	\$0.00	\$0.00	\$19,909.22	\$0.00	0.00%	\$57,783.25	0.00%
Debt Service Payment	\$341,443.76	\$450.00	\$0.00	\$0.00	\$486,770.84	\$486,770.84	\$828,664.60	\$848,213.82	97.70%	\$824,515.62	156.17%
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	\$25,815,463.15	\$48,095,736.93	\$15,595,193.42	\$16,669,457.81	\$16,435,785.45	\$48,700,436.68	\$122,611,636.76	\$207,380,995.00	59.12%	\$116,188,056.37	68.25%

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
FIRST READING—POLICIES REGARDING STUDENT ATTENDANCE, ADMISSIONS,
AND DISCIPLINE –
POLICY JE/JED/JEDA: STUDENT ATTENDANCE;
POLICY JEA: COMPULSORY ATTENDANCE
POLICY JEC: SCHOOL ADMISSIONS
POLICY JFC: STUDENT CONDUCT AND DISCIPLINE
POLICY JG: STUDENT DISCIPLINE
POLICY JGD: SUSPENSION
POLICY JGE: EXPULSION

SITUATION

Oregon School Boards Association (OSBA) has recommended revisions to the following Board policies, to improve clarity and ensure that the policies align with new legal requirements:

- Policy JE/JED/JEDA – Student Attendance
- Policy JEA – Compulsory Attendance
- Policy JEC – School Admissions
- Policy JFC - Student Conduct and Discipline
- Policy JG - Student Discipline
- Policy JGD - Suspension
- Policy JGE - Expulsion

The new legal requirements include:

- Senate Bill (SB) 321, which lowered the compulsory attendance age for Oregon students from age 7 to age 6, effective July 1, 2016;
- SB 553 and SB 556, which impact the imposition of out-of-school suspensions and expulsions; and
- House Bill 2597, which added requirements regarding notices for noncompulsory attendance.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of these policies, which address student attendance, admissions, and discipline.

Student Attendance

Regular and consistent attendance at school is fundamental to student success and personal responsibility. A pattern of regular attendance reflects a positive work ethic and attitude that is desirable in the workplace. It is, therefore, a responsibility of the school to promote good attendance and enforce the compulsory attendance laws of the State of Oregon.

It is the policy of this District to meet these objectives:

1. Promote individual responsibility for each student's own learning and to understand the positive correlation between regular attendance at school and academic success.
2. Communicate clear expectations for student attendance, and inform parents/guardians about their student's attendance pattern.
3. Enforce this policy consistently with respect to consequences for unexcused and/or irregular attendance.

Excused Absences

Except when exempt by Oregon law (ORS 339.030), all students between ages 7- 6 and to 18, who have not completed Grade 12, are required to attend school full-time on a regular basis at the designated school within the attendance area.

All students five years of age who have been enrolled in a public school are required to attend regularly.

Criteria for excusing students for absences upon parent/guardian request may include:

- Student illness/injury/quarantine
- Bereavement
- Serious illness in the family
- Religious instruction
- Inclement weather
- Family emergencies
- Legal or court appointments requiring the student's attendance

The building administrator has the ultimate responsibility for deciding whether an absence is excused or unexcused, and may choose to excuse student absences for necessary family travel. Medical professionals may request that a student be granted an excused absence; however, parents/guardians are encouraged to schedule medical appointments outside the school day when

possible. Students are encouraged to pre-arrange absences for reasons other than illness or family emergency. See school handbooks for specific procedures.

Unexcused Absence/Truancy

Regular and punctual attendance is a major contributing factor to a student's progress in school, and also helps the student develop habits of responsibility which are essential for success later in life.

An absence is considered unexcused and a student shall be considered truant if the student:

- Is absent without an excuse by the parent/guardian; or
- Leaves school or a class without permission from the teacher or administrator in charge.

Each school shall notify parents/guardians by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent/guardian. If the parent/guardian cannot be notified by the above methods, a message shall be left, if possible.

Irregular/Excessive Excused Absences

Excessive absences negatively affect a student's academic progress. Eight unexcused one-half day absences in any four-week period during which the school is in session shall be considered irregular attendance. A student may be excused by the District for a period not to exceed five days in a term of three months, or not to exceed ten days in any term of at least six months. Any such excuse shall be in writing directed to the building administrator, and include documentation (e.g., healthcare provider) (ORS 339.065).

According to Oregon state law, any student absent from school for ten consecutive days must be dropped from school rolls (ORS 339.250, OAR 581-23-006). Persons having legal control of a student ages 7 to 18 who have not completed Grade 12 are required to have the student attend school as pursuant to ORS 339.020. Violation of this requirement is a Class C violation. If the school determines that a parent/guardian has failed to enroll the child and to maintain the child in regular attendance, written notification shall be given to the parent/guardian, requiring the parent/guardian to attend a conference with a designated school official. If the parent/guardian does not attend or fails to send the child to school after the conference, state law and District policy allow the Superintendent/designee to issue a citation to appear in Circuit Court.

Response and Intervention

Administrative procedures implementing this policy are published in the Hillsboro School District Attendance Manual, and reinforced annually in the student handbook. School attendance teams will respond to students who have unexcused or excessive absences using Attendance Manual procedures, which include intervention, the allocation of resources, and/or the application of disciplinary consequences. Per ORS 339.250(2)(b)(B), expulsion may not be used to address truancy.

END OF POLICY

Legal Reference(s):

~~ORS 329.020~~

~~ORS 329.030~~

~~ORS 329.090~~

~~ORS 339.055~~

ORS 339.040-339.090

ORS 339.240-339.325-280

OAR 581-21-050 through 075

~~OAR 581-22-316~~

HB 3197 (2011)

Compulsory Attendance**

Except when exempt by Oregon law, all students between ages 7- 6 and 18, who have not completed the 12th grade are required to regularly attend a public full-time school regularly, full time, during the entire school term.

All students five or six years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having legal control of a student between ages 7- 6 and 18, who has not completed the 12th grade, are required to have the student attend school, and maintain the child in regular attendance during the school term. Persons having legal control of a student who is five or six years of age and who has been enrolled in a public school are required to have the student attend, and maintain the student in regular attendance during the school term.

Under the Superintendent's direction and supervision, building principals shall monitor and report any violation of the compulsory attendance law to the Superintendent or designee. Violation is a Class C violation and is punishable by a citation up to \$180. Failure to send a student to school and to maintain a student in regular attendance is a Class C violation.

A parent or other person lawfully charged with care or custody of a child, who fails to require their child to attend school is not supervising his/her student by requiring school attendance, may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

The District will develop procedures for issuing a citation.

Exemptions from Compulsory School Attendance

In the following cases, students shall not be required to attend public schools full-time:

1. Students being taught in a private or parochial school in courses of study usually taught in grades 1-12 kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools;
2. Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in grades 1-12 kindergarten through grade 12 in the public schools;
3. Students who have received a high school diploma;

4. Students being taught, by a private teacher, the courses of study usually taught in grades 1–12 kindergarten through grade 12 in the public school, for a period equivalent to that required of students attending public schools;
5. Students being educated in the home by a parent or legal guardian;
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Northwest Regional Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
 - b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
 - (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
 - c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
 - d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
 - g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Students excluded from attendance as provided by law;
7. An exemption may be granted to the parent or legal guardian of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, in a community college, or other state registered alternative education program. An exemption also may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation.

