



Hillsboro School District 1J

May 24, 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

May 24, 2016

5:15 PM

1. 5:15 p.m. Executive Session
ORS 192.660(2)(i)--Evaluation of the Superintendent
2. 6:00 p.m. Work Session
 - A. 2017 Graduation Ceremonies Update 5
Presenter: Casey Waletich
 - B. Discuss Board Meeting Dates for 2016-17 7
Presenter: Wayne Clift
 - C. Discuss Parameters for Superintendent's Contract 8
Presenter: Wayne Clift
 - D. Board Discussion Time
 - E. Recess Board Meeting
3. 7:00 PM - Regular Session
Call to Order and Flag Salute
4. Recognition / Student Presentation
 - A. Student Presentation: Lenox Elementary School Band
Presenter: Kim Strelchun
5. Approval of Agenda
6. Audience Time
7. Reports and Discussion
 - A. First Reading – 2016-2021 Strategic Plan 9
Presenter: Beth Graser
 - B. Financial Report (*see written report*) 18
Presenter: Adam Stewart
 - C. Policies - First Reading
If no public comments or questions are received regarding these policies during the review period, they will be placed on the consent agenda for approval during the next regular meeting.
 1. Policy JFCF - Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence, Domestic Violence – Student 23
Presenter: Casey Waletich
8. Consent Agenda
Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.
 - A. Approve Minutes of April 5, 2016, Board Meeting 28

B. Approve Minutes of April 26, 2016, Board Meeting	32
C. Approve Routine Personnel Matters	42
D. Accept Donations	45
E. Approve Consolidated ESEA Subgrants	46
F. Approve Groner Elementary School Name Change (K-8)	47
G. Approve New Course Proposals	
<i>The following new course proposals were presented for first reading on April 26, 2016</i>	
1. Introduction to Health Science Professions	48
2. Career Pathways Internship Elective	56
H. Approve Policy Revisions	
<i>The following policies were presented for first reading on April 26, 2016</i>	
1. Student Attendance, Admissions, Discipline Policies	62
a. Policy JE/JED/JEDA: Student Attendance	63
b. Policy JEA: Compulsory Attendance	66
c. Policy JEC: School Admissions	69
d. Policy JFC: Student Conduct and Discipline	71
e. Policy JG: Student Discipline	75
f. Policy JGD: Suspension	77
g. Policy JGE: Expulsion	79
9. Action Items	
A. Elect NWRESD Board Member	82
Presenter: Mike Scott	
B. Award Facilities Contracts	
1. Award Contract for Hillsboro High School Auditorium Lighting Controls Replacement Project	83
Presenter: Casey Waletich	
2. Award Contract for North Plains Elementary School Domestic Water Pipe Replacement Project	84
Presenter: Casey Waletich	
C. Adopt Resolution Approving Supplemental Pupil Transportation Plan	85
Presenter: Adam Stewart	
D. Vote on North Plains Senior Plaza Tax Exemption Request	94
Presenter: Adam Stewart	
E. Award Contract for Substitute Staffing Services	97
Presenter: Adam Stewart	
F. Approve Financing of School Buses	98
Presenter: Adam Stewart	
G. Approve Policy JHC: Student Health Services and Requirements (includes	102

language regarding School-Based Health Center services)

Presenter: Wayne Clift

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

- June 14, 2016 – Regular Session
- July 12, 2016 – Regular Session (tentative)

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
2017 GRADUATION CEREMONIES UPDATE

SITUATION

For the past several years, graduation ceremonies for the four comprehensive high schools have been held at Liberty High School (LHS). Although this venue has been beneficial to the District and the community, it may be time to consider other options, due to the following factors:

Capacity: The LHS gym holds approximately 2500 guests for graduation ceremonies. As graduating classes have grown larger, schools need to limit the number of tickets issued for students' families. Currently (depending on the school), 6-8 tickets can be issued per student. This creates problems for larger or blended families who would like to attend.

Parking: The parking lots at LHS are only able to accommodate a third of the people who drive to the event.

Class Size: In order to be in compliance with the fire code, the floor where the graduates are seated can accommodate up to 418 students. Next year's Century High School graduating class is estimated at 434 students. The District currently does not have a plan to accommodate this many students, seated on the floor, with the necessary number of staff members. This will also limit the number of tickets that can be issued to 4 or 5 per student.

Cost: The District spends approximately \$100,000 to hold graduation ceremonies at LHS for the four high schools. The majority of the cost is for security and directing parking. Other costs include sound and lighting, labor for set-up and tear-down, Hillsboro Police Department, etc. This cost continues to increase each year.

An option for the District to consider is to hold graduation ceremonies at Hillsboro Stadium. Several Metro area school districts and colleges hold outdoor graduation ceremonies, and Century High School held graduation at Hillsboro Stadium when it first opened.

In addition to addressing the issues of capacity, size of class, and parking, holding graduation ceremonies at Hillsboro Stadium would significantly decrease the District's cost. Although cost proposals are still being finalized, early estimates indicate that the cost will be \$40,000 – \$50,000.

The greatest concern to be addressed in holding graduation ceremonies in an outdoor setting is the possibility of rain. Looking back over the past several years, there has not been rain on Hillsboro School District's graduation dates. However, the plan for

addressing rain would include tenting the stage and graduates, and providing rain ponchos for attendees.

RECOMMENDATION

The Superintendent recommends the Board of Directors listen to this report and provide feedback.

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
DISCUSS 2016-17 BOARD MEETING DATES

SITUATION

The Board annually sets the schedule of Board meeting dates for the upcoming school year. Board meetings are usually held on the second and fourth Tuesdays of the month, with some exceptions to accommodate school breaks. Proposed meeting dates for the 2016-17 school year are provided below for Board discussion. The Board is scheduled to approve the 2016-17 meeting dates on June 14, 2016.

July 12, 2016	Regular Session
August 17, 2016	Full-Day Session (Wednesday)
September 13, 2016	Work Session
September 27, 2016	Regular Session
October 11, 2016	Work Session
October 25, 2016	Regular Session
November 15, 2016	Regular Session
December 6, 2016	Regular Session
January 10, 2017	Work Session
January 24, 2017	Regular Session
February 7, 2017	Work Session
February 28, 2017	Regular Session
March 14, 2017	Regular Session
April 4, 2017	Work Session
April 25, 2017	Regular Session
May 9, 2017	Work Session
May 23, 2017	Regular Session
June 13, 2017	Regular Session

In addition, the following dates are set aside for Budget Committee meetings to consider the 2017-18 Proposed Budget:

May 4, 2017	May 11, 2017 (if needed)
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RECOMMENDATION

The Superintendent recommends the Board of Directors discuss Board meeting dates for the 2016-17 school year.

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
DISCUSS PARAMETERS FOR THE SUPERINTENDENT'S CONTRACT

SITUATION

The Board will discuss parameters for the Superintendent's contract. The Superintendent's compensation must be discussed in a public session, per state public meeting laws (42 Op Atty Gen 362 [1982]).

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
FIRST READING – 2016-2021 STRATEGIC PLAN

SITUATION

The District has operated under three strategic plans since 2000. These strategic plans have articulated the District's mission, goals, and focus areas, as it strives to increase the achievement of all students, and prepare them for success. A clear and focused plan is critical to communicating District priorities to all stakeholders, serves as a roadmap to success, and helps align efforts toward a common, student-centered outcome.

The District's current five-year Strategic Plan expires in June 2016. Throughout the 2015-16 school year, staff have been working on creating a new 2016-2021 Strategic Plan. The process has included reviewing the current plan, researching exemplary strategic plans, collecting input from the community, and considering how the plan can best align with the District's strategic objectives and other planning and evaluation structures for maximum effectiveness and efficiency.

The vision for the District's 2016-2021 Strategic Plan is to have it encompass three elements: 1) the overarching plan, which should remain consistent over the five years; 2) the annual Report of Student Achievement (Key Academic Achievement Indicators); and 3) the annual work plans and SMART goals. Taken together, these three documents should provide a comprehensive snapshot of the District's mission, strategic objective, agreements and commitments, key initiatives, student achievement progress, and implementation plans and goals at any given time.

Throughout the development process, draft versions of the plan have been shared with the Board and the public, and refined, based on feedback that has been received. The Strategic Plan is scheduled for adoption during the June 14, 2016, Board meeting.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of the draft 2016-2021 Strategic Plan, and ask any questions they may have.

2016-2021 STRATEGIC PLAN

STUDENT
EQUITABLE EXPERIENCE
& OUTCOMES

OUR PROMISE

*HSD students: Prepared for
success in career, college,
and civic life*

INSTRUCTION

LEARNING ENVIRONMENTS

LEADERSHIP FOR LEARNING

ORGANIZATION

GOVERNANCE

2016-2021 HILLSBORO SCHOOL DISTRICT STRATEGIC PLAN

BACKGROUND

The Strategic Plan is intended to provide direction and purpose to all aspects of District and school activities. The plan is intentionally flexible in structure—with a central objective and areas of accountability that are consistent, and annually-developed action plans and goals that directly address areas where growth needs to be made and where successes can be capitalized upon for the year ahead.

MISSION

Engage and challenge all learners to ensure academic excellence

STRATEGIC OBJECTIVE

All students graduate with career- and college-readiness skills

OUR PRIDE

Proud to be HSD

AGREEMENTS & COMMITMENTS

IN HILLSBORO, WE ARE CONNECTED:

TO CAREER

- Students deserve academic content that is engaging, connects to their personal goals, and is responsive to the world around them.
- Students deserve clear pathways to career preparedness.

TO CULTURE

- Students deserve to have experiences that lead them to believe that diversity and multilingualism are assets.
- Students deserve to have experiences that allow them to see their and others' cultures reflected in their learning opportunities.

TO COMMUNITY

- Students deserve to be surrounded by caring adults who are committed to working together in professional learning communities to ensure equitable support, experiences and outcomes for each of them.
- Students deserve at least one identified adult that knows them by name, strength and need, and ensures they are successful in their K-12 education and beyond.

STRUCTURAL ELEMENTS

STRATEGIC PLAN

In the Hillsboro School District, we align our work toward a single purpose: enhancing the student experience to ultimately increase student outcomes. We strive to continually improve all aspects of the system to achieve this result. We do this by focusing on six major areas, as outlined below and in the graphic organizer that follows on pages 4-5.

- **STUDENT**
Equitable Experience
and Outcomes

All students are engaged and challenged throughout their K-12 experience and leave our system fully prepared for their next step in life, be that career, college, military, or other educational or civic opportunity.

- **INSTRUCTION**
High Quality

Highly qualified staff deliver relevant, rigorous, and engaging curriculum; and students have access to a variety of meaningful co- and extracurricular activities.

- **LEARNING ENVIRONMENTS**
Equitable, Safe
and Inclusive

All students feel valued, appreciated, and safe at school, both physically and emotionally. They have access to engaging and relevant curriculum, and are presented with clear pathways and multiple opportunities to develop skills and identify interests for their future careers.

- **LEADERSHIP**
for Learning

Building administrators are instructional leaders and ensure that all staff members are continually learning, growing, and developing their skills so they can deliver instruction in the most effective and engaging manner possible.

- **ORGANIZATION**
Responsible and
Inclusive

All internal elements of the system function as responsibly and efficiently as possible. From budgeting to long-range planning to facility maintenance to human resources management to nutrition services to technology to communications and transportation, the strength of these organizational elements is critical to creating an environment where effective teaching and learning can occur.

- **GOVERNANCE**
Accountability and
Oversight

Public schools are a resource and responsibility of the people, and therefore require the support and oversight of the communities in which they exist. Elected school board members represent the governing body of school districts and positively affect equitable student experiences and outcomes by creating the conditions necessary for success through the setting of policy and vision, appointing the superintendent, allocating resources through budgeting, and continually reviewing data.

GRAPHIC ORGANIZER



LEADERSHIP FOR LEARNING



- Continuous improvement
- Data-driven decision-making

LEARNING ENVIRONMENTS



- Equitable, safe and inclusive
- Engaging and relevant
- Clear pathways and multiple opportunities

INSTRUCTION HIGH QUALITY



- Curricular offerings
- Co- and extracurricular offerings
- Highly-qualified staff

STUDENT
EQUITABLE EXPERIENCES
& OUTCOMES

2016-2021 STRATEGIC PLAN

ENT
ERIENCE
MES

INSTRUCTION

LEARNING ENVIRONMENTS

LEADERSHIP FOR LEARNING

ORGANIZATION

GOVERNANCE

ORGANIZATION RESPONSIBLE & RESPONSIVE

- Fiscal responsibility, long-range planning
- Effective communication and community involvement
- Human resources management

GOVERNANCE ACCOUNTABILITY & OVERSIGHT

- Commitment to quality and progress
- Setting the conditions and providing resources for success

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ANNUAL WORK PLANS & ACCOUNTABILITY

Throughout the year, data is gathered and analyzed on student and system performance. That information must be shared with the public in an accessible and transparent manner, and should be used as a means of creating effective and timely action plans for ensuring continuous improvement.

WORK PLANS & SMART GOALS

Keeping in mind the District's strategic objective of ensuring that every student graduates prepared for their next step, be it career, college, apprenticeship, military, or other post-secondary opportunity, each year staff will evaluate the District's position in comparison to its goals and determine what is working well, what needs attention, and how resources can best be aligned to achieve annual improvement.

The focus will be on high-leverage strategies, data-driven decision-making, continuous improvement loops, and evaluating our work and the situations we face through the lens of our agreements and commitments and the strategic planning structure.

TIMING & BUDGET ALIGNMENT

To ensure that annual work plans and SMART goals are supported by sufficient resources to complete the work, to the extent possible, these plans and goals will be prepared by staff and presented to the School Board annually in March. That will allow for more than six weeks of review, discussion and integration with the proposed budget for the subsequent school year, prior to Budget Committee action to approve the budget in early May.

DATA-DRIVEN DECISIONS

The District uses **Key Academic Achievement Indicators** to measure students' progress and to determine how well students are prepared for careers and college upon graduation. Each indicator represents a snapshot of student achievement.



Using the information presented by these data, which come from standardized testing results and other sources, we create a more meaningful evaluation of how well we serve our students and reach our local and state objectives. These Key Academic Achievement Indicators are updated annually in March.



Hillsboro School District's Key Academic Achievement Indicators include:

Closing the Gap	Reducing the amount of disparity between the achievement of white students and English learners/ever English learners
Benchmark Literacy	Meeting or exceeding statewide standardized test benchmarks
Benchmark Math	Meeting or exceeding statewide standardized test benchmarks
Strong Attendance	Maintaining an attendance rate of 94.5% or more at every grade level
Advanced Coursework	- Earning six high school credits by the end of 9th grade - Taking at least one AP/IB course by the end of 11th grade and two or more by the end of 12th grade - Taking a year of math beyond Algebra 2 and a third year of a second language by the end of 12th grade - Completing dual credit (high school/college) courses
Academic Extensions	- Performing at a college-ready level on standardized college readiness tests - Preparing for college by taking the ACT/SAT tests - Completing the Free Application for Federal Student Aid (FAFSA) in 12th grade - Completing a career-related internship
High School Graduation	- Graduating within four years - Completing within five years - Earning a Chancellor's Diploma - Enrolling in post-secondary education within 16 months of graduation



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**FACTS &
FIGURES**



HSD App



HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
FINANCIAL REPORT

Business Office. Business Office staff members have been working with schools and departments to facilitate the process of closing the 2015-16 school year, and preparing systems for 2016-17. They have also developed public budget materials and internal communication tools. Conducting late-year department reviews and analyses, while leveraging grant and special revenue funds to make the most of District resources, is essential for appropriate future planning.

Finance Team – Accounting and Purchasing. Finance Manager Koral Unger has returned from parental leave. Ms. Unger and the Finance team have been working closely with office managers to ensure that purchasing controls are in place and working well. A new workflow will soon be available to District staff for submitting mileage reimbursement requests online for approval, thus streamlining the current process.

Since her return, Ms. Unger has also focused on promoting the District webstore, so that community members will be aware of this convenient method of making payments and donations.

Finance Team – General Ledger and Grants. Finance Manager Jeff Jones has been facilitating grant program audits, both on- and off-site. Mr. Jones is an essential point-of-contact for the coordinators of more than 60 District grants from federal, state, and local sources. Most grant funds are restricted to specific expenditures, follow precise timelines, and require budgeting and comprehensive reporting. Mr. Jones serves as liaison to outside parties, and monitors District expenditures within specific grant guidelines, to ensure that grant funds are not over- or under-spent. Additionally, Mr. Jones assists with early identification and communication regarding programs that may not be supported by grant funds in the upcoming year.

Payroll Team. Payroll Supervisor Kim Grannis and the Payroll team are working closely with Human Resources (HR) staff to improve utilities within the Infinite Visions accounting software. A District team, comprising two Payroll staff members and two HR staff members, attended the Tyler Technology “Connect 2016” user conference this month to ensure that District practices are keeping pace with the evolution in Infinite Visions software, to receive professional development training, and to network with staff from other large school districts that use Infinite Visions software. Tyler Technologies has developed many improvements in Infinite Visions for employee access (the employee self-service web portal), staffing workflows, and archiving (Tyler Content Manager), all of which will benefit the District by increasing efficiency in business activities. The District will implement the new improvements after additional District staff members receive training.

Benefits Team. The Oregon Educators Benefit Board (OEBB) governs which group plans are made available to school districts. OEBB plans have some significant changes in the 2016-17 benefits year. The Benefits team met with the Benefits Advisory

Group on May 17, 2016, to determine which insurance plan choices will be offered to District employees for the 2016-17 benefits year. A cross-section of representatives from all classifications compose the Benefits Advisory Group, which serves as the insurance committee required by licensed and classified bargaining agreements.

Open enrollment in Section 125 plans, for staff who wish to participate in the District's pre-tax medical and dependent care plans in the 2016-17 benefits year, began on May 1, 2016. American Fidelity representatives are visiting schools from May 3 through June 17, 2016, to provide a brief overview of Section 125 plan options during staff meetings. A new online enrollment option for Section 125 plans was made available to employees from May 1 to May 15, 2016. Employees who choose to participate in a Section 125 plan, but did not enroll online, must meet with an American Fidelity representative in order to participate.

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 March 2016.

The District received 12 workers' compensation claims in March 2016. As of March 31, 2016, there are 59 open claims; 24 are for medical costs only, and 35 include time loss. There were 4 employees on modified work plans during March.

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	12
April	8	8	
May	5	11	
June	2	8	
Yearly Total:	57	101	77

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 165 student accidents reported in March.

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	165
April	117	109	
May	73	106	
June	21	36	
Yearly Total:	936	888	1,109

Vehicle Accidents – April 2016. There were two minor bus accidents in April.

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
MONTHLY FINANCIAL REPORT - as of April 30, 2016

Revenues	1st Quarter Actual	2nd Quarter Actual	3rd Quarter Actual	April Actual	4th Quarter Actual	Fiscal YTD 2015-16	Budget 2015-16	% of 2015-16 Budget Expended	2014-15 Fiscal YTD	% of 2014-15 Budget Expended
Taxes	\$127,260.87	\$61,787,723.25	\$2,110,075.93	\$192,514.89	\$192,514.89	\$64,217,574.94	\$60,936,410.00	105.38%	\$57,795,998.27	104.87%
Interest	\$52,288.99	\$77,034.79	\$118,740.27	\$38,887.05	\$38,887.05	\$286,951.10	\$284,034.00	101.03%	\$214,178.25	85.67%
Local Sources	\$209,461.83	\$86,219.27	\$638,862.53	\$125,379.33	\$125,379.33	\$1,059,922.96	\$1,703,297.00	62.23%	\$1,134,540.39	101.75%
Total Local	\$389,011.69	\$61,950,977.31	\$2,867,678.73	\$356,781.27	\$356,781.27	\$65,564,449.00	\$62,923,741.00	104.20%	\$59,144,716.91	104.73%
County/ESD	\$971,666.67	\$920,523.56	\$883,338.42	\$322,529.13	\$322,529.13	\$3,098,057.78	\$4,484,632.00	69.08%	\$4,641,539.96	618.87%
State Sources	\$40,118,362.26	\$30,475,578.27	\$31,276,453.79	\$8,656,030.00	\$8,656,030.00	\$110,526,424.32	\$123,313,242.00	89.63%	\$106,388,629.12	112.03%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$473.86	\$833.50	\$427.00	\$249.99	\$249.99	\$1,984.35	\$0.00	0.00%	\$1,626.50	0.03%
Beginning Balance	\$17,604,269.16	\$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	\$35,027,897.94	\$9,335,590.39	\$9,335,590.39	\$196,795,184.61	\$207,380,995.00	94.90%	\$184,633,404.15	108.45%
Expenditures										
Instruction										
Salaries	\$5,823,167.08	\$19,170,779.24	\$19,277,171.88	\$6,196,862.22	\$6,196,862.22	\$50,467,980.42	\$74,917,802.72	67.36%	\$45,561,719.31	75.16%
Benefits	\$2,612,738.05	\$8,767,124.96	\$8,720,142.91	\$2,867,929.36	\$2,867,929.36	\$22,967,935.28	\$32,837,805.45	69.94%	\$22,827,980.16	73.98%
Purchased Service	\$666,312.58	\$710,785.36	\$1,050,886.93	\$164,295.50	\$164,295.50	\$2,592,280.37	\$3,507,293.65	73.91%	\$2,171,887.21	82.87%
Supplies/Materials	\$327,916.86	\$507,774.14	\$391,771.74	\$119,753.30	\$119,753.30	\$1,347,216.04	\$1,950,893.70	69.06%	\$1,172,459.61	72.07%
Capital Purchases	\$461.25	\$7,100.00	\$0.00	\$0.00	\$0.00	\$7,561.25	\$0.00	0.00%	\$0.00	0.00%
Other	\$74,482.73	\$31,675.27	\$10,563.80	\$43,912.11	\$43,912.11	\$160,633.91	\$207,495.55	77.42%	\$167,556.64	128.40%
Total Instruction	\$9,505,078.55	\$29,195,238.97	\$29,450,537.26	\$9,392,752.49	\$9,392,752.49	\$77,543,607.27	\$113,421,291.07	68.37%	\$71,901,602.93	75.01%
Support Services										
Salaries	\$6,045,909.75	\$9,298,608.43	\$9,456,547.54	\$3,086,724.37	\$3,086,724.37	\$27,887,790.09	\$36,413,507.95	76.59%	\$26,010,913.70	86.05%
Benefits	\$3,090,184.11	\$4,773,702.56	\$4,645,085.05	\$1,609,082.12	\$1,609,082.12	\$14,118,053.84	\$20,437,576.32	69.08%	\$14,651,093.41	86.18%
Purchased Service	\$3,558,642.38	\$3,044,126.59	\$3,518,313.03	\$1,195,983.21	\$1,195,983.21	\$11,317,065.21	\$13,509,913.10	83.77%	\$11,390,155.33	97.95%
Supplies/Materials	\$1,971,951.01	\$1,438,412.77	\$793,071.07	\$290,798.29	\$290,798.29	\$4,494,233.14	\$6,065,759.18	74.09%	\$4,574,798.35	83.66%
Capital Purchases	\$43,303.46	\$152,927.50	\$72,529.24	\$63,770.35	\$63,770.35	\$332,530.55	\$384,414.00	86.50%	\$59,281.75	25.56%
Other	\$1,166,078.02	\$28,382.28	\$129,036.06	\$6,943.00	\$6,943.00	\$1,330,439.36	\$1,369,321.56	97.16%	\$1,294,038.69	100.41%
Total Support	\$15,876,068.73	\$18,736,160.13	\$18,614,581.99	\$6,253,301.34	\$6,253,301.34	\$59,480,112.19	\$78,180,492.11	76.08%	\$57,980,281.23	88.06%