END OF POLICY

Legal References:

ORS 153.018
ORS 163.577
ORS 336.615 - 339.665
ORS 339.010 - 339.090
ORS 339.925 095

ORS 339.990
ORS 807.065
ORS 807.066
OAR 581-021-0026
OAR 581-021-0029

OAR 581-021-0071
OAR 581-021-0077
~~HB 4014 (2012)~~
SB 321 (2015)

Hillsboro School District 1J

Code: JEC
Adopted: 06/03
Revised: 12/13

School Admissions

The Board is committed to providing an educational program for all students living in the District. All persons seeking admission to the District must satisfactorily meet all residency, academic, age, immunization, tuition, and other eligibility prerequisites for admission, as set forth in state law, Board policy, and administrative procedures. All candidates for admission will be informed of admission requirements.

~~Students located in the District shall not be excluded from admission where they are otherwise eligible.~~ A student whose 19th birthday occurs during the school year, and who satisfactorily meets all eligibility prerequisites for admission, shall continue to be eligible for a free and appropriate public education for the remainder of the school year.

~~The District may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education in order to receive a diploma.~~

~~The District shall admit an otherwise eligible person who has not yet attained age 21 prior to the beginning of the current school year if the person is receiving special education services and has not yet received a regular high school diploma, or has received a modified diploma, an extended diploma, or an alternative certificate.~~

The District shall admit an otherwise eligible person who has not yet attained 21 years of age prior to the beginning of the current school year if the person is receiving special education and:

- a. Has not yet received a standard high school diploma; or
- b. Has received a modified diploma, an extended diploma, or an alternative certificate.

~~The District may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education in order to receive a high school diploma.~~

State law requires a students to be age 6 whose sixth birthday is on or before September 1 to enter first grade, and age 5 on or before September 1 to enter kindergarten to enroll in a public school, and recognizes a student who is age five on or before September 1 to be kindergarten age.

All new students must register in the school office. Registration requirements include proof of the student's birth date, and immunization records, as required by law, and written permission to request previous school records.

Students admitted to any grade must show evidence of completing the prior ~~grade-levels~~ school years.

Students located in the District shall not be excluded from admission solely because the student does not have a fixed place of residence or solely because the student is not under the supervision of a parent.

~~In all cases, it is preferable for a parent or guardian to accompany the student to enroll in the District.~~

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)

[ORS 336.092](#)

[ORS 339.010](#)

[ORS 339.020](#)

[ORS 339.030](#)

[ORS 339.115](#)

[ORS 339.125](#)

[ORS 339.133](#)

[ORS 339.134](#)

[ORS 433.267](#)

[OAR 581-022-0705](#)

[SB 321 \(2015\)](#)

~~SB 215 (2007)~~ Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1224, 1363, 1367 (2006).

McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 (2005).

Student Conduct and Discipline

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the District's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials, and conduct themselves in an orderly manner during the school day and during District-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions, and maintain a productive learning environment.

When considering student disciplinary procedures that may result in removal of the student, the District follows all special education procedures and ensures the parent and the student are afforded the procedural safeguards of the Individuals with Disabilities Education Act (IDEA):

1. If the student is receiving IEP services;
2. For the student not yet identified as a student with a disability, the District had knowledge that the student had a disability and needed special education.

Disciplinary procedures that are age appropriate and, to the extent practicable, use approaches that are shown through research to be effective, shall be used by District personnel to correct behavioral problems, while supporting students' attendance at school and classes. Examples include, but are not limited to, reprimands, conferences, detention, loss of privileges, including bus riding, and denial of participation in cocurricular and extracurricular activities. Titles and/or privileges available to or granted to students may be denied and/or revoked (e.g. commencement ceremonies, valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, parking privileges, etc.). Additionally, a student's driving privileges, or the right to apply for driving privileges, may be suspended for violations of ORS 339.254 and 339.257, as provided by Board policy JHFDA - Suspension of Driving Privileges. The District shall consider the age of the student and the student's past pattern of behavior prior to a suspension or expulsion of the student.

Students may be suspended in cases of serious infractions or repeated failure to comply with Board policy, administrative regulation, or school or classroom rules. Students may be expelled for any of the following circumstances: (a) when a student's conduct poses a threat to the health or safety of students or employees; (b) when other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or (c) when required by law.

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Non-accidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the suspension or expulsion is required by law.

When an out-of-school suspension is imposed on a student, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Restitution may be sought for willful damage to District property. Additionally, a student's driving privileges, or the right to apply for driving privileges, may be suspended for violations of ORS 339.254 and 339.257, as provided by Board policy JHFDA - Suspension of Driving Privileges. A referral to law enforcement may also be made for violations of the law. Parental assistance shall be requested when persistent violations occur.

Students shall be liable to discipline, suspension, or expulsion for misconduct including, but not limited to:

1. Assault;
2. Hazing / Harassment / Intimidation / Bullying / Menacing / Cyberbullying / Teen Dating Violence;
3. Coercion;
4. Threats of violence or harm;
5. Disorderly conduct;
6. Bringing, possessing, concealing, or using a weapon;
7. Vandalism / Malicious Mischief / Theft or willful damage or destruction of private property on District premises or at District-sponsored activities;
8. Sexual harassment;
9. Use of tobacco, alcohol, ~~or~~ drugs, or inhalant delivery systems, as prohibited by Board policy(ies);
10. Use or display of profane or obscene language;
11. Disruption of the school environment;

12. Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;
13. Violation of law, Board policy, administrative regulation, or school or classroom rules.

The District recognizes that under the Unsafe School Choice Option of the No Child Left Behind Act of 2001 (NCLBA), a school can be deemed unsafe as a whole entity or for an individual student, based on expulsions for weapons violations, violent behavior, or expulsions for students arrested for the following criminal offenses occurring on District grounds, on District-sponsored transportation, and/or at District-sponsored activities:

1. Assault;
2. Manufacture or delivery of a controlled substance;
3. Sexual crimes using force, threatened use of force, or against incapacitated persons;
4. Arson;
5. Robbery;
6. Hate/Bias crimes;
7. Coercion; or
8. Kidnapping.

The District will record and report these infractions to the Oregon Department of Education, as required.

The District will provide the opportunity for all students in any District school identified as persistently dangerous, or for any victim of a violent criminal offense occurring in or on the grounds of the school the student attends, to the extent feasible, the opportunity to transfer to a safe school within the District.

Parents, students, and employees shall be notified by handbook, code of conduct, or other document of acceptable behavior, behavior subject to discipline, and the procedures to address behavior and the consequences of that behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

Legal Reference(s):

ORS 339.240
ORS 339.250

ORS 659.850
OAR 581-021-0050 to -0075

Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).
Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).
Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).
No Child Left Behind Act of 2001, 20 U.S.C. § 7912 (2006).

Student Discipline**

Discipline in the District is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments.

The major objectives of the District discipline program are to teach the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity, and safety;
2. Understanding and respect for the law, Board policies, administrative regulations, and school and classroom rules;
3. Understanding of and respect for public and private property rights.

The Board seeks to ensure a school climate which is appropriate for learning, and which assures the safety and welfare of personnel and students. The Superintendent will develop administrative regulations whereby those students who disrupt the educational setting or who endanger the safety of others will be offered corrective counseling and be subject to disciplinary sanctions that are age appropriate and, to the extent practicable, that use approaches that are shown through research to be effective.

The District shall enforce consistently, fairly, and without bias all student conduct policies, administrative regulations, and school and classroom rules.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. Students may be expelled for any of the following circumstances: (a) when a student's conduct poses a threat to the health or safety of students or employees; (b) when other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or (c) when required by law. The District shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension or expulsion. The District will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Non-accidental conduct causing serious physical harm to a student or employee;

2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a direct threat to the health or safety of students or employees; or
3. When the suspension or expulsion is required by law.

When an out-of-school suspension is imposed on a student, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Parents, students, and employees shall be notified by handbook, code of conduct, or other document of acceptable behavior, behavior subject to discipline, and the procedures to address behavior and the consequences of that behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 332.061](#)
[ORS 332.072](#)

[ORS 332.107](#)
[ORS 339.115](#)
[ORS 339.240 - 339.280](#)

[OAR 581-021-0045](#)
[OAR 581-021-0050 to -0075](#)

Hillsboro School District 1J

Code: JGD
Adopted: 07/96
Revised: 06/09

Suspension**

The Board authorizes student suspension for one or more of the following reasons:

1. Willful violation of school regulations Board policies, administrative regulations, or school rules;
2. Willful conduct which that materially and substantially disrupts the rights of others to an education;
3. Willful conduct which that endangers the student, other students, or staff members;
4. Willful conduct which that endangers damages or injures school property.

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Non-accidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the suspension or expulsion is required by law.

When an out-of-school suspension is imposed on a student, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the *Standards of Student Conduct Handbook*, made available by the District.

The District's suspension procedure shall include the elements of prior notice, specification of charges, and an opportunity for the student to present his or her view of the alleged misconduct. The suspending official shall notify the student's parent or guardian of the suspension, the conditions for reinstatement, and appeal procedures, where applicable. These procedures may be postponed in emergency situations relating to health and safety, where there is a serious risk that substantial harm will occur if suspension does not take place immediately.

Each suspension will include a statement of the reasons for suspension, the length of the suspension, and a readmission plan, and may include a plan for the student to make up school

work. ~~Parents will be notified prior to suspension of students.~~ No suspension shall extend beyond ten school days, except in special circumstances when a suspension may be continued until some specific, pending action occurs, such as a physical or mental examination, or incarceration by court action. The District may require a student to attend school during non-school hours as an alternative to suspension.

Students who are suspended may not attend after-school activities and athletic events, be present on District property without a parent, or participate in activities directed or sponsored by the District.

Suspensions may be appealed to the Board.

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050](#) to -0075

[OAR 581-021-0065](#)

Hillsboro School District 1J

Code: JGE
Adopted: 07/96
Revised: 06/09

Expulsion**

A building administrator, after reviewing available information, may recommend to the Superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent or guardian agree to abide by the findings of a hearings officer.

When an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service¹ or by certified mail² at least five days prior to the scheduled hearing. The notice ~~will~~ shall include:
 - a. The specific charge or charges;
 - b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;
 - c. A recommendation for expulsion;
 - d. The student's right to a hearing;
 - e. When and where the hearing will take place; and
 - f. The right to representation.
2. The Board may expel, or may delegate the authority to decide on an expulsion to the Superintendent or Superintendent's designee, ~~will~~ who may also act as the hearings officer and will conduct the hearing. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators.
3. Expulsion hearings will be conducted in private, and will not be open to the general public unless the student or the students' parents request an open session.
4. If ~~in case~~ the parent or student has difficulty understanding the English language or has other serious communication needs, the District will provide a translator.
5. The student ~~will~~ shall be permitted to have ~~a~~ representative¹ present at the hearing to advise and to present arguments. The representative¹ may be an attorney and/or parent. The District's attorney may be present.

¹The person serving the notice shall file a return of service. (OAR 581-021-0070)

²When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

6. The student ~~will~~ shall be afforded the right to present his/her version of the ~~charges~~ events underlying the expulsion recommendation, and to introduce evidence by testimony, writings, or other exhibits.
7. The student ~~will~~ shall be permitted to be present and to hear the evidence presented by the District.
8. The hearings officer or the student may record the hearing.
9. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing.
10. If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student records. The hearings officer will provide to the Board findings as to the facts, the recommended decision, and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 or over, and the students' parents at the same time. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion.

~~The hearings officer or the student may make a record of the hearing.~~

11. If the Board has delegated authority to the Superintendent or designee to act as the hearings officer, the Superintendent may designate him or herself, or a third party, as the hearings officer. The hearings officer's decision is final. However, a decision of the hearings officer may be appealed by the parent or the student, if age 18 or over, to the Board for review. If the hearings officer's decision is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student, and the students' parents at the same time. ~~;~~ The Board, at its next regular meeting, will review the hearings officer's decision and will affirm, modify, or reverse the decision. ~~Findings of fact as to whether the student has committed the alleged conduct will be submitted to the Board, along with the officer's decision on disciplinary action, if any, including the duration of any expulsion. This decision will be available in identical form to the Board, the student, and the student's parents or guardians at the same time. Parents of students who wish to appeal the hearings officer's decision will have the opportunity to be heard at the time the Board reviews the decision.~~
12. ~~Expulsion hearings will be conducted in private and~~ A Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing ~~held~~ by the hearings officer, the following will not be made public:

- ~~1a.~~ The name of the minor student;

- 2b. The issues involved, including a student's confidential medical record and that student's educational program;
- 3c. The discussion;
- 4d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion, the District must propose alternative programs of instruction or instruction combined with counseling to a student expelled for reasons other than a weapons policy violation. The District must document to the parent or guardian of the student that proposals of alternative programs have been made.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 332.061](#)
[ORS 336.615](#) - 336.665
[ORS 339.115](#)

[ORS 339.240](#)
[ORS 339.250](#)
[ORS 339.260](#)

[OAR 581-021-0050](#) to -0075
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS – MINUTES

March 15, 2016

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

1. WORK SESSION

Board Present:

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

Budget Committee Present:

Nina Carlson
Cathy Clark Thomas
Martin Granum
Betsy Julian
Jaime Rodriguez

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
Debra Giles, Manager, Technology Services
Val Bokma, Assistant to the Board
Laurie Boyd, Assistant to the Superintendent
Sev Flores, Technology Support

Others Present:

Hailey Bourassa
Devin Hunter, HCU
Maureen Barnhart, HEA
Jill Golay, HEA
Kathy Fuller, Hillsboro Tribune

Board Chair Wayne Clift called the meeting to order at 5:16 PM.

a. Substitute Services Cost Analysis: Fiscal Years 2016-2019

Chief Financial Officer Adam Stewart presented to the Board a cost analysis report for substitutes as a contracted service, and answered Board members' questions. He explained that a cost analysis report for this service was presented to the Board in September, and a Request for Proposals (RFP) was issued, but no contract was awarded because the proposals received by the District did not reflect savings. However, the new cost analysis report includes information that was not previously available regarding PERS expenses, costs related to the new sick leave requirements, and other operational data. After presenting the cost analysis report to the Board, District staff will initiate a new RFP process. If the new proposals that are submitted reflect the projected savings, the Board may be asked to award a three-year contract for substitute services to the successful candidate.

b. Technology Plan Update

Chief Information Officer Don Wolff presented an update on the District's current technology infrastructure, as it relates to the technology-enhanced classroom five-year plan, which was developed in 2012 by the District's Technology Study Team. The premise of the five-year plan included bond support, which did not materialize; and

funding restrictions have been creating significant challenges, with equipment aging out more quickly than the District can afford to replace it. Chief Information Officer Wolff suggested new ways of offering technology-related tools, training, and support to students and teachers, including implementing a “sufficiency” model (encouraging students to utilize the tools they bring with them to the learning environment), rather than the traditional “replacement” model for updating classroom technology. He emphasized the necessity of ensuring equitable access for students to relevant tools and information, and providing professional development for teachers with a focus on integrating new tools and processes.