<i>Expenditures (continued)</i>	1st Quarter Actual	2nd Quarter Actual	3rd Quarter Actual	April Actual	4th Quarter Actual	Fiscal YTD 2015-16	Budget 2015-16	% of 2015-16 Budget Expended	2014-15 Fiscal YTD	% of 2014-15 Budget Expended
Community Services										
Salaries	\$44,952.95	\$64,891.35	\$60,241.47	\$19,212.03	\$19,212.03	\$189,297.80	\$238,396.08	79.40%	\$177,514.12	84.23%
Benefits	\$20,228.38	\$26,865.35	\$32,499.10	\$9,176.33	\$9,176.33	\$88,769.16	\$140,340.24	63.25%	\$99,257.16	81.75%
Purchased Service	\$9,164.94	\$68,768.98	\$61,019.32	\$20,229.92	\$20,229.92	\$159,183.16	\$222,588.19	71.51%	\$18,694.18	38.40%
Supplies/Materials	\$1,077.98	\$587.79	\$590.15	\$0.00	\$0.00	\$2,255.92	\$4,540.37	49.69%	\$3,027.47	28.59%
Capital Purchases	\$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	\$700.00	\$814.12	0.00%	\$700.00	0.00%
Total Community Services	\$75,424.25	\$161,813.47	\$154,350.04	\$48,618.28	\$48,618.28	\$440,206.04	\$606,679.00	72.56%	\$299,192.93	76.43%
Capital Projects										
Purchased Service	\$17,447.86	\$2,461.36	\$0.00	\$0.00	\$0.00	\$19,909.22	\$0.00	0.00%	\$75,184.44	0.00%
Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Capital Project	\$17,447.86	\$2,461.36	\$0.00	\$0.00	\$0.00	\$19,909.22	\$0.00	0.00%	\$75,184.44	0.00%
Debt Service Payment	\$341,443.76	\$450.00	\$486,770.84	\$0.00	\$0.00	\$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	\$500,000.00	0.00%	\$0.00	0.00%
Contingency	\$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	\$48,096,123.93	\$48,706,240.13	\$15,694,672.11	\$15,694,672.11	\$138,312,499.32	\$207,380,995.00	66.69%	\$131,080,777.15	76.99%

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
FIRST READING—POLICY JFCF: HAZING / HARASSMENT / INTIMIDATION /
MENACING / BULLYING / CYBERBULLYING / TEEN DATING VIOLENCE /
DOMESTIC VIOLENCE – STUDENT

SITUATION

Senate Bill 790 added the term “domestic violence” to new or existing age-appropriate training programs for students in grades 7 through 12 and for school employees. Additionally, it requires districts to include notice of this policy in communication to students and parents (i.e., the district’s student/parent handbook). It further adds that districts will cause the posting of the required posters, as provided by the Oregon Department of Education, when available, in clearly visible locations on appropriate school campuses. Oregon School Boards Association (OSBA) has recommended revisions to Board policy JFCF - Hazing / Harassment / Intimidation / Menacing / Bullying / Cyberbullying / Teen Dating Violence / Domestic Violence – Student, so that the policy aligns with these new legal requirements.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of Board policy JFCF - Hazing / Harassment / Intimidation / Menacing / Bullying / Cyberbullying / Teen Dating Violence / Domestic Violence – Student.

Hillsboro School District 1J

Code: JFCF
Adopted: 10/12
Revised: _____

Hazing / Harassment / Intimidation / Menacing / Bullying / Cyberbullying / Teen Dating Violence / Domestic Violence – Student**

The Board, in its commitment to providing a positive and productive learning environment, will consult with parents/guardians, employees, volunteers, students, administrators, and community representatives in developing this policy in compliance with applicable Oregon Revised Statutes. Hazing, harassment, intimidation, menacing, bullying, and cyberbullying by students, staff, and third parties toward students are strictly prohibited. Teen dating violence is unacceptable behavior and prohibited. Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense, and will result in disciplinary action or other appropriate sanctions.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. The District may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, willful damage or injury to District property, or the use of threats, intimidation, harassment, or coercion. Students may also be referred to law enforcement officials.

The building principal/supervisor and the Superintendent / designee are responsible for ensuring that this policy is implemented.

Definitions

“District” includes District facilities, District premises, and nondistrict property if the student is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events where students are under the control of the District.

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District and others not directly subject to District control at interdistrict and intradistrict athletic competitions or other school events.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any District-sponsored activity or

grade-level attainment (e.g., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student); that requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; or the assignment of pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

“Harassment, intimidation, or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities, or performance that takes place on or immediately adjacent to District grounds, at any District-sponsored activity, on District-provided transportation, or at any official District bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;
3. Creating a hostile educational environment including interfering with the psychological well-being of the student and may be based on, but not limited to, the protected class of the person.

~~Hillsboro School District identifies the following behaviors as characteristic of bullying:~~

- ~~• aggressive behavior manifested by the use of force or coercion to affect others, particularly when the behavior is habitual and involves an imbalance of power~~
- ~~• verbal harassment or physical assault directed repeatedly toward the victim on grounds of race, religion, gender, sexuality, or ability~~
- ~~• "imbalance of power," namely social power or physical power~~
- ~~• subtle methods of coercion such as intimidation~~

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation¹, national origin, marital status, familial status, source of income, or disability.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or

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

2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Domestic violence” means abuse as defined by Oregon Revised Statute (ORS) 107.705 between family and household members, as those terms are described in ORS 107.705.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate, or bully. Refer to District policy JFCEB and JFCEB-AR: Personal Electronic Devices and Social Media – Students for District requirements regarding the use of personal electronic devices.

“Retaliation” means hazing, harassment, intimidation, menacing, bullying, cyberbullying, or teen dating violence toward a person in response to a student for actually or apparently reporting or participating in the investigation of hazing, harassment, intimidation, menacing, bullying, cyberbullying, teen dating violence, or retaliation.

“Menacing” includes, but is not limited to, any act intended to place a District employee, student, or third party in fear of imminent serious physical injury.

Reporting

The building principal/supervisor will take reports and conduct a prompt investigation of any report of an act of hazing, harassment, intimidation, menacing, bullying, or cyberbullying. Any employee who has knowledge of conduct in violation of this policy shall immediately report his/her concerns to the building principal/supervisor who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on District property, at a District-sponsored activity, or in a District vehicle or vehicle used for transporting students to a District activity shall immediately report the incident to the building principal/supervisor. Failure of an employee to report an act of hazing, harassment, intimidation, menacing, bullying, or cyberbullying to the building principal/supervisor may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels he/she has been hazed, harassed, intimidated, menaced, bullied, cyberbullied, or been a victim of teen dating violence in violation of this policy is encouraged to immediately report his/her concerns to the building principal/supervisor who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report his/her concerns to the building principal/supervisor who has overall responsibility for all investigations.

This report may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate District official.

Complaints against the principal/supervisor shall be filed with the Superintendent / designee. Complaints against the Superintendent shall be filed with the Board Chair.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken. The complainant may request that the Superintendent or designee review the actions taken in the initial investigation, in accordance with administrative regulations.

The District shall incorporate into existing training programs for students, information related to the prevention of, and the appropriate response to, acts of hazing, harassment, intimidation, menacing, bullying, and cyberbullying.

The District shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in Grades 7 through 12.

The District shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of hazing, harassment, intimidation, menacing, bullying, cyberbullying, and teen dating violence, and domestic violence.

The Superintendent / designee shall be responsible for ensuring annual notice of this policy is provided in a student and / or employee handbook, school and District's website, and school and District offices, and the development of administrative regulations, including reporting and investigative procedures. Complaint procedures, as established by the District, shall be followed.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by the ODE.

END OF POLICY

Legal Reference(s):

[ORS 163.190](#)
[ORS 166.065](#)
[ORS 166.155 to-166.165](#)
[ORS 174.100\(6\)](#)
[ORS 332.072](#)
[ORS 332.107](#)

[ORS 339.240](#)
[ORS 339.250](#)
[ORS 339.254](#)
[ORS 339.351 to-339.364](#)
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)
[OAR 581-021-0055](#)
[OAR 581-022-1140](#)
~~HB 4077 (2012)~~
~~SB 1555 (2012)~~

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

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS – MINUTES

April 5, 2016

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

1. EXECUTIVE SESSION

ORS 192.660(2)(i)—Evaluation of Superintendent

Board Present:

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

Staff Present:

Mike Scott, Superintendent
Val Bokma, Assistant to the Board

Board Chair Wayne Clift called the meeting to order at 5:15 PM and moved the Board into executive session under ORS 192.660(2)(i)—evaluation of the Superintendent. The Board discussed the Superintendent's evaluation with the Superintendent; no action was taken. Board Chair Clift moved the Board out of executive session and recessed the meeting at 5:59 PM.

2. WORK SESSION

Board Present:

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

Staff Present:

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

Others Present:

Frank Angelo, Angelo Planning Group
Mike Rouches, HPD
Jennifer Reese, WCCCA/911
Ron Polluconi, WCCCA/911
Devin Hunter, HCU
Maureen Barnhart, HEA
Kathy Fuller, Hillsboro Tribune

Board Chair Wayne Clift reconvened the meeting at 6:01 PM.

- a. Long-Range Facility Plan Report
Chief Financial Officer Adam Stewart and Frank Angelo (Angelo Planning Group) presented a progress update on the Long-Range Facility Plan, which is expected to be presented to the Board for approval in June. Future steps will include the development of a bond committee (in fall 2016).
- b. Washington County Emergency Communications System Bond Presentation
Representatives from the Hillsboro Police Department (Lieutenant Mike Rouches) and Washington County Consolidated Communications (Assistant Director Jennifer Reese and Radio Services Supervisor Ron Polluconi) presented information regarding Washington County's Emergency Communications System bond measure, which will be on the May 2016 ballot. The information that was presented was neutral and impartial. The Board does not have action to take in this matter.
- c. English Language Learner Professional Development / Dual Language Update
Assistant Superintendent Travis Reiman presented an update on the District's progress in meeting the needs of English learners. The report addressed investments in professional learning, feedback from teachers, student achievement data, and accomplishments and challenges. Assistant Superintendent Reiman explained that the assessment data received from the state does not reflect the progress of former English learners who have been reclassified as English-speaking students. Director Erik Seligman requested achievement data for these students.
- d. Course Offerings at Glencoe and Century High Schools
Superintendent Mike Scott and Assistant Superintendent Travis Reiman presented an update on recent proposed changes in courses offered at Glencoe and Century high schools, and the District's plans for meeting the needs of students and their families. Superintendent Scott and Assistant Superintendent Reiman explained that teachers across the District, working together over the past three years to align course curriculum to Common Core State Standards (CCSS), have realized that significant differences exist between course offerings at the various high schools (course titles and content), and they have worked to develop a common high school course catalog, so that all students may have access to the same opportunities. Superintendent Scott and Assistant Superintendent Reiman also explained that, since the implementation of CCSS, the rigor of regular courses has increased to the extent that the requirements of regular English and Math courses at the high schools now align with the rigor of advanced English and Math courses. However, they regret that inadequate communication regarding the changes in advanced / accelerated course offerings caused concern and confusion to community members.