c. 2016-17 Strategic Plan – Discuss Draft Work Plans and Smart Goals

Director of Communications Beth Graser presented the following documents: the most recent draft of the District’s 2016-2021 strategic plan; a draft version of the 2016-17 Smart Goals and Implementation Plan; and the 2014-15 Report of Student Achievement. She explained the advantages of transitioning the presentation of implementation plans and goals from the traditionally-scheduled summer retreat discussion to an annual late winter or early spring report, including the opportunity to align the previous year’s student achievement data with goals and budget discussions for the coming year. Director Graser also explained that the top ten system objectives listed as smart goals do not constitute an all-inclusive list of important work that is being performed in the District. She requested Board members’ input, and discussed next steps in the process, which include responding to Board members’ questions and feedback, and conducting another open house for public input. The Strategic Plan is scheduled to be presented for first reading on May 24.

d. Budget Update

Superintendent Mike Scott and Chief Financial Officer Adam Stewart presented a report on the most recent estimates of the 2015-16 and 2016-17 budgets, discussing the State School Fund (SSF) update that was received on March 4, and explaining steps that are being taken to reduce 2016-17 expenditures. They explained that there are serious concerns about the budget for the 2017-2019 biennium, with significant increases in PERS costs, new physical education requirements, and other anticipated expenses.

The next 2015-16 SSF estimate is expected during the first week in April, and the Board and Budget Committee will receive a budget update during the April 26 Board meeting. The Proposed Budget will be presented during the Budget Committee meeting on May 5.

Board and Budget Committee members requested information to facilitate communicating with legislators and the public regarding the need for additional school funding. Director Beth Graser will prepare a summary of relevant information.

Budget Committee members also asked about the potential for a local option levy. Director Graser explained that market research will be conducted, and a report will be presented to the Board this summer.

e. Board Discussion Time

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

Recess Board Meeting

The meeting was recessed at 6:52 PM.

REGULAR SESSION

Board Present:

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

Staff Present:

Mike Scott, Superintendent
Travis Reiman, Assistant Superintendent, Academic Services
Dayle Spitzer, Assistant Superintendent, School Performance
Debbie Ashley, Chief Human Resources Officer
Adam Stewart, Chief Financial Officer
Don Wolff, Chief Information Officer
Grant Corliss, Executive Director, Elementary Education
Elaine Fox, Executive Director, Student Services
Beth Graser, Director, Communications
Jon Pede, Principal, Poynter Middle School
Val Bokma, Assistant to the Board
Laurie Boyd, Assistant to the Superintendent
Martha Méndez Bolaños, Bilingual Interpreter / Translator
Sev Flores, Technology Support

Others Present:

Poynter Middle School students
Hannah Ahluwalia
Tami Albertine
Kylie Bayer-Fertterer
Lacey Beatty
Nancy Brink
Barbara Burr
Elizabeth Christian
Gary Christian
Kimberly Classon
Kimberly Culbertson
Veronica Davila
April Davis
Ron Davis
Janamarie Elison
Barbara Glazer
Rachel Gowland
Martin Granum

Bronwyn Grover
Nancy Hursh
Javier Leon
Nora O'Brien
Georgia Perry
Katie Riley
Jaime Rodriguez
Daniel Smith
Kimberly Scott
Reverend Joan Stoneking (Joni)
Nicole Thompson
Peter Wedlake
Nabil Zerizef
Devin Hunter, HCU
Maureen Barnhart, HEA
Jill Golay, HEA
Kathy Fuller, Hillsboro Tribune

2. Call to Order and Flag Salute

Board Chair Wayne Clift reconvened the meeting at 7:03 PM, and led the Pledge of Allegiance.

3. RECOGNITION / STUDENT PRESENTATION

Student Presentation: Poynter Middle School Musical Cast

The cast of the Poynter Middle School musical production, "The Trials of Alice in Wonderland," performed a selection from the musical.

4. Approval of Agenda

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

5. Audience Time

No requests to address the Board on non-agenda topics were received. Several audience members requested to address the Board regarding agenda item 6a: Public Input Regarding Providing Family Planning Services at the School-Based Health Center. Their comments were received during the time scheduled for that agenda item.

6. REPORTS AND DISCUSSION

a. Public Input Regarding Providing Family Planning Services at the School-Based Health Center (SBHC)

Board Chair Wayne Clift explained that Virginia Garcia's School-Based Health Center (SBHC) at Century High School offers medical, dental, and mental health services to students, staff, and community members. However, based on an informal agreement that was reached with the Hillsboro School District Board of Directors prior to the opening of the clinic, contraceptives are not offered. Lacey Beaty, the SBHC Manager, recently informed the Board that students and their families request contraceptives from the SBHC for purposes related not only to family planning, but also other medical issues, and that the closing of local county clinics, which previously offered contraceptives, and the lack of a documented decision regarding this service, places SBHC management and staff in an increasingly difficult position.

Board Chair Clift also explained the ground rules for the discussion, and the timeline for reaching a decision regarding this agenda item. This information is included in the Board packet.

The following audience members addressed the Board:

- Hannah Ahluwalia spoke in support of dispensing contraceptives
- Georgia Perry, representing a group of District residents, spoke in opposition to prescribing contraceptives
- Rachel Gowland spoke in support of prescribing / dispensing contraceptives
- Jaime Rodriguez urged Board members to provide the best opportunities for students to succeed, and keep in mind that Hillsboro is a community of citizens with many different beliefs
- Daniel Smith spoke in support of dispensing contraceptives
- Kimberly Scott spoke in opposition to prescribing contraceptives
- Reverend Joan Stoneking (Joni) spoke in support of dispensing contraceptives
- Nora O'Brien spoke in opposition to dispensing contraceptives
- Barbara Glazer spoke in support of prescribing / dispensing contraceptives
- April Davis spoke in opposition to prescribing / dispensing contraceptives
- Kimberly Culbertson spoke in support of prescribing / dispensing contraceptives
- Veronica Davila spoke in opposition to prescribing / dispensing contraceptives
- Katie Riley spoke in support of prescribing / dispensing contraceptives
- Tami Albertine spoke in opposition to prescribing contraceptives

- Peter Wedlake spoke in support of dispensing contraceptives
- Bronwyn Grover spoke in support of dispensing contraceptives
- Kylie Bayer-Fertterer spoke in support of prescribing / dispensing contraceptives

Board Chair Wayne Clift thanked the community members who provided input, and assured them that the Board will consider their opinions while making their decision. He also clarified that the SBHC at Century High School is led by an on-site doctor; does not currently provide any family planning services, with the exception of counseling regarding options; does not distribute condoms on-site; and does not distribute any form of pharmaceuticals, with the exception of the traditional single-use Afrin, Tylenol, etc. He asked audience members to encourage other District residents to provide their input to the Board, as well.

Board Chair Clift recessed the meeting at 8:25 PM.

b. Financial Report (see written report)

Board Chair Clift reconvened the meeting at 8:28 PM.

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

c. Board Policies – First Reading

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

1) Policy GBM: Staff Complaints

Chief Human Resources Officer Debbie Ashley presented the first reading of policy GBM: Staff Complaints, explaining that Oregon School Boards Association (OSBA) has recommended revisions to this policy to ensure that it aligns with changes in legal requirements. The draft policy is included in the Board packet.

2) Policy GBDA: Mother-Friendly Workplace

Chief Human Resources Officer Debbie Ashley presented the first reading of policy GBDA: Mother-Friendly Workplace, explaining that the minor revisions will align the policy with changes in legal requirements. The draft policy is included in the Board packet.

7. CONSENT AGENDA

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

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

Consent Agenda items were as follows:

- Approve Minutes of February 9, 2016, Board Meeting
- Approve Minutes of February 10, 2016, Board Meeting
- Approve Minutes of February 23, 2016, Board Meeting
- Approve Routine Personnel Matters
- Authorize 2016 Migrant Summer School Application
- Approve New Course Proposal – Financial Algebra
(This course proposal was presented for first reading on February 23, 2016)

8. ACTION ITEMS

a. Approve Proposal Regarding Inclement Weather Day

On January 4, 2016, the District was closed due to inclement weather. Chief Human Resources Officer Debbie Ashley presented a proposal that this day not be made up. Factors that were considered in this recommendation include instructional seat time requirements, contractual obligations with bargaining units, and the decisions of neighboring districts. Chief Human Resources Officer Ashley explained how licensed and classified staff would be impacted by the decision to make up or not make up the missed day, and explained that a communication plan will be developed in collaboration with the classified union to explain options that are available for classified staff.

Board members requested that District administrators examine the possibility of creating guidelines that could be used in future years for determining whether or not to make up missed days (e.g., the number of days to be made up, the weekday(s) that would need to be added to the calendar, etc.).

Director Kim Strelchun MOVED, SECONDED by Director Janeen Sollman, to approve the proposal to not make up the January 4, 2016, inclement weather day. The MOTION CARRIED (7-0).

b. Approve Resolution Amendment for Energy Project Financing

Chief Financial Officer Adam Stewart explained that the energy project financing resolution approved by the Board on February 23 did not specifically reference the full list of project items (although the full list of items was provided to the Board for review), and he presented an amendment to the February 2016 Qualified Energy Conservation Bonds (QECB) financing resolution for Board approval. The resolution is included in the Board packet.

Director Glenn Miller MOVED, SECONDED by Director Lisa Allen, to approve the amended resolution that includes the reference to the project. The MOTION CARRIED (7-0).

9. NWRESH/HCU/HEA Reports

HCU President Devin Hunter thanked Payroll staff for their hard work in successfully completing retro pay; and commended the Board for focusing on what is best for students, as they work toward a decision regarding services at the SBHC.

HEA President Maureen Barnhart invited everyone to participate in the Washington County Educators' Team Up for Students fundraiser on May 14; thanked Board members for listening to community concerns regarding services at the SBHC; and expressed appreciation on behalf of licensed staff for the decision to not make up the inclement weather day, since seat time requirements are being fulfilled, and this decision communicates to staff that the extra hours they work throughout the year are appreciated.

10. Superintendent's Time

Superintendent Mike Scott discussed District programs and events.

11. Board of Directors' Time

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

12. Follow-Up Items

Request	Action
• Board and Budget Committee members requested information they can use to facilitate communications with legislators and the public regarding the need for additional school funding. • Board members requested that staff explore the idea of defining guidelines to use in future years for determining whether to make up inclement weather days	• Information provided • Information to be provided

13. Adjourn

The meeting was adjourned at 8:57 PM.

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Rebecca Brauer

Assignment: Principal
Location: Free Orchards Elementary School
Effective Date: June 30, 2016

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

David Beeler

Assignment: Math
Location: Brown Middle School
Effective Date: June 17, 2016

Jean Summers

Assignment: Reading Coach
Location: Rosedale Elementary School
Effective Date: June 17, 2016

Wanda Fullwiler-Skaug

Assignment: 6th Grade
Location: Brookwood Elementary School
Effective Date: June 17, 2016

Debra Funk

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

Claude Landauer

Assignment: Language Arts
Location: Century High School
Effective Date: June 17, 2016

Dale Rosenthal

Assignment: 6th Grade
Location: Lenox Elementary School
Effective Date: June 17, 2016

Karen Sprecher

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

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

Lindsay Adair

Assignment: 2nd Grade
Location: Orenco Elementary School
Effective Date: June 17, 2016

Annie Browning

Assignment: ERC
Location: W L Henry Elementary School
Effective Date: June 17, 2016

Edith Perry

Assignment: ELL
Location: Brookwood Elementary School
Effective Date: June 17, 2016

Anne Petterson

Assignment: 5th / 6th Grade
Location: Reedville Elementary School
Effective Date: March 10, 2016

Sara Wilson

Assignment: Technology – Engineering
Location: Hillsboro High School
Effective Date: June 17, 2016

Duncan Wyndham

Assignment: Language Arts
Location: Glencoe High School
Effective Date: June 17, 2016

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

Sharon Bailey

Education: MA – Lewis and Clark College, Portland, OR
Experience: 3 years
Assignment: 1.0 FTE LRC – Glencoe High School

Rebecca Brauer

Education: MA – Southern Oregon University, Ashland, OR
Experience: 26 years
Assignment: 1.0 FTE Social Studies – South Meadows Middle School

Kristina Burkhardt

Education: BA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE 6th Grade – Eastwood Elementary School

Renee Butcher

Education: BA – University of Portland, Portland, OR
Experience: 1 year
Assignment: 0.5 FTE 3rd / 4th Grade – Groner Elementary School

Emily Farley

Education: BA – Great Basin College, Elko, NV
Experience: 2 years
Assignment: 0.2 FTE LRC – Orenco Elementary School
0.3 FTE LRC – Tobias Elementary School

Jonathan Gaspardis

Education: MA – Concordia University, Portland, OR
Experience: None
Assignment: 0.667 FTE Math – Hillsboro High School

Mary K. Harvey

Education: BA – University of Oregon, Eugene, OR
Experience: 11 years
Assignment: 0.5 FTE 2nd Grade – Patterson Elementary School

Kristen Meyer

Education: MA – Tulane University, New Orleans, LA
Experience: 5 years
Assignment: 1.0 FTE 5th Grade – Indian Hills Elementary School

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
ACCEPT GIFTS AND DONATIONS
(as of March 31, 2016)

SITUATION

District Policy KH states that the District may receive donations of gifts that may serve to enhance and extend the work of the District, subject to Board approval. Individuals who desire to make contributions are encouraged to consider donations for equipment or services that are not likely to be acquired from public fund expenditures.

The purpose of this report is to describe to the Board the donations received that are valued at \$5,000 or more.

- Donation of \$10,000 from Matthew Ernest to Hillsboro School District to be used for general education.

RECOMMENDATION

The Superintendent recommends the Board of Directors accept this donation.

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
ADJUST APPROPRIATIONS

SITUATION

The District adopts appropriations as part of the annual budget process. Estimates of revenue and expenditures are adjusted as needed throughout the year. Per Local Budget Law, changes less than 10 percent within major fund and function are approved by the Board of Directors.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the adjusted appropriations for the following general and special revenue funds.