In response to these concerns, the District has revised its plan for next year, and will continue to offer the advanced / accelerated courses at Century and Glencoe high schools, while exploring additional aspects of the topic, and communicating with stakeholders. Meanwhile, District administrators anticipate continuing to work with teachers across the District to create a common understanding of the significance of the "honors option;" to align standards across District high schools, and with national and regional best practices for ensuring equitable outcomes for students; and to explore the possibility of implementing a system of weighted grades for certain types of advanced courses, while increasing the number of offerings of advanced placement (AP[®]), International Baccalaureate[®] (IB), and dual credit courses.

e. 2016-2021 Strategic Plan Feedback

Director of Communications Beth Graser presented two draft versions of the 2016-17 Work Plan & SMART Goals for the District's Strategic Plan, and requested Board members' feedback. She also presented a revised version of the overall Strategic Plan, discussed public input that has been gathered, and received Board members' feedback.

Director Graser announced that the next open house event for public input on the draft 2016-2021 Strategic Plan is scheduled for May 3, and feedback is also being received via the District website.

Board Chair Wayne Clift recessed the meeting at 7:46 PM.

Board Chair Clift reconvened the meeting at 7:55 PM.

f. ACTION ITEM: Determine Language Regarding Family Planning Services at the School-Based Health Center for Board Policy JHC: Student Health Services and Requirements (to be presented for first reading on April 26)

Board Chair Wayne Clift explained that the contract for the School-Based Health Center (SBHC) at Century High School is due for renewal in July, and the Board's purpose during the meeting was to set parameters for the development of specific policy and contract language regarding whether or not family planning services would be provided. The policy language would be developed by staff, based on the Board's parameters, and presented for first reading on April 26, followed by a standard review period, and a final vote at the next regular Board meeting.

Board Chair Clift encouraged Board members to consider not only their own personal perspectives, but also the viewpoints of others, and to focus on their commitment to do what is best for students. Board members discussed various aspects of the matter at length.

MAIN MOTION: Director Kim Strelchun MOVED, SECONDED by Director Glenn Miller, that school-based health providers in the Hillsboro School District may provide accurate and balanced information, and will have the ability to prescribe oral contraceptives, but be restricted from prescribing alternative medical procedures.

FIRST AMENDMENT TO MAIN MOTION: Director Glenn Miller MOVED, SECONDED by Director Erik Seligman, to amend the motion, as follows: Doctors can only prescribe if a best effort to notify parents or guardians is made before prescribing.

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

SECOND AMENDMENT TO MAIN MOTION: Director Lisa Allen MOVED, SECONDED by Director Janeen Sollman, to amend the motion as follows: Change the word "oral" to "hormonal" contraceptives, including only oral, patches, and Depo-Provera; and add that other contraceptives may be prescribed only with parent notification.

The MOTION CARRIED (4-3), with Board Chair Wayne Clift, and Directors Lisa Allen, Janeen Sollman, and Kim Strelchun voting in favor, and Directors Monte

Akers, Glenn Miller, and Erik Seligman opposed.

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

g. Board Discussion Time

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

Director Lisa Allen announced that she would be unable to attend the June 14 Board meeting.

Adjourn Board Meeting

The meeting was adjourned at 10:27 PM.

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS – MINUTES

April 26, 2016

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

1. **EXECUTIVE 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
Val Bokma, Assistant to the Board

Others Present:

Greg McKenzie, Consultant

ORS 192.660(2)(i)—Evaluation of the Superintendent

Board Chair Wayne Clift called the meeting to order at 5:15 PM and moved the Board into executive session under ORS 192.660(2)(i)—evaluation of the Superintendent. The Board discussed the Superintendent's evaluation. Consultant Greg McKenzie from Window to Leadership, LLC, facilitated the discussion. Superintendent Mike Scott left the meeting at 5:16 PM. No action was taken. Board Chair Clift moved the Board out of executive session and recessed the meeting at 5:49 PM.

2. WORK SESSION

Board Present:

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

Budget Committee Present:

Cathy Clark Thomas
Angie Ellis
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
Beth Graser, Director, Communications
Kona Lew-Williams, Director, Human Resources
Michelle Morrison, Director, Business Services
Val Bokma, Assistant to the Board
Laurie Boyd, Assistant to the Superintendent
Diana Kleintob, Technology Support

Others Present:

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

Board Chair Wayne Clift called the meeting to order at 5:53 PM.

a. Budget Update

Chief Financial Officer Adam Stewart discussed the most recent information regarding the 2015-16 and 2016-17 budgets, and the new State School Fund (SSF) estimate for the 2014-15 school year. The proposed budget for 2016-17, the second year of the biennium, is expected to continue the reinvestments that were approved for 2015-16, and will be presented to the Budget Committee for approval on May 5. The Board is scheduled to adopt the 2016-17 budget during their June 14 regular session.

b. Discuss Compensation for Nonunion Employees

Chief Human Resources Officer Debbie Ashley presented a proposal for a two-year compensation agreement with non-union employees (executive management, administrators, confidential, and supervisory-technical employees) that is similar to the multi-year agreements reached with the licensed and classified employee groups. The proposal is included in the Board packet.

Board members discussed an aspect of the proposal that would permit administrators to use tuition reimbursement funds to cover the cost of course-related books and fees, and increase the number of credit hours they can use for professional development. Board members asked how this compares with benefits received by other employee groups and the practices in other Districts. Superintendent Scott and Chief Human Resources Officer Ashley explained that funds might be used differently between employee groups, based on differences in the type of work, number of staff members in the group, and

other resources available; and that (as with the licensed employee group) there is a need for the District to offer more competitive compensation in order to retain a quality staff.

The Board is scheduled to take action regarding compensation for non-union employees during the June 14 regular session.

c. Board Discussion Time

1) National School Board Association (NSBA) Conference Reports

Board Chair Wayne Clift and Director Kim Strelchun shared highlights of the 2016 NSBA annual conference in Boston, which they attended on April 8-11.

2) Board Discussion

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 6:49 PM.

3. **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
Ted Zehr, Executive Director, Secondary Education
Don Wolff, Chief Information Officer
Beth Graser, Director, Communications
Gregg O'Mara, Director, Alternative Education
Brooke Nova, Coordinator, College and Career Pathways
Val Bokma, Assistant to the Board
Laurie Boyd, Assistant to the Superintendent
Martha Méndez Bolaños, Bilingual Interpreter / Translator
Diana Kleintob, Technology Support

Others Present:

Laura Bekken, HSF
Aron Carleson, HSF
Cristina Delgado,
 Adelante Mujeres
Maria Delgado,
 Adelante Chicas
Guillermima Tellez
 Adelante Chicas
Sal Garcia, CHS
Julie Kasper, CHS
Elizabeth Moore, CCAC
Wendy Roman, CHS
Josiah Sheffer, CHS
Ramona Toth, LHS
Lauren Weber, CHS
Devin Hunter, HCU
Maureen Barnhart, HEA
Kathy Fuller, Hillsboro Tribune

3. Call to Order and Flag Salute

Board Chair Wayne Clift reconvened the meeting at 7:06 PM, and led the Pledge of Allegiance.

4. RECOGNITION / STUDENT PRESENTATION

Student Presentation: Century High School Student Leadership

Century High School leadership students Sal Garcia, Wendy Roman, Josiah Sheffer, and Lauren Weber, who will fill chairperson roles for the upcoming National Association of Student Councils' (NASC) National Leadership Conference, and their advisor, Julie Kasper, shared information regarding this event. The 2016 NASC National Leadership Conference will be held at Century High School on June 24-26.

5. Approval of Agenda

MAIN MOTION: Director Kim Strelchun MOVED, SECONDED by Director Janeen Sollman, to approve the agenda.

PRIMARY AMENDMENT TO MAIN MOTION: Director Glenn Miller MOVED, SECONDED by Director Kim Strelchun to suspend the rule limiting audience time to 30 minutes, for the April 26 regular session only.

SECONDARY AMENDMENT TO MAIN MOTION: Director Glenn Miller MOVED, SECONDED by Director Kim Strelchun to allow up to 60 minutes of audience time, for the April 26 regular session only.

The MOTION CARRIED (7-0).

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

6. Audience Time

Nineteen audience members asked to address the Board:

- Eleven audience members asked to address the Board regarding agenda item 9f: Vote on Whether to Accept Draft Language for First Reading of Policy JHC: Student Health Services and Requirements, or Recommend Further Revisions. Their comments were received during the time scheduled for that agenda item.
- The following eight audience members addressed the Board regarding their concerns about the elimination of certain advanced / accelerated courses at Glencoe and Century High Schools.
 - Jenna Burke
 - Kesa Andrews
 - Boyd Phelps
 - Ruby Dawn Lyman
 - Amber Holland
 - Julie Hancock
 - Joel Fenner
 - Ashley Cox

Superintendent Scott thanked audience members for expressing their concerns. He assured them that their voices were heard, that District leaders are committed to resolving this matter, and that the District's goal is to offer the best options for all students. He apologized for inadequate communication regarding the course changes, and explained that, as more Advanced Placement (AP®) and dual credit courses have been added, the impact of the changes to advanced / accelerated courses was underestimated. Superintendent Scott also explained that the long-term solution for this situation will need to explore best practices at all of the high schools, and create consistency in high school curriculum districtwide.

7. REPORTS AND DISCUSSION

a. Hillsboro Schools Foundation Annual Report

Hillsboro Schools Foundation (HSF) President Laura Bekken presented the organization's annual report.

b. Chicas Youth Development Program Report

Cristina Delgado, Maria Delgado, and Guillermina Tellez shared information regarding the supports and opportunities that the Chicas Youth Development Program provides to

help ensure academic success for Latina girls in grades 3 through 12. The program is currently offered at seven Hillsboro schools (three elementary schools, two middle schools, and two high schools).

- c. First Reading – New Course Proposal: Introduction to Health Science Professions
Assistant Superintendent Travis Reiman, Citizens' Curriculum Advisory Committee (CCAC) Chair Elizabeth Moore, and Liberty High School Teacher Ramona Toth presented for first reading the new course proposal, "Introduction to Health Science Professions." Ms. Toth, a leader in the District's Health Services Career and Technical Education (CTE) program, submitted the proposal, which the CCAC unanimously supported for recommendation to the Board. The course proposal is included in the Board packet. If no public comments or questions are received regarding this course proposal during the review period, it will be placed on the consent agenda for approval during the next regular meeting.
- d. First Reading – New Course Proposal: Career Pathways Internship Elective
Assistant Superintendent Travis Reiman, CCAC Chair Elizabeth Moore, and District Coordinator of Career and College Pathways Brooke Nova presented for first reading the new course proposal, "Career Pathways Internship Elective." The course proposal was submitted by Ms. Nova, and unanimously supported by the CCAC for recommendation to the Board. The course proposal is included in the Board packet. If no public comments or questions are received regarding this course proposal during the review period, it will be placed on the consent agenda for approval during the next regular meeting.
- e. Financial Report (see written report)
Chief Financial Officer Adam Stewart presented the monthly financial report. The report is included in the Board packet.
- f. Policies – First Reading
Draft policies are included in the Board packet. 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) Student Attendance, Admissions, Discipline
Assistant Superintendent Dayle Spitzer presented the following policy revisions for first reading, explaining that the revisions reflect recent changes in legislation:
 - a) Policy JE/JED/JEDA: Student Attendance
 - b) Policy JEA: Compulsory Attendance
 - c) Policy JEC: School Admissions
 - d) Policy JFC: Student Conduct and Discipline
 - e) Policy JG: Student Discipline
 - f) Policy JGD: Suspension
 - g) Policy JGE: Expulsion

8. CONSENT AGENDA

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

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

Director Sollman observed that some of the retirees included in the personnel report have served with the District for many years, and requested that the length of service be added to future personnel reports for retirees.