FUND	DESCRIPTION	MAJOR FUNCTION	ADJUSTED APPROPRIATION	PREVIOUS APPROPRIATION	TOTAL ADJUSTMENT
100	General Fund	Decrease Support Services	\$78,180,492.00	\$78,380,492.00	\$200,000.00
100	General Fund	Increase Community Services	\$606,679.00	\$406,679.00	\$200,000.00
141	Oregon First Robotics	Increase Instruction	\$22,500.00	\$0.00	\$22,500.00
154	Confucius Classroom	Increase Instruction	\$19,865.00	\$0.00	\$19,865.00
155	QECB-Qualified Energy Conservation Bond	Increase Support	\$3,500,000.00	\$0.00	\$3,500,000.00
161	Chess For Success	Increase Instruction	\$11,365.00	\$0.00	\$11,365.00
196	Systems Performance Review	Increase Support	\$11,414.00	\$9,097.00	\$2,317.00
198	Oregon Department of Human Services	Increase Instruction	\$172,975.00	\$109,019.00	\$63,956.00
199	Regional Autism Services	Increase Instruction	\$542,857.00	\$430,000.00	\$112,857.00
202	Hillsboro Schools Foundation	Increase Instruction	\$86,717.00	\$80,000.00	\$6,717.00
203	Title I Summer Migrant	Increase Instruction	\$269,298.00	\$265,000.00	\$4,298.00
205	Title VII	Increase Instruction	\$25,127.00	\$0.00	\$25,127.00

FUND	DESCRIPTION	MAJOR FUNCTION	ADJUSTED APPROPRIATION	PREVIOUS APPROPRIATION	TOTAL ADJUSTMENT
207	Title IA Distinguished School Award	Increase Support	\$12,000.00	\$0.00	\$12,000.00
212	Title IC (Migrant)	Increase Instruction	\$616,075.00	\$520,000.00	\$96,075.00
213	Title IC Preschool-Migrant	Increase Support	\$52,648.00	\$35,000.00	\$17,648.00
214	Targeted School Grants	Decrease Instruction	\$0.00	\$40,000.00	(\$40,000.00)
215	Focus Planning	Increase Instruction	\$97,123.00	\$75,000.00	\$22,123.00
218	Title III	Increase Support	\$524,313.00	\$390,000.00	\$134,313.00
221	Title IIA Improving Teacher Quality	Increase Support	\$645,541.00	\$512,700.00	\$132,841.00
222	Title I/Perkins Vocational Technology	Increase Instruction	\$180,088.00	\$170,011.00	\$10,077.00
223	CTE (Career Technical Education) Revitalization	Increase Instruction	\$385,188.00	\$0.00	\$385,188.00
224	Biliteracy Pathways Programs	Increase Support	\$120,000.00	\$0.00	\$120,000.00
225	Secondary Career Pathways	Increase Instruction	\$88,328.00	\$0.00	\$88,328.00
245	CCD (Child Care Development)/Teen Mom Grant	Increase Instruction	\$210,636.00	\$76,000.00	\$134,636.00
250	Migrant Retention Grant	Decrease Support	\$0.00	\$25,000.00	(\$25,000.00)
252	Oregon Metro Connects	Increase Support	\$14,315.00	\$0.00	\$14,315.00
254	Educator Institute Grant	Increase Support	\$2,000.00	\$0.00	\$2,000.00
257	ELP (English Language Proficiency) Standards & Professional Learning	Increase Support	\$9,002.00	\$0.00	\$9,002.00
259	PEEK-8 (Physical Education Expansion K-8)	Increase Instruction	\$50,000.00	\$0.00	\$50,000.00
260	Noyce Foundation	Increase Support	\$26,640.00	\$0.00	\$26,640.00
270	Nike, Inc.	Increase Support	\$303,060.00	\$0.00	\$303,060.00
283	Synopsys	Increase Instruction	\$48,000.00	\$15,000.00	\$33,000.00
286	Intel Foundation Grants	Increase Instruction	\$56,300.00	\$40,000.00	\$16,300.00

FUND	DESCRIPTION	MAJOR FUNCTION	ADJUSTED APPROPRIATION	PREVIOUS APPROPRIATION	TOTAL ADJUSTMENT
288	Kindergarten Partnership Innovation	Increase Instruction	\$64,907.00	\$0.00	\$64,907.00
288	Kindergarten Partnership Innovation	Increase Support	\$57,000.00	\$0.00	\$57,000.00
288	Kindergarten Partnership Innovation	Increase Enterprise	\$3,000.00	\$0.00	\$3,000.00
510	Farm-to-Schools	Increase Enterprise	\$83,192.00	\$0.00	83,192.00

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
APPROVE REVISIONS TO POLICY GBM: STAFF COMPLAINTS

SITUATION

Oregon School Boards Association (OSBA) has recommended revisions to District policy GBM: Staff Complaints, to ensure that it aligns with legal requirements related to disclosures by an employee of violations of state or federal law (the Whistleblowing Law). These policy revisions were presented for first reading on March 15, 2016. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the revisions to policy GBM: Staff Complaints.

Hillsboro School District 1J

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

Staff Complaints*

It is an unlawful employment practice for an employer to discharge, demote, suspend, or in any manner discriminate or retaliate against an employee with regard to promotion, compensation, or other terms, conditions, or privileges of employment for the reason that the employee has in good faith reported information in a manner as to disclose employer violations of any federal or state law, rule or regulation, mismanagement, gross waste of funds, abuse of authority, or substantial and specific danger to public health and safety.

The superintendent or designee will develop a complaint procedure that will be available for all employees who contend they have been subject to a violation, interpretation, or inappropriate application of District personnel policies and/or administrative rules and regulations. Any school employee shall have the right of access to the complaint procedure adopted by the District. The complaint procedure will provide an orderly process for the consideration and resolution of problems in the application or interpretation of District personnel policies.

The complaint procedure will not be used to resolve disputes and disagreements related to the provisions of any collective bargaining agreement, nor will it be used in any instance where a collective bargaining agreement provides a dispute resolution procedure. Disputes concerning an employee's dismissal, contract nonrenewal, or contract non-extension will not be processed under this procedure.

Reasonable efforts will be made to resolve complaints informally.

Administrative regulations will be developed to outline procedural timelines and steps under this policy, as necessary.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 659A.199](#)
[OAR 581-022-1720](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
APPROVE REVISIONS TO POLICY GBDA: MOTHER-FRIENDLY WORKPLACE

SITUATION

District policy GBDA: Mother-Friendly Workplace, addresses the necessity of ensuring that adequate locations are provided for District staff members who choose to provide for their children by expressing milk or breastfeeding in the work place. Oregon School Boards Association (OSBA) has recommended minor revisions to this policy, to ensure that it aligns with legal requirements regarding the proximity of the specified locations to the employees' work areas. These policy revisions were presented for first reading on March 15, 2016. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the revisions to policy GBDA: Mother-Friendly Work Place.

Hillsboro School District 1J

Code: GBDA
Adopted: 03/08
Revised: 11/08

Mother-Friendly Workplace

The District recognizes that a normal and important role for mothers is to have the option and ability to provide for their child by breast feeding or expressing milk in the workplace. The Board directs the Superintendent/designee to take measures and develop regulations to ensure that all District staff shall be provided with an adequate location for the expression of milk or breast feeding.

The Superintendent/designee shall see that the District makes a reasonable effort to provide a room or other location in close proximity to the employee's work areas, other than a restroom, where an employee can breast feed her child or express milk in privacy.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)

[ORS 653.077](#)

[ORS 653.256](#)

[OAR 839-020-0051](#)

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
INTER-DISTRICT TRANSFERS

SITUATION

House Bill 2747, passed by the Legislature during the 2013 full session, governs the second of two processes by which students are allowed to transfer between school districts. Under House Bill 2747, district school boards must take action to announce the number of students who will be allowed to leave and enter their district for the following school year. They must also determine the process by which transfer requests will be considered, the length of transfer approval, and any other terms associated with the approval. Students wishing to leave their district of residence to seek enrollment in a non-resident district must obtain a release from their district of residence.

It is recommended that the District participate in this process, both to accept transfers to the District and release students to attend other districts.

Details of the proposed plan will be shared during the meeting.

RECOMMENDATION

The Superintendent recommends the Board of Directors adopt the plan presented for inter-district transfers for the 2016-17 school year.