Consent Agenda items were as follows:

- a. Approve Minutes of March 15, 2016, Board Meeting
- b. Approve Routine Personnel Matters
- c. Accept Donations
- d. Adjust Appropriations
- e. Approve Policy Revisions
(These policies were presented for first reading on March 15, 2016)
 - 1) Policy GBM: Staff Complaints
 - 2) Policy GBDA: Mother-Friendly Workplace

9. ACTION ITEMS

a. Inter-District Transfers

Director of Communications Beth Graser provided information regarding the inter-district transfer process, and the slots that are available at specific schools. She recommended that the District participate in this process (both to accept transfers to the District and to release students to attend other districts), and that a total of 50 Hillsboro School District slots be opened, with a limited number of openings identified at specific schools. She recommended that five kindergarten slots be opened, with placements to be finalized in August, based on available space.

Director Kim Strelchun MOVED, SECONDED by Director Erik Seligman, to adopt the plan presented for inter-district transfers for the 2016-17 school year. The MOTION CARRIED (7-0).

b. Approve Alternative Education Programs

Assistant Superintendent Travis Reiman, Executive Director Ted Zehr, and Director of Alternative Education Gregg O'Mara presented the District's 2016-17 alternative education programs for Board approval, as required by Board policy IGBHA: Alternative Education Programs. They explained that the schedule for annual approval of these programs was moved from fall to spring, in accordance with the Board's request, and that there are no changes to the programs for the 2016-17 school year. They also shared information regarding options that are being explored by District leaders for improving opportunities for students at Miller Education Center and District high schools to access college and career pathways.

Director Monte Akers requested enrollment and cost information for each alternative education program.

Director Kim Strelchun MOVED, SECONDED by Director Janeen Sollman, to approve this list of alternative programs. The MOTION CARRIED (7-0).

The list of 2016-17 alternative education programs is included in the Board packet.

c. Approve RFP for Elementary School Wireless Upgrades

Chief Information Officer Don Wolff asked the Board to authorize the administration to award contracts for the installation of cabling and wireless access points for wireless

infrastructure improvements at the District's 25 elementary schools. Because the requests for proposals (RFPs) closed on April 22, a formal review of the proposals could not be completed prior to posting the April 26 Board packet. However, the formal review was completed prior to the Board meeting. Chief Information Officer Wolff also discussed eRate funding, and explained that the eRate funding deadline is April 29.

Director Kim Strelchun MOVED, SECONDED by Director Glenn Miller, to authorize the administration to award the contracts for wireless access points and network switches, and for cabling and infrastructure implementation, as defined in the RFPs, as follows:

- Award the contract for wireless access points to CVE Technologies Group, in the amount of \$362,188.29;
- Award the contract for network switches to Frontier, in the amount of \$69,631.62;
- Award the contract for cabling and Infrastructure Implementation to the following contractors:
 - Diverse Communication (1 site), in the amount of \$40,389;
 - GB Manchester (10 sites), in the amount of \$311,681;
 - Hyperion Communications (14 sites), in the amount of \$371,765.

The MOTION CARRIED (7-0).

d. Adopt Form of Joinder to Property and Casualty Coverage for Education (PACE) Trust Agreement

Chief Financial Officer Adam Stewart presented the Property and Casualty Coverage for Education (PACE) Insurance Joinder to Trust Agreement for the Board's approval, explaining that most school districts in the state are PACE members, and each member board needs to approve any changes that occur. Chief Financial Officer Stewart also disclosed that he is a PACE trustee, in his second three-year term.

The Joinder and a summary of the changes are included in the Board packet.

Director Monte Akers MOVED, SECONDED by Director Janeen Sollman, to approve the Property and Casualty Coverage (PACE) Insurance Trust Joinder to Trust Agreement. The MOTION CARRIED (7-0).

e. Declare Surplus Property and Authorize Disposal by Public Auction

Chief Financial Officer Adam Stewart explained that 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. He presented a list of such items, and asked that the Board declare them surplus, and authorize their disposal by public auction.

Director Monte Akers MOVED, SECONDED by Director Lisa Allen, to declare the attached list of items surplus, and authorize their disposal by public auction. The MOTION CARRIED (6-0). (Director Seligman was not present at the time of the vote.)

The list of surplus items is included in the Board packet.

f. Vote on Whether to Accept Draft Language for First Reading of Policy JHC: Student Health Services and Requirements, or Recommend Further Revisions

Chief Financial Officer Adam Stewart explained that during the April 5 Board meeting, Board members discussed at length whether or not the School-Based Health Center

(SBHC) at Century High School should be permitted to prescribe contraceptives, and voted on parameters for staff to use in drafting proposed language for use in renewing the SBHC contract and revising Board policy JHC: Student Health Services and Requirements. He explained that the draft language was included in the packet, for the Board to review and determine whether to accept it for first reading or request further revisions. The revised policy is scheduled to be presented to the Board for approval on May 24.

The following audience members expressed their concerns regarding this matter:

- Nora Cary O'Brien
- Kimberly Scott
- Nancy Hursh
- Kathy Mikitka
- Barbara Burr
- Joan Juenemann
- Lori Porter
- Lynn Harris
- Rowan Scott
- Elizabeth Christensen
- Tami Albertine

After receiving audience members' input, Board Chair Clift provided guidelines for the Board's discussion of this topic. At 10:06 PM, he recessed the meeting.

Board Chair Clift reconvened the meeting at 10:15 PM.

Board members discussed various aspects of the matter at length.

MAIN MOTION: Director Glenn Miller MOVED, SECONDED by Director Erik Seligman, that currently services (e.g., education and training) continue to be provided, and that oral contraceptives can be prescribed or dispensed only with permission of a parent or guardian (obtained in person or via telephone or email). However, if the student is 18 years of age, parental permission is not required.

FIRST AMENDMENT TO MAIN MOTION: Director Erik Seligman MOVED, SECONDED by Director Lisa Allen, to amend the motion, replacing the word "permission" with the word "notification."

The MOTION CARRIED (6-1), with Board Chair Wayne Clift, and Directors Glenn Miller, Erik Seligman, Kim Strelchun, Lisa Allen, and Monte Akers voting in favor, and Director Janeen Sollman opposed.

VOTE ON MAIN MOTION: The MOTION CARRIED (6-1), with Board Chair Wayne Clift, and Directors Glenn Miller, Erik Seligman, Kim Strelchun, Lisa Allen, and Monte Akers voting in favor, and Director Janeen Sollman opposed.

District staff were tasked with developing language that reflects the Board's decision, to be included in the SBHC contract and Board policy JHC; and working with Virginia Garcia staff to define parent notification processes. The policy will be presented to the Board for approve during the May 24 Board meeting.

10. NWRESH/HCU/HEA Reports

HCU President Devin Hunter discussed compensation for classified staff, and the importance of ensuring that staff members have adequate time, not only to be in the classroom with

students, but also to plan, collaborate, set-up, and clean up.

HEA President Maureen Barnhart discussed the opportunities to develop positive interactions and enforce consistent expectations that are lost when time is so tightly scheduled.

11. Superintendent's Time

Superintendent Mike Scott had no further comments.

12. Board of Directors' Time

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

13. Follow-Up Items

Request	Action
• <u>Consent Agenda</u> Add length of service for retirees to future personnel reports. • <u>Alternative Education Programs</u> Enrollment and cost information for alternative education programs • <u>Policy JHC</u> Develop language that reflects the Board's decision regarding SBHC services, and work with Virginia Garcia staff to define parent notification processes	• Will be provided, effective May 24 • Provided in a Board update • Will be provided prior to the May 24 Board meeting

14. Adjourn

The meeting was adjourned at 11:40 PM.

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Jill Butcher

Assignment: 1.0 FTE 3rd/4th Grade
Location: Farmington View Elementary School
Effective Date: June 17, 2016
Years of Service: 26 years

Diane Dow¹

Assignment: 1.0 FTE 4th Grade
Location: Free Orchards Elementary School
Effective Date: June 17, 2016
Years of Service: 32 years

Tim Duvall

Assignment: 1.0 FTE PE
Location: Glencoe High School
Effective Date: June 17, 2016
Years of Service: 28 years

Timothy Carlisle

Assignment: 1.0 FTE District Librarian
Location: Office for School Performance
Effective Date: June 17, 2016
Years of Service: 37 years

Celia Kilgore

Assignment: 1.0 FTE 3rd Grade
Location: Indian Hills Elementary School
Effective Date: June 17, 2016
Years of Service: 27 years

Kristin Ludwig²

Assignment: McKinney Vento
Location: Office for School Performance
Effective Date: June 17, 2016
Years of Service: 1 year

¹Updated information provided by employee

²Revision to retirement

Johannes Mooyman

Assignment: 1.0 FTE 3rd Grade
Location: Ladd Acres Elementary School
Effective Date: June 17, 2016
Years of Service: 33 years

Rick Young

Assignment: 1.0 FTE 5th Grade
Location: Lenox Elementary School
Effective Date: June 17, 2016
Years of Service: 32 years

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

Stacy Carleton

Assignment: 1.0 FTE Language Arts
Location: Century High School
Effective Date: June 17, 2016

Bryan E. Cichy-Parker

Assignment: 0.5 FTE LRC
Location: Hillsboro Online Academy
Effective Date: June 17, 2016

Ashley Farrell

Assignment: 0.5 FTE Counselor
Location: Hillsboro Online Academy
Effective Date: June 17, 2016

Mark Hutchins

Assignment: 1.0 FTE 6th Grade
Location: West Union Elementary School
Effective Date: June 17, 2016

Donna Jensen

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

Michelle Myers

Assignment: 1.0 FTE 2nd Grade
Location: West Union Elementary School
Effective Date: June 17, 2016

Kellie Rosenberger

Assignment: 0.083 FTE Bilingual Coach
0.667 FTE ELL
0.333 FTE Spanish
Location: Hillsboro High School
Effective Date: June 17, 2016

Lesley Tamura

Assignment: 1.0 FTE 6th Grade
Location: W. L. Henry Elementary School
Effective Date: June 17, 2016

Kimberly Walters

Assignment: 1.0 FTE 4th Grade
Location: Minter Bridge Elementary School
Effective Date: June 17, 2016

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

Karina Badaliy

Education: BA – George Fox University, Newberg, OR
Experience: None
Assignment: 1.0 FTE ELL – Butternut Creek Elementary School

Leslie Boser

Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE LSC – Liberty High School

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
ACCEPT GIFTS AND DONATIONS
(as of April 30, 2016)

SITUATION

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

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

- Donation of \$50,000 from Sonrise Church to Miller Education Center West to be used for students in need.

RECOMMENDATION

The Superintendent recommends the Board of Directors accept this donation.

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
APPROVE CONSOLIDATED ESEA SUBGRANTS

SITUATION

The District is allocated consolidated federal funds to operate the subgrant programs under the Elementary and Secondary Education Act (ESEA) during the 2015-16 school year. The following figures are final allocations approved by Oregon Department of Education (ODE) from the subgrant application submitted in September 2015.

Name of Title Program	Allocation
Title I-A	\$3,676,236
Title I-C - Preschool Program	\$45,678
Title I-C - Regular School Program	\$487,325
Title I-D - Neglected & Delinquent	\$21,162
Title II-A - Highly Qualified & Professional Development	\$530,303
Title III - English Language Acquisition	\$417,455
Perkins Basic	\$160,936
Oregon Mentoring Program	\$301,800
Priority Focus Improvement - Brookwood	\$33,483
Priority Focus Improvement - Reedville	\$26,035
Total	\$5,700,413

The District submitted all of the components of the NCLB Budget Narrative Spending Workbook by the October 1, 2015, due date. Individual grant departments at ODE approved their particular sections. The final approvals were received in January 2016. Details of the project goals and narrative were submitted to ODE in September, and are available for review.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the consolidated federal funds for 2015-16.