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
APPROVE 2016-17 ALTERNATIVE EDUCATION PROGRAMS

SITUATION

Board policy IGBHA directs an annual evaluation and approval of alternative programs available to Hillsboro students. The purpose of this report is to provide Board members with a review of the programs currently available to District students, and to ask the Board to formally approve this updated list of alternative programs. The programs listed have proven to be effective alternatives for District students. District administration has ensured, and will continue to ensure, that each program meets the evaluation criteria set forth in OAR 581-022-1350. In addition, this update will provide the Board with information regarding exploratory steps being taken by District leaders to improve college and career pathways for students at Miller Education Center and District high schools.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT
Alternative Programs – 2016-17 School Year

Expanded Options

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

Miller Education Center (MEC) High School

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

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

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

GED Program (Miller Education Center – West)

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

PEARL Middle School – (Miller Education Center – East)

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

PEARL High School – (Miller Education Center – East)

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

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

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

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

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

YES to College (PCC)

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

Gateway to College (PCC)

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

Early College High School (ECHS) (PCC)

Early College High School (ECHS) is an opportunity for students to blend high school and college in a coherent, personalized, and rigorous education program at Portland Community College. The program is designed as an option for the last two years of high school, and students generally attend PCC full time for six terms. Tuition is paid by

the Hillsboro School District. It is possible for a student to earn a high school diploma, an associate's degree, or up to two years of college credit in his/her career pathway.

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

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

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

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

Connect – (Miller Education Center – East)

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

Hillsboro Online Academy

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

Home Instruction

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

Oregon National Guard Youth Challenge Program

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

PLACEMENT OPTIONS PROGRAMS

Harkins House – Washington County Juvenile Services

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

Washington County Jail

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

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
AUTHORIZE ADMINISTRATION TO AWARD CONTRACTS FOR
ELEMENTARY SCHOOL WIRELESS INFRASTRUCTURE UPGRADES

SITUATION

In order to accomplish wireless infrastructure improvements at the District's 25 elementary schools, the District has issued a Request for Procurement (RFP) for the installation of cabling, and a separate RFP for Cisco wireless access points (our current standard) and Aruba, or equivalent, wireless access points.

Because the RFPs closed on April 22, a formal review of the proposals could not be completed prior to the posting date of the April 26 Board packet. However, the respondent with the highest score will be identified, and this information provided to the Board, prior to the April 26 Board Meeting. The RFP and scoring criteria will also be available for review.

RECOMMENDATION

The Superintendent recommends that the Board of Directors authorize the administration to award the contracts for the installation of cabling and for wireless access points, as defined in the RFPs, to the contractor(s) identified in the documentation that will be provided upon the completion of the RFP review process.

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
PROPERTY AND CASUALTY COVERAGE FOR EDUCATION (PACE) INSURANCE –
ADOPT FORM OF JOINDER TO TRUST AGREEMENT

SITUATION

Property and Casualty Coverage for Education (PACE) trustees have approved a new declaration of trust that requires adoption by member boards. Therefore, school districts that are members of the PACE Insurance Trust (the District's liability and property carrier) have been asked to sign the attached Joinder to Trust Agreement.

Oregon law requires that self-insured public entity programs be formed through an intergovernmental agreement between the participating entities. PACE's original trust was adopted in 2006. Trustees have recently completed a review of the original trust, and proposed the following two changes, which the OSBA Board of Directors has approved:

- Creation of a dispute resolution process for resolving any disputes between the trust and the members at the lowest possible level.
- Change to the trustee terms of service, allowing trustees to serve an additional 3-year term of service. (Currently, trustees can serve two consecutive 3-year terms; the change will allow them to serve three consecutive 3-year terms.)

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the Property and Casualty Coverage (PACE) Insurance Trust Joinder to Trust Agreement.

**FORM OF
JOINDER TO TRUST AGREEMENT
FOR MEMBERS**

By execution of this Joinder, the undersigned public body hereby agrees to become a party to, and is bound by, the First Restatement of Declaration of Trust of the Property and Casualty Coverage for Education (PACE), effective as of March 12, 2016 (and, as the same may be amended, supplemented, or otherwise modified from time to time, the "Agreement"), by and among the Trustees and the Members, in the same manner as if the undersigned were an original signatory to such Agreement.

The undersigned represents and warrants that (i) the undersigned has received a copy of, and has reviewed the terms of, the Agreement and all related or relevant documents and agreements, (ii) undertakes to become a Member of the Property and Casualty Coverage for Education (PACE) with all the rights and obligations thereof, and (iii) such undertaking has been duly authorized as an intergovernmental agreement to create a program of self-insurance pursuant to ORS 30.282. Capitalized terms used, but not defined, in this Joinder shall have the meanings set forth in the Agreement.

IN WITNESS WHEREOF, the undersigned has executed this Joinder as of this 24th day of April, 2016.

Hillsboro School District

By:

Wayne Clift
Chair, Board of Directors

Attested By:

Mike Scott
Superintendent

Address for Notices:

Adam Stewart, AC 104
Hillsboro School District
3083 NE 49th Place
Hillsboro, OR 97124

With copies to:

Leah McCarthy, Risk Manager

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
DECLARE SURPLUS EQUIPMENT AND
AUTHORIZE DISPOSAL BY PUBLIC AUCTION

SITUATION

School Board Policy DN: Disposal of District Property requires the Board to declare District property as surplus and authorize its disposal when such property is no longer useful to the District, unsuitable for use, too costly to repair, or obsolete.

District Nutrition Services and Facilities staff have assembled a list of items that they would like to have the Board declare surplus and authorize their disposal by public auction. The items on this list are no longer useful to the District, but may have some value at auction.

RECOMMENDATION

The Superintendent recommends the Board of Directors declare the attached list of items surplus, and authorize their disposal by public auction.

ITEMS TO BE DECLARED SURPLUS

- (21) round stainless steel insert pans, with (2) boxes round assorted stainless steel lids
- (32) round stainless steel inset pans, with (1) box assorted round stainless steel lids
- (71) rectangular stainless steel insert trays, various sizes
- (97) rectangular stainless steel insert trays, various sizes
- (27) stainless steel hotel pans, (18) stainless steel half hotel pans, (6) stainless hotel pan lids, steam trays, grates
- (25) stainless steel hotel pans, (4) stainless steel half hotel pans, steamer pans
- Assorted rectangular stainless steel lids
- (14) hinged rectangular stainless steel lids
- (24) hinged rectangular stainless steel lids
- Assorted round stainless steel mixing bowls
- Assorted round stainless steel and aluminum mixing bowls
- Assorted round stainless steel and aluminum mixing bowls
- (2) large round mixing bowls, (5) large ladles
- (9) large aluminum stock pots
- (9) large aluminum stock pots
- Assorted round sauce pans, oven roasting pans
- (17) round aluminum stock pot lids
- Assorted round and rectangular aluminum flat pans
- (5) large mixing paddles
- (2) shaver specialty vegetable cutters
- (2) vegetable cutters
- (2) table top tomato slicers
- Robot coupe electric / immersion blender, model # mp45
- (18) cupcake baking pans, 24-cup
- (18) cupcake baking pans, 24-cup
- Assorted aluminum and steel loaf pans
- Assorted aluminum pizza pans
- Box of assorted ice cream scoops
- Box of assorted cooking utensils
- Box of assorted cooking utensils
- Box of assorted plastic and steel tongs, ladles
- Tub of assorted stainless steel tongs
- Tub of assorted steel ladles
- Tub of assorted dipping scoops and cutlery
- Tub of assorted cooking utensils
- Tub of assorted utensils, knives, rolling pins, and spoons
- Tub of assorted steel ladles
- Tub of assorted cooking and serving utensils
- Box of assorted knives and cutlery
- (7) Stainless steel whisks
- (4) Stainless steel whisks