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
APPROVE GRONER ELEMENTARY SCHOOL NAME CHANGE (K-8)

SITUATION

In February 2015, the Board of Directors approved the implementation of a K-8 program at Groner Elementary School. In accordance with Board policy FF: Naming Facilities, which states that the Board has the final decision in naming schools, the Board is now being asked to approve updating the name of “Groner Elementary School” to “Groner K-8 School,” to reflect its new configuration.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve changing the name of Groner Elementary School to Groner K-8 School.

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
APPROVE HIGH SCHOOL COURSE PROPOSAL:
INTRODUCTION TO HEALTH SCIENCE PROFESSIONS

SITUATION

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). The Board reviewed the first reading of the course proposal during the April 24, 2016, Board meeting.

If the course is available during the 2016-17 school year, the Board will evaluate its success based on evaluation data in June 2018. This evaluation data 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 approve 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
May 24, 2016
APPROVE HIGH SCHOOL COURSE PROPOSAL:
CAREER PATHWAYS INTERNSHIP ELECTIVE

SITUATION

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). The Board reviewed the first reading of the course proposal during the April 24, 2016, Board meeting.

If the course is available during the 2016-17 school year, the Board will evaluate its success based on evaluation data in June 2018. This evaluation data 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 approve 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
May 24, 2016
APPROVE REVISIONS TO 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.

These policy revisions were presented for first reading on April 24, 2016. No public comments or questions were received during the review period.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve revisions to these policies, which address student attendance, admissions, and discipline (as included in the Board packet and listed in the consent agenda).

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-level~~ 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).

Hillsboro School District 1J

Code: JG
Adopted: 07/96
Revised: 06/14

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 representative~~ one present at the hearing to advise and to present arguments. The ~~representative~~ one 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;

- ~~2~~b. The issues involved, including a student's confidential medical record and that student's educational program;
- ~~3~~c. The discussion;
- ~~4~~d. 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
May 24, 2016
ELECT NWRESD BOARD MEMBER

SITUATION

Northwest Regional Education Service District (NWRESD) is divided into five zones. Members of the NWRESD board of directors are elected by the boards of component school districts to four-year, staggered terms. Candidates for positions on the NWRESD board of directors must have resided for at least one year in the Hillsboro School District, be registered voters, and not be employees of the NWRESD.

Hillsboro School District is represented by the Zone 3 position, which is currently filled by Lisa Poehlitz. Ms. Poehlitz, whose term will expire in June 2016, has reapplied for the position. She is the only applicant for the Zone 3 position.

After action by the Board, the election results will be sent to the NWRESD board of directors. The term of office for this position will begin on July 1, 2016, and end on June 30, 2020.

RECOMMENDATION

The Superintendent recommends the Board of Directors elect a member to the NWRESD board of directors for Zone 3.

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
AWARD CONTRACT FOR HILLSBORO HIGH SCHOOL
AUDITORIUM LIGHTING CONTROLS REPLACEMENT PROJECT

SITUATION

In August 2000, a new auditorium was opened at Hillsboro High School. One of the components of the new auditorium was a state-of-the-art theatrical lighting control system manufactured by EDI (Electronics Diversified, Incorporated), a local company based in Hillsboro.

In the spring of 2015, there was a failure of the lighting control system, and it was discovered that EDI went out of business in early 2011, and the required components were no longer available. A temporary short-term patch was implemented that allowed the theater to remain functional with limited capacity, but a complete system replacement would be needed soon in order to maintain functionality.

During the 2015-16 school year, there has been further degradation of lighting control function. Therefore, a complete replacement is now the only option for providing a functioning stage lighting control system for the Hillsboro High School auditorium.

Invitations to bid were issued to pre-qualified contractors, and bids were opened at 2:00 p.m. on April 21, 2016. The District received bids from three contractors, and the apparent low bid was determined to be Stoner Electric. All bids and bid documents are on file for review at the District's Construction Management facility.

<u>PROJECT</u>	<u>Bidder</u>	<u>Bid</u>	<u>Bid Bond Received</u>
Hillsboro High School Auditorium Lighting Controls Replacement Project	Stoner Electric	\$201,774	Yes
	Portland Electric	\$228,700	Yes
	EC Company	n/a	No

RECOMMENDATION

The Superintendent recommends that the Board of Directors authorize the administration to award the contract for the Hillsboro High School auditorium lighting controls replacement project to Stoner Electric in the amount of \$201,774.

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
AWARD CONTRACT FOR NORTH PLAINS ELEMENTARY SCHOOL
DOMESTIC WATER PIPE REPLACEMENT PROJECT

SITUATION

North Plains Elementary School was constructed in 1954, and received additions in 1960, 1967, and 1992. Construction methods during original construction and the first two additions included the use of galvanized iron pipe for the domestic water system.

During the past three years, there have been four failures of this piping in the original construction and first addition areas, three of which have resulted in major disruptions to the operations of the school and major property damage. Therefore, it is recommended that the galvanized piping in the original construction and first addition areas be replaced as soon as possible to prevent further classroom disruptions and property damage.

Invitations to bid were issued to pre-qualified contractors, and bids were opened at 2:00 p.m. on May 5, 2016. Evergreen Pacific was the only contractor to submit a bid. All bid documents are on file for review at the District's Construction Management facility.

<u>PROJECT</u>	<u>Bidder</u>	<u>Bid</u>	<u>Bid Bond Received</u>
North Plains Elementary School Domestic Water Pipe Replacement Project	Evergreen Pacific	\$249,900	Yes

RECOMMENDATION

The Superintendent recommends the Board of Directors authorize the administration to award the contract for the North Plains Elementary School domestic water pipe replacement project to Evergreen Pacific in the amount of \$249,900.

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
ADOPT RESOLUTION APPROVING SUPPLEMENTAL TRANSPORTATION PLAN
UNDER THE PROVISIONS OF ORS 327.043

SITUATION

Oregon statutes set transportation limits of one mile for elementary students and 1.5 miles for secondary students; and Oregon Administrative Regulation (OAR) 581-023-0040 requires that the School Board adopt a supplemental transportation plan when groups or categories of students living within those limits, including special education students, are transported. The District's walk zones are scheduled for regular reviews, and updated documents are filed with the state.

The following chart lists specific areas identified by the Transportation Department, in conjunction with the Safe Routes to School committee, as potentially hazardous. Hazardous conditions include the volume of traffic, speed of vehicles, sidewalks, lack of crosswalks, width of streets or roads, and other safety concerns. No recent changes have been made to the routes, or the definitions of hazardous conditions.

Because of these safety conditions, the Director of Transportation recommends that the attached Supplemental Transportation Plan be submitted to the State Board of Education. This plan calls for transporting designated students living within the mile for elementary schools, and mile-and-a-half for secondary schools.

RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the resolution approving the District's Supplemental Transportation Plan, in compliance with ORS 327.043, to be submitted to the State Board of Education.

**RESOLUTION AUTHORIZING THE ADOPTION OF THE
HILLSBORO SCHOOL DISTRICT
SUPPLEMENTAL TRANSPORTATION PLAN**

WHEREAS students of Hillsboro School District 1J currently reside within the one mile and one-and-one-half mile limits in the areas indicated on the attached document, and are impacted by safety concerns because of the hazardous conditions described; and

WHEREAS some of these students may qualify under PL 93-112, Section 504, and others may be special education students with Individualized Education Programs (IEPs) requiring transportation to and from school;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Hillsboro School District 1J shall submit this Supplemental Transportation Plan to transport designated students within the one mile elementary school limit and the one-and-one-half mile secondary school limit to the Oregon State Board of Education.

ADOPTED this 24th day of May, 2016.

By:

Wayne Clift
Chair, Board of Directors

Attested By:

Mike Scott
Superintendent

Hillsboro School District 1J Supplemental Transportation Plan 2016

School	Hazard Zone	Hazard Zone Description	Reason for Exception
Brookwood ES	Hazard A	Westside of SE 32 nd Avenue to school boundary.	SE 32 nd Avenue has a large amount of traffic, and the average speed exceeds 25 mph with limited crosswalks.
	Hazard B	SW Brookwood Avenue and feeder roads from Baseline to school boundary. East of SW Brookwood north and south of W Baseline Rd.	SW Brookwood Avenue has a high volume of traffic, and the average speed is 35 to 45 mph. There are limited crosswalks.
Butternut Creek ES	Hazard A	SW 209 th Avenue and feeder streets. N. of SW Kinnaman Street and SW 198 th Avenue from Tualatin Valley Hwy. to school boundary.	SW 209 th Avenue has a large volume of traffic, averaging over 45 mph. There are no sidewalks or crosswalks, and there are large ditches on the side of the road. SW Kinnaman Street between Stoddard and 198 th has no sidewalks or crosswalks, and high traffic volume. SW 198 th Avenue has an extremely large volume of traffic in excess of 45 mph, no sidewalks, and no crosswalks.
Eastwood ES	Hazard A	Southside of E Main Street from SE 24 th Avenue to SE 12 th Avenue to the school boundary including all feeder streets. Both sides of NE 24 th Avenue at E Main Street to the light rail to NE 25 th Avenue on the eastside.	E Main Street has a high volume of traffic averaging 35-50 mph with limited crosswalks and visibility. The light rail tracks in this area are bordered by a concrete wall restricting access.
	Hazard B	E Main Street on the north side from NE 36 th Avenue to NE 28 th Ave., north to NE Cornell Road.	There is a volume of traffic with limited crosswalks and sidewalks.
Farmington View ES	Hazard A	Entire school boundary.	This is a rural school located on Hillsboro Hwy. There is a very high volume of traffic at speeds exceeding 55 mph, no sidewalks, and no crosswalks.
Free Orchards ES	Hazard A	Both sides of SW Tualatin Valley Hwy. from NW 336 th Avenue west to the Fred Meyer Loop Road. SW 345 th Avenue south of Tualatin Valley Hwy to school boundary. SW Tualatin Valley Hwy., from the trailer park (between NW 341 st Avenue and the Fred Meyer Loop Road) north to the school boundary.	SW Tualatin Valley Hwy. is a 4-lane road with a turn lane with speeds exceeding 50 mph, and is unsafe to cross.

School	Hazard Zone	Hazard Zone Description	Reason for Exception
Groner ES	Hazard A	Entire school boundary.	This is a rural school located on SW Scholls Ferry Rd. There is a very high volume of traffic at speeds exceeding 55 mph, no sidewalks, and no crosswalks.
Imlay ES	Hazard A	SW Frances Street and SW Golden Road.	SW Frances Street and SE Golden Road have a large volume of traffic, no sidewalks, and limited visibility.
Indian Hills ES	Hazard A	South of SW Rock Road from SW Rock Drive east to the school boundary. SW 198 th Avenue from SW Rock Road south to SW Luree Street.	SW Rock Road has a high volume of traffic and has no sidewalks. SW 198 th Avenue has a high volume of traffic and has no sidewalks.
Jackson ES	Hazard A	NE Jackson School Road from NW Evergreen Road south to NE Arrington Road.	NE Jackson School Road has a high volume of traffic with speeds from 24-45 mph, limited sidewalks, crosswalks, and visibility.
Ladd Acres ES	Hazard A	North of SE Frances Street and SW Cornelius Pass Road west to SE 64 th Avenue, north to SW Lois Street and all feeder streets.	SW Frances has limited sidewalks and crosswalks and a high volume of traffic.
	Hazard B	SW Tualatin Valley Hwy, west to SE Century Blvd. to SE Drake Street and all feeder streets to the west of SE Century Blvd. SE Century Blvd. north to SE Kensington Street, west to SE Imlay Avenue and all feeder streets.	SE Johnson Street has a high volume of traffic and limited sidewalks. SE Century Blvd. has a high volume of traffic, and limited sidewalks and crosswalks.
Lenox ES	Hazard A	NW Cornelius Pass Road – NW Jacobson Road to NW West Union Road east to NW 208 th Avenue.	NW Cornelius Pass Road and NW West Union Road have a high volume of traffic with no access to streets leading to Lenox.
	Hazard B	Sunset Hwy north on NW Cornelius Pass Road (eastside) north to NW Rock Creek Blvd.	NW Cornelius Pass Road has a high volume of traffic with no sidewalks.
Lincoln Street ES	Hazard A	Eastside of NE Jackson School Road north from NE Grant Street to NE Arrington Road.	NE Jackson School Road has a high volume of traffic with no sidewalks.
	Hazard B	North of SE Oak Street from SE 12 th Avenue to S 1st Avenue north to SE Washington Street. NE 10 th Avenue north from SE Oak Street eastside to NE Sturgess Street on NE Cornell Road.	Light rail on SE Washington Street is a barrier to accessing the school. NE Cornell Road has a high volume of traffic across 4 lanes of traffic with limited crosswalks.

School	Hazard Zone	Hazard Zone Description	Reason for Exception
McKinney ES	Hazard A	Both sides of NW Connell Street north to NW 9 th Avenue.	NW Connell has a high volume of traffic, and no sidewalks or crosswalks.
		Both sides of NW Padgett Road and NW Cavens Lane.	NW Padgett Road and NW Cavens Lane have no sidewalks, and this area is undeveloped.
		East of the railroad track to the school boundary.	This area has unprotected railroad crossings, sporadic sidewalks, and limited crosswalks.
		SW Main Street and feeder streets, including SW Baseline and SW Oak.	SW Main has a high volume of traffic, only sporadic sidewalks, and limited crosswalks.
Minter Bridge ES	Hazard A	SE River Road from SE Enterprise Circle to SE Minter Bridge Road south to SE Jaquelin Drive.	SE Minter Bridge and SE River Road have a high volume of traffic with speeds exceeding 35 mph, with very limited crosswalks.
	Hazard B	SE Rood Bridge Road to SE Pipers Drive.	SE Rood Bridge Road has no sidewalks or crosswalks and a high volume of traffic.
Mooberry ES	Hazard A	NE Sunrise Lane to the school boundary north, east and west.	NE Sunrise Lane has a high volume of traffic, limited sidewalks, deep ditches, and limited crosswalks.
	Hazard B	NE 17 th Avenue east to NE 25 th Avenue, south of Sunrise and north of NE Cornell Road.	NE 17 th Avenue has very limited sidewalks and crosswalks, and a high volume of traffic.
	Hazard C	NE 25 th Avenue from NE Griffin Oakes Street south to NE Cornell Road.	NE 25 th Avenue has a high volume of traffic and very limited sidewalks and crosswalks.
North Plains ES	Hazard A	North of NW North Avenue and all feeder streets west of NW Shadybrook Road.	NW North Avenue and NW Shadybrook Road have a high volume of traffic, and limited sidewalks and crosswalks.
	Hazard B	South of NW Commercial to Glencoe Road.	NW Commercial Avenue has a high volume of traffic and limited sidewalks and crosswalks. Immediately north of Commercial Avenue are railroad tracks.
Orengo ES	Hazard A	NW 231 st Avenue and all feeder streets. NW Quatama Road from NW 227 th to Cornelius Pass Road and all feeder streets.	NW 231 st has a high volume of traffic at speeds exceeding 35 mph, no shoulders, deep ditches, no sidewalks, and limited crosswalks. NW Quatama Road has no sidewalks and has limited crosswalks. There are deep ditches and a creek with a narrow bridge.

School	Hazard Zone	Hazard Zone Description	Reason for Exception
Patterson ES	Hazard A	NW Evergreen Road from NE Jackson School Road north to the school boundary. NW Glencoe Road from NW Zimmerman Lane south to NE Harewood Street west to the school boundary.	NW Evergreen Road, NE Jackson School Road, and NW Glencoe Road have limited crosswalks, and a high volume of traffic exceeding 35 mph.
Quatama ES	Hazard A	NE Cornell Road between NE Elam Young Parkway east to NW 231 st Avenue, south to NE Oelrich Road.	NE Cornell Road and NW 231 st Avenue have a high volume of traffic and limited crosswalks, and the light rail line causes barriers to accessing the school.
	Hazard B	NE Cherry Drive from NW 231 st Avenue east to NW Cornelius Pass Road, south to the light rail line.	NE Cherry Drive, NW Cornelius Pass Road, and NW 231 st Avenue have a high volume of traffic and limited sidewalks and crosswalks.
Reedville ES	Hazard A	SW Tualatin Valley Highway from SW 214 th Avenue west to Cornelius Pass Road to SW Johnson Street.	SW Johnson Street has limited sidewalks and crosswalks.
	Hazard B	SW Tualatin Valley Highway from the school boundary west to SW 209 th Avenue, and north of Alexander Street from the school boundary on the east to SW 209 th Avenue on the west and all feeder streets.	SW Tualatin Valley Highway has a very high volume of traffic exceeding 40 mph; SW Alexander has very limited sidewalks and crosswalks.
	Hazard C	SW Johnson Street between SW 198 th Avenue and SW Anthony Drive.	There are limited sidewalks and crosswalks, and SW 198 th Avenue has a high volume of traffic.
Rosedale ES	Hazard A	SE Alexander Street and feeder streets from SE Silver Oak Avenue to SW 229 th Avenue.	There is a high volume of traffic on SW 229 th Avenue, with no sidewalks or crosswalks for accessing the school.
Tobias ES	Hazard A	SE Baseline Road, SW 197 th Avenue, from Baseline Road to SW Rock Road and all feeder streets between 197 th and 206 th Avenue.	Baseline Road has a high volume of traffic with speed limits exceeding 35 mph. SW 197 th has a high volume of traffic with very limited sidewalks and crosswalks. SW Rock Road has limited sidewalks and no crosswalks.
W L Henry ES		No Hazard Zones.	
West Union ES	Hazard A	Entire school boundary.	This is a rural school, located on NW West Union Road. There is a high volume of traffic exceeding 55 mph, no sidewalks or crosswalks, and deep ditches.

School	Hazard Zone	Hazard Zone Description	Reason for Exception
Witch Hazel ES	Hazard A	SE Witch Hazel Road and all feeder streets from Tualatin Valley Highway to SW River Road; and SW River Road from SE Witch Hazel Road south to the school boundary.	SE Witch Hazel Road has a high volume of traffic, no sidewalks or crosswalks, and deep ditches. SW River Road has a high volume of traffic and limited sidewalks and crosswalks.
Brown MS	Hazard A	SW 197 th Avenue from south of SW Brookfield Lane to SW Rock Road on the west side all feeder streets; SW 198 th Avenue south from SW Rock Road to SW York Street.	SW 197 th and 198 th Avenues have no sidewalks or crosswalks. and a high volume of traffic exceeding 35 mph.
Evergreen MS	Hazard A	NW Evergreen Road from Jackson School Road west to NW Glencoe Road south to Glencoe High School on the west side and all feeder streets to the school boundary.	NW Glencoe Road and Evergreen Road have high volumes of traffic with limited sidewalks and crosswalks.
	Hazard B	Both sides of NE Jackson School Road from NE Sunrise Lane to NE Grant Street; both sides of N 1 st Avenue north from NE Hayes Street to NE Harewood Street.	There is a high volume of traffic on N 1 st Avenue, and there are limited sidewalks and crosswalks.
	Hazard C	Both sides of NE Jackson School Road from NW Evergreen Road to NE Rogahn Street.	NE Jackson School Road has a high volume of traffic with limited sidewalks and crosswalks.
	Hazard D	Both sides and feeder streets of NW Glencoe Road between NE Harewood Street north to Glencoe High School.	NW Glencoe Road has a high volume of traffic with limited sidewalks and crosswalks, and an unprotected railroad crossing.
	Hazard E	NE Tipton Court off of NE Jackson School Road.	NE Jackson School Road has a high volume of traffic with limited sidewalks and crosswalks.
Poynter MS	Hazard A	NE Sunrise Lane to NE Cornell Road from NE 17 th to NE 34 th Avenues. E Main Street north between NE 28 th Avenue to the school boundary on the east, and north to NE Cornell Road.	NE Cornell Road has a high volume of traffic with speeds exceeding 35 mph. On NE 17 th and 21 st Avenues there are limited sidewalks and crosswalks. E Main Street has limited sidewalks and crosswalks, and has a high volume of traffic and the light rail line.
	Hazard B	E Main Street south to SE Maple Street east to SE 15 th .	This area has no access, due to the concrete barriers for the light rail line.
South Meadows MS	Hazard A	SE Creek Court off of SE Rood Bridge Road.	SE Rood Bridge has a high volume of traffic with no sidewalks or crosswalks.

School	Hazard Zone	Hazard Zone Description	Reason for Exception
South Meadows MS (cont.)	Hazard B	Both sides of SW River Road from SE Davis Road south to SW Rosa Road.	This is a rural area with no sidewalks or crosswalks and a high volume of traffic.
	Hazard C	Both sides of SE Davis Road to both sides of SW 234 th Avenue north to Tualatin Valley Highway.	There are no sidewalks or crosswalks and deep ditches. There is also a large volume of traffic on these roads.
	Hazard D	Both sides of Tualatin Valley Highway from SE Imlay Avenue to SE 40 th Avenue.	Tualatin Valley Highway is a four lane highway with a turn lane; there is a high volume of traffic with speeds exceeding 45 mph.
		Both sides of SE Brookwood Avenue from Tualatin Valley Highway to just south of SE Mair Street, and all connecting streets to the school border. SE River Road from Tualatin Valley Highway to SE 39 th Avenue.	This is a high volume traffic street with limited crosswalks and traffic exceeding 35 mph. This is a high volume traffic street with no sidewalks and no crosswalks.
Century HS		No Hazard Zones.	
Glencoe HS	Hazard A	North side of NW Evergreen Road from NW Jackson School on the east to both sides of NW Glencoe Road on the west.	NW Evergreen and NW Glencoe Roads are high volume traffic streets with limited sidewalks and crosswalks.
		Both sides of NW Hornecker Road.	This is a rural area with a high volume of traffic, and no sidewalks and crosswalks.
	Hazard B	Both sides of N 1 st Avenue from the light rail line north to NE Harewood Street and all feeder streets.	N 1 st Avenue has a high volume of traffic at speeds exceeding 35 mph. There are limited sidewalks and crosswalks.
	Hazard C	NE Jackson School Road from NE Rogahn Street to NW Evergreen Road.	NE Jackson School Road has a high volume of traffic with speeds from 25 – 45 mph and limited sidewalks, crosswalks, and visibility.
	Hazard D	West of NE Jackson School Road from NE Arrington Road north to NE Kathryn Street to the school boundary.	NE Jackson School Road has a high volume of traffic with speeds from 25 – 45 mph and limited sidewalks, crosswalks, and visibility.
Hillsboro HS	Hazard A	SE Tualatin Valley Highway and all feeder streets to the north.	SE Tualatin Valley Highway has five lanes and a high volume of traffic at speeds exceeding 35 mph.
	Hazard B	SE Minter Bridge Road.	This is a rural area with deep ditches, no sidewalks, and no crosswalks. Traffic speeds exceed 45 mph.

School	Hazard Zone	Hazard Zone Description	Reason for Exception
Hillsboro HS (cont.)	Hazard C	SE Witch Hazel Road and SW River Road.	SE Witch Hazel Road and SW River Road have a high volume of traffic, and limited sidewalks and crosswalks. River Road has traffic with speeds exceeding 45 mph.
Liberty HS	Hazard A	NW West Union Road from the district boundary on the east to just east of NW Helvetia Road on the west. South of Highway 26. NW Jacobson Road and all feeder roads.	NW West Union Road has a high volume of traffic at speeds exceeding 55 mph. There are no sidewalks or crosswalks. Highway 26 has a high volume of traffic at speeds exceeding 55 mph. NW Jacobson Road is undeveloped and there are no sidewalks or crosswalks.