- Boxes of plastic Cambro round inserts, assorted sizes and lids
- Boxes of plastic Cambro round inserts, assorted sizes and lids
- (4) boxes of assorted plastic pitchers
- (2) Ekon-O-Pak packaging units
- Boxes of assorted plastic dishes, and cups
- Cambro rolling insulated cart, model # CMB 18261I
- Cambro rolling insulated cart, model # CMB 18261I
- Cambro rolling insulated cart, model # CMB 18261I
- Cambro rolling insulated cart, model # CMB 18261
- Cambro rolling insulated cart, model # CMB 18261
- Cambro rolling insulated cart, model # CMB 18261
- Cambro rolling insulated cart, model # CMB 18261
- Cambro rolling insulated cart, model # CMB 18261
- Cambro rolling insulated cart, model # CMB 18261
- Cambro cart model # CD1826 MTCHB, with (2) Cambro insulated boxes model # 1826
- Cambro cart model # CD1826 MTCHB, with (2) Cambro insulated boxes model # 1826
- Cambro equipment stand model # ES28 with (1) Cambro insulated box model # 1826 MTC
- (2) Cambro insulated boxes, model # 300 MPC
- Cambro insulated rolling food service cart
- Cambro rolling food service cart, model # CVC55
- Cambro portable salad/food bar, model # FBR6R
- Cambro portable salad/food bar, model # FBR6R
- Cambro portable salad/food bar, model # FBR6R
- Cambro portable salad/food bar, model # FBR/UBR 60
- Cambro portable salad/food bar, model # FBR/UBR 60
- Duke Aerohot 3-compartment electric steam table on casters
- Delfield 3-compartment electric steam table on casters, model # 48348C
- Delfield 4-compartment electric steam table on casters, model # 48362C
- Stainless steel portable food service cart
- SERVOLIIFT Eastern electric portable hot food service cart, 3-compartment, steam, model # PHFC-3
- SERVOLIIFT Eastern portable cold food service cart, electric, model # 502-3
- Duke stainless steel portable food service cart
- Duke stainless steel portable food service cart
- Crown Verity stainless steel food service cart, model # CVCC
- Crown Verity stainless steel food service cart, model # CVCC
- SERVOLIIFT Eastern portable cash register cart, model # PCC-I
- Duke Aerohot stainless steel equipment stand
- Stainless steel equipment stand on casters
- Victory mobile proofing cabinet on casters
- EPCO enclosed rack on casters, model # BCA839-11
- Cres Cor proofing cabinet on caster, model # 1290-005
- EPCO food warming cabinet, model # BCA54011HPT
- Metro heated cabinet, PM1500, model # C75-P8N

- Cres Cor crown-x warming cart, model # H339188
- Cres Cor crown-x warming cart, model # H339188
- Wyott electric countertop food warmer, model # W-3V
- Alto-Shaam food warmer cabinet
- Hatco 2-shelf warmer
- Toastmaster oven range
- Cane oven range
- Garland oven range
- Garland double oven, range
- Victory refrigerator
- McCall refrigerator
- True freezer, model # T-49-F
- True freezer, model # T-49-F
- Norlake commercial refrigerator
- Master-Bilt open front cooler
- Beverage-Air open front milk cooler
- Beverage-Air open front milk cooler
- Scotsman countertop nugget ice dispenser, model # MDT6A190A
- Stainless steel insulated portable cooler on casters
- (4) steam kettles
- (9) mixers and accessories
- (6) slicers
- (2) pizza dough rollers
- (4) pneumatic air compressors
- (6) vending machines
- 1985 Ford pickup
- 1983 Chevrolet pickup
- 1984 Chevrolet step van
- GMC transportation van
- GMC transportation van
- GMC transportation van
- Mortar mixer
- Fertilizer spreader
- Billy Goat blower
- Yanmar tractor
- Kubota tractor
- Kubota tractor
- Yanmar mower deck
- John Deere lawn tractor
- Ford gasoline tractor

HILLSBORO SCHOOL DISTRICT 1J
April 26, 2016
VOTE ON WHETHER TO ACCEPT DRAFT LANGUAGE FOR FIRST READING OF
POLICY JHC: STUDENT HEALTH SERVICES AND REQUIREMENTS,
OR RECOMMEND FURTHER REVISIONS

SITUATION

During the April 5 Board meeting, Board members discussed public input and additional information regarding whether or not the School-Based Health Center (SBHC) at Century High School should prescribe and/or dispense contraceptives; and they voted on parameters for draft policy language regarding these services, to be included in policy JHC: Student Health Services and Requirements. Tonight, Board members will review the draft policy revisions, and vote on whether to accept these revisions for first reading or recommend further revisions. If the Board votes to accept the draft policy revisions for first reading, the policy will be presented for adoption during the May 24 Board meeting.

In addition to language regarding SBHC services, the draft policy revision also includes updates recommended by Oregon School Boards Association (OSBA) to comply with recent legislation regarding the staffing of school nurses.

RECOMMENDATION

The Superintendent recommends the Board of Directors vote on whether to accept the draft revisions of policy JHC: Student Health Services and Requirements for first reading, based on the parameters that were identified on April 5, or recommend further revisions.

Student Health Services and Requirements

Although the District's primary responsibility is to educate students, the student's health and general welfare are also a major Board concern. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

The nurse(s) employed by the District shall be licensed to practice as a registered nurse or nurse practitioner in Oregon, and will function as an integral member(s) of the instructional staff, serving as a resource person(s) to teachers in securing appropriate information and materials on health-related topics.

School districts are required to ensure that they have access to a sufficient level of nursing services to provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

Districts may use the most cost-effective means available to meet the above requirements, and they may satisfy the nursing requirements for medically complex students by providing personnel trained and supervised by a registered nurse or school nurse, and complying with the requirements of ORS 678.010 to 678.448.

The District shall maintain a prevention-oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or regulations;
2. Health appraisal to include screening for possible vision or hearing problems;
3. Health counseling for students and parents when appropriate;
4. Health care and first-aid assistance that is appropriately supervised and isolates the sick or injured child from the student body;
5. Control and prevention of communicable diseases as required by the State Health Division Oregon Department of Human Services, Health Services, and the county health department;

6. Assistance for students in taking ~~prescribed~~ prescription and/or nonprescription medication according to established District procedures;
7. Services for students who are medically fragile or have special health care needs;
8. Integration of school health services with school health education programs.

The Board directs its District health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of the No Child Left Behind Act of 2001, the District recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination¹ or screening that is required as a condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or other students.

Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

School-based health clinics will provide health services in accordance with Oregon laws and best medical practices. School-based health providers shall observe the District's Health curriculum and the high school learning targets in Sexual Health and the Prevention and Control of Disease, which are aligned with the Oregon State Standards in Health Education. The District promotes abstinence as the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C, and pregnancy.

School-based health providers may also provide accurate and balanced information, resources, and services associated with any contraceptive or disease reduction method, including prescribing contraceptive products and explaining their proper use and effectiveness as described below.

School-based health providers may prescribe and/or administer hormonal contraceptives (limited to oral, transdermal patch, and injectable) after making a best effort to involve and notify the student's parent or guardian in advance.

School-based health providers may prescribe and/or administer other contraceptives only after notifying the student's parent or guardian in advance.

Procedures shall be developed and implemented to carry out this policy. All District employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in vision or hearing screening. The District will abide by those requests.

¹The term "invasive physical examination," as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

END OF POLICY

Legal Reference(s):

[OAR 581-022-0705](#)

[OAR 581-022-1420](#)

[OAR 581-022-1440](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).