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
VOTE ON NORTH PLAINS SENIOR PLAZA
TAX EXEMPTION REQUEST

SITUATION

In November 1995, the Board of Directors of the North Plains School District No. 70 approved a tax exemption for the North Plains Senior Plaza, which included a 33-unit apartment building to provide affordable housing to elderly persons who earn less than 50% of the area median income. This 20-year tax exemption has now expired, and the Board of Directors of the North Plains Senior Plaza, Inc. is requesting that the Hillsboro School Board extend this tax exemption for an additional 20-year period.

Cindy Hirst, the Chair of the North Plains Senior Plaza, Inc., Board of Directors, estimates that this exemption costs the Hillsboro School District approximately \$6,400 in annual property taxes. Ms. Hirst plans to attend the May 24 School Board meeting to answer any questions the Board may have regarding this request.

RECOMMENDATION

The Superintendent recommends that the Board of Directors vote on whether to adopt the resolution approving a continued tax exemption for the North Plains Senior Plaza.

RESOLUTION NO. _____

WHEREAS Kent Apartments LP (formerly known as Kent Apartments Limited Partnership), whose general partner is North Plains Senior Plaza, Inc., an Oregon non-profit corporation, formerly known as Fifth Avenue Plaza, Inc., undertook the development of a 33-unit apartment building affordable to low-income seniors, known as the North Plains Senior Plaza (the "Project"); and

WHEREAS the original and continuing goal of the Project is to provide homes affordable to elderly persons who earn less than 50% of the area median income, and provide housing that is a positive contribution to the community of North Plains; and

WHEREAS School District #70, North Plains, predecessor to the Hillsboro School District, passed a resolution in November 1995, at the request of the City of North Plains, and adopted the provisions of ORS 307.515 to 307.523, with respect to the Project to provide the Project with a property tax exemption, and desires to reaffirm and continue the adoption of ORS 307.515 to 307.523 with respect to the Project; and

WHEREAS the affordability of the housing in the Project is dependent upon the Project continuing to receive an exemption from the payment of real property taxes; and

WHEREAS the Board of Directors of the Hillsboro School District agrees that the Project serves an important need for affordable housing for the elderly in the community of North Plains, and wishes to assure the continued affordability of the housing for the Project to be in effect for a continuous twenty-year period, so long as the Project is operated as affordable housing during such period;

NOW, THEREFORE, BE IT RESOLVED THAT THE BOARD OF DIRECTORS OF THE HILLSBORO SCHOOL DISTRICT reaffirms and continues the adoption of ORS 307.515 to 307.523, originally approved by School District #70, North Plains, and approves the application for real property exemption for Kent Apartments LP, whose mailing address is PO Box 608, North Plains, Oregon, 97133, for its elderly housing project known as North Plains Senior Plaza, located at 31485 NW Kaybern Street, North Plains, Oregon, 97133, legally described as Lots 13, 14, 15, and 16, BLOCK 25, NORTH PLAINS, in the City of North Plains, Washington County, Oregon, to be in effect for twenty years, commencing July 1, 2016, on the condition that the Project is operated as affordable housing for elderly persons, as defined under the Fair Housing Amendments of 1988, and providing that each tenant of each apartment unit in the Project is at least 55 years of age or older, or is a spouse of a tenant who is at least 55

***[The remainder of this page intentionally left blank. The Resolution
Continues on Page Two.]***

years of age or older. The real property exemption granted hereby shall automatically terminate if and when the above conditions no longer exist.

INTRODUCED AND ADOPTED this 24th day of May, 2016.

HILLSBORO SCHOOL DISTRICT

BY:

Wayne Clift
Chair, Board of Directors

ATTESTED BY:

Mike Scott
Superintendent

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
AWARD CONTRACT FOR SUBSTITUTE STAFFING SERVICES

SITUATION

The District issued a request for proposals (RFP) to solicit price and service scope offers from qualified contractors to provide substitute staffing services. Two companies responded to the RFP and completed interviews. A review committee, consisting of District administrative, supervisory-technical, and classified staff from the Business Office, Human Resources Department, Technology Department, and Office for School Performance evaluated each proposal on the following:

- Background and Qualifications
- Project Implementation
- Financial Terms

The review committee identified Appleton Learning Corporation and EMS Subdesk, LLC, as finalists. All members of the review committee were in agreement.

The review team scored the interviews and contacted references for the finalists.

After the completion of evaluating the proposals, scoring the interviews, and conducting reference checks, EMS Subdesk LLC, was selected to be the District's provider of substitute staffing services for a three-year term, beginning July 1, 2016, that includes a contract extension option. Contract pricing will not exceed the limits identified in the Cost Analysis presented to the Board in March 2016.

The RFP and bids are available for review.

RECOMMENDATION

The Superintendent recommends that the Board of Directors authorize the administration to award a 36-month contract to EMS Subdesk, LLC, to provide substitute staffing services, as defined in the RFP and in compliance with District policy, and with contract pricing not to exceed the limits identified in the March 2016 cost analysis.

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
APPROVE FINANCING OF SCHOOL BUSES

SITUATION

Each month, as part of the State School Fund (SSF) formula, the Hillsboro School District receives funds designated for the replacement of its school buses. These funds are accounted for in a separate Transportation Equipment Fund (Fund 299) in the District budget, not in the General Fund. Historically, these funds have been used to purchase new buses, both full size and smaller special needs buses. It is the District's intent to enter into a new 5-year lease for ten (10) special needs buses, and trade in older buses as part of this transaction.

The cost for these ten (10) buses is anticipated to be approximately \$1,254,560, with principal and interest payments of approximately \$259,115.74 per year, and an annual interest rate of 1.64 percent. Below is the debt service schedule:

Payment #	Due Date	Total Payment
1	8/30/2016	\$259,115.74
2	7/30/2017	\$259,115.74
3	7/30/2018	\$259,115.74
4	7/30/2019	\$259,115.74
5	7/30/2020	\$259,115.74
TOTALS		\$1,295,578.70

Buses to be purchased will be ten (10) 2017 Type C Blue Bird Vision Conventional BBCV3310 (7800) School (Western Bus Sales). Western Bus Sales was awarded a contract pricing agreement, per the Hillsboro School District 2014 Request for Proposals (RFP) for Student Transportation.

US Bank, the Lessee, requires the District to approve a resolution to authorize reimbursement from lease proceeds. The reimbursement process allows the District to work directly with Western Bus Sales on order fulfillment, paying when each bus is received. Once all ten buses have been received, and US Bank listed as lienholder, the District may request reimbursement from lease proceeds.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the financing of ten (10) school buses on a five-year lease, with an annual payment of \$259,115.74, and adopt a resolution for reimbursement, as required by U.S. Bank Government Leasing.

LEASE PROCEEDS REIMBURSEMENT RESOLUTION

RESOLUTION NO. 052416

RESOLUTION OF THE HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS, DECLARING ITS INTENTION TO REIMBURSE ITSELF FROM THE PROCEEDS OF ONE OR MORE TAX-EXEMPT FINANCINGS FOR CERTAIN EXPENDITURES MADE AND/OR TO BE MADE IN CONNECTION WITH THE ACQUISITION, CONSTRUCTION, AND EQUIPPING OF CERTAIN CAPITAL IMPROVEMENTS

WHEREAS HILLSBORO SCHOOL DISTRICT 1J (the "Lessee") is a political subdivision organized and existing under the laws of OREGON; and

WHEREAS the Lessee has paid, beginning no earlier than July 1, 2016, and will pay, on and after the date hereof, certain expenditures (the "Expenditures") in connection with the capital project (the "Project"), as more fully described in Appendix A attached hereto; and

WHEREAS, the HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS of the Lessee (the "Board") has determined that the money to be advanced on and after the date hereof to pay the Expenditures is available only for a temporary period and it is necessary to reimburse the Lessee for the Expenditures from the proceeds of one or more issues of tax-exempt obligations (the "Obligations");

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

Section 1. The Board hereby declares the Lessee's intent to reimburse the Lessee with the proceeds of the Obligations for the Expenditures with respect to the Project made on and after July 1, 2016, the date hereof. The Lessee reasonably expects on the date hereof that it will reimburse the Expenditures with the proceeds of the Obligations.

Section 2. Each Expenditure [was and] will (a) be of a type properly chargeable to capital account under general federal income tax principles (determined in each case as of the date of the Expenditure) and (b) comply with all applicable US Bank Equipment Lease and Regulations.

Section 3. The maximum cost of the Project is expected to be \$1,254,560.

Section 4. The Lessee will make a reimbursement allocation, which is a written allocation by the Lessee that evidences the Lessee's use of proceeds of the Obligations to reimburse an Expenditure, no later than 18 months after the later of the date on which the Expenditure is paid, or the Project is placed in service or abandoned, but in no event more than three years after the date

on which the Expenditure is paid. The Division recognizes that exceptions are available for certain "preliminary expenditures," costs of issuance, certain de minimis amounts, expenditures by "small Lessees" (based on the year of issuance and not the year of expenditure) and expenditures for construction projects of at least 5 years.

Section 5. This resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED this 24th day of May, 2016.

Wayne Clift
Chair, Board of Directors

Attested by:

Mike Scott
Superintendent

APPENDIX A - DESCRIPTION OF PROJECT

Buses to be purchased will be:

- Ten (10) – 2017 Special Education buses (Western Bus Sales)

Delivery to be made after July 1, 2016, and prior to December 31, 2016.

HILLSBORO SCHOOL DISTRICT 1J
May 24, 2016
APPROVE REVISIONS TO POLICY JHC:
STUDENT HEALTH SERVICES AND REQUIREMENTS
(Includes language regarding School-Based Health Center services)

SITUATION

During the April 26 Board meeting, Board members reviewed preliminary revisions to policy JHC: Student Health Services and Requirements, which were drafted in accordance with parameters the Board identified regarding School-Based Health Center services during their April 5 meeting. The Board discussed at length the implications of the draft policy language, and voted on revisions to the parameters. They tasked staff with developing language that reflected these revisions, and researching the practical aspects of implementing the policy. Tonight, Board members will receive information regarding the practical application of the draft policy, they will review options for policy language, and they will take action to approve a revised policy.

Policy language options in the Board packet include:

- Draft revisions that were requested by the Board on April 26
 - SBHC providers may prescribe oral contraceptives with prior parent / guardian notification (notification not required for students who are 18 years of age and older)
- Policy options that were considered by the Board on April 5
 - SBHC providers may not prescribe or dispense contraceptives
 - SBHC providers may dispense contraceptives

Revisions to policy JHC will reflect the Board's decision regarding whether or not contraceptives will be prescribed and / or dispensed at the School-Based Health Center (SBHC) at Century High School. In addition, the draft policy revision 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 approve revisions to policy JHC: Student Health Services and Requirements.

Student Health Services and Requirements

School-based health center provides limited family planning services

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 regarding the proper use and effectiveness of any contraceptive or disease reduction method.

School-based health center providers may only prescribe oral contraceptives for students under the age of 18 with prior parental/guardian notification; they may prescribe oral contraceptives for students 18 and older without parent/guardian notification. No other contraceptives shall be prescribed, administered or dispensed at the school-based health center.

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.

END OF POLICY

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.

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).

Student Health Services and Requirements

School-based health center may not provide family planning services

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 in the Hillsboro School District may also provide accurate and balance information regarding the proper use and effectiveness of any contraceptive or disease reduction method, but will not prescribe or dispense contraceptives.

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.

END OF POLICY

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[OAR 581-022-1420](#)

[OAR 581-022-1440](#)

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School-Based Health Center may provide family planning services

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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:

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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;
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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 dispensing contraceptive products and explaining proper use and effectiveness.

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.

END OF POLICY

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