



Hillsboro School District 1J

September 23, 2014
Board Meeting

Board of Directors

Monte Akers • Adriana Cañas • Wayne Clift • Glenn Miller • Erik Seligman • Janeen Sollman • Kim Strelchun

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

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

Board Meeting Agenda

September 23, 2014

5:30 PM

1. 5:30 p.m. Work Session
 - A. Introduction of CCAC Applicants 4
Presenter: Travis Reiman
 - B. Long-Range Planning Committee Report 5
Presenter: Adam Stewart
 - C. First Reading -- Achievement Compact 6
Presenter: Steve Larson
 - D. Board Discussion Time
2. 7:30 p.m. Regular Session
Call to Order and Flag Salute
3. Recognition / Student Presentation
 - A. Recognition: Bag&Baggage 13
Presenter: Kim Strelchun
 - B. Student Presentation: INGiTE
Presenter: Kim Strelchun / Brooke Nova
4. Approval of Agenda
5. Audience Time
6. Consent Agenda
 - A. Approve Minutes of August 13, 2014 14
 - B. Approve Minutes of August 14, 2014 16
 - C. Approve Routine Personnel Matters 24
 - D. Accept Donations 35
7. Action Items
 - A. Appoint CCAC Members 36
Presenter: Travis Reiman
 - B. Suspend Review of Budget Committee Applicants 37
Presenter: Adam Stewart
 - C. Approve Alternative Education Programs 38
Presenter: Matt Smith / Gregg O'Mara
 - D. Approve Resolution to Appoint a New Paying Agent 43
Presenter: Adam Stewart
 - E. Approve Revised School Calendar 46
Presenter: Debbie Ashley

F. Approve Revisions to Policy GCL/GDL: Staff Development--Licensed Presenter: Kona Williams	48
G. Readopt Working Agreements Presenter: Mike Scott / Kim Strelchun	50
H. Nominate Oregon School Boards Association (OSBA) Board Members Presenter: Kim Strelchun	51
8. Reports and Discussion	
A. Eleventh Grade Dual Language Cohort Presenter: Steve Larson / Travis Reiman / Gustavo Olvera	52
B. Summer School Program Report Presenter: Travis Reiman	53
C. First Reading--2014-15 Drug, Alcohol, and Tobacco Prevention Plan Presenter: Casey Waletich	58
D. First Reading--Policy EBCB: Emergency Drills Presenter: Casey Waletich	63
E. First Reading--Policy KGB: Public Conduct on District Property Presenter: Casey Waletich	65
F. First Reading--Policy GCN/GDN: Evaluation of Staff Presenter: Kona Williams	68
G. First Reading--Policy IGBHB: Establishment of Alternative Education Programs Presenter: Matt Smith	71
H. Curriculum Adoption Cycle: Postpone Selection of Instructional Materials Presenter: Travis	74
I. Present Superintendent's Goals Presenter: Mike Scott	75
J. Financial Report Presenter: Adam Stewart	76
9. NWRESD / HCU / HEA Reports	
10. Superintendent's Time	
11. Board of Directors' Time	
12. Executive Session If needed, the Board may wish to go into Executive Session to discuss matters according to ORS 192.660. (Only used if the Board needs to come back to the Regular Session to take action.)	
13. Adjourn Regular Session	
14. Next Meetings of the Board of Directors:	
• October 14, 2014 - Work Session	
• October 28, 2014 - Regular Session	

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
INTRODUCE CITIZENS' CURRICULUM ADVISORY COMMITTEE APPLICANTS

SITUATION

In accordance with policy IFF, the Board of Directors has established the Citizens' Curriculum Advisory Committee (CCAC) to provide for citizen involvement in the development of the schools' curriculum and instructional programs, and input into those curricular areas identified by the Board.

The CCAC consists of parents and/or citizens who reside in the District attendance area and are appointed by the Board. The term of service for CCAC members is two years. Current committee members may be reappointed, and the Board may appoint CCAC members for as many consecutive terms as are deemed appropriate.

The Board, in consultation with the CCAC chair and District staff, shall determine the number of participants that is sufficient to fulfill the responsibilities of the committee. The committee shall include student representation, as appropriate.

During the August 14 Board meeting, the Board agreed that for the 2014-15 school year, the number of members serving on the committee in previous years (14) would serve as a baseline for the CCAC. If more or fewer qualified candidates apply, the Board, in consultation with District staff and the CCAC chair, will have the discretion to adjust the number of members.

Terms for seven members of the committee expired on June 30, 2014, and two additional positions are vacant due to resignations. CCAC openings were advertised during the summer. At this time, six new applications and four requests for reappointment to the Committee have been received. Two of the applicants are students.

During the September 9 work session, the Board reviewed applications for the CCAC. During tonight's work session, CCAC applicants will have an opportunity to be introduced to Board members and share their reasons for applying for committee membership. During tonight's regular session, the Board will appoint members to fill the open positions.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
LONG-RANGE PLANNING COMMITTEE REPORT

SITUATION

A Long-Range Planning Committee was created in December 2010, as part of the District's 2011-2016 Strategic Plan. Over the past three and one-half years, the committee has worked closely with the City of Hillsboro and Washington County to track residential development within the Hillsboro School District. The committee has also worked with Portland State University's Center for Population Research to develop enrollment projections for the next ten years, and with Mahlum Architects to update an assessment of existing District facilities. For the 2014-15 school year, the committee will be updating the 2001 FEMA Seismic Report of all District facilities, the 2008 Concrete and Asphalt Survey, and the 2007 Roofing Inventory. The committee will also be reviewing the information collected by the Equitable Learning Environments sub-committee.

This report will review these reports and updates, and discuss next steps for the Long-Range Planning Committee.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
FIRST READING—ACHIEVEMENT COMPACT

SITUATION

The Oregon Education Investment Board (OEIB), established in August 2011, designed a consistent reporting structure to ensure common measures are used throughout the pre-K-20 education system. These measures received considerable review by communities statewide, and were finalized for educational entities to complete. The K-12 portion of the compact requires that data be submitted in seven areas:

1. Kindergarten readiness (beginning in the 2013-14 school year)
2. Academic achievement at 3rd grade in reading
3. Academic achievement at 5th and 8th grades in math
4. Attendance at 6th grade
5. Attendance at 9th grade
6. 9th grade on track to graduate
7. 3+ college-level courses
8. Graduation rates (four-year cohort and five-year high school completion)
9. Post-secondary enrollment after 16 months of graduation

All local education agencies must submit the Achievement Compact to the OEIB chief education officer (CEO) with their current level of performance data and expected targets given the current level of state funding. Prior to submitting the completed compact to the CEO, each school board must vote and approve the targets established within the compact.

The Achievement Compact Advisory Committee, made up of District employees (administrators, teachers, and classified staff), convened on September 9, 2014. The committee recommended the continued use of an Achievement Compact calculator that determines the year-over-year growth rate over the specified period of time (100% achievement by 2025), pursuant to the State's 40/40/20 goal. The completed compact will be presented to the Board and placed under review.

It should be noted that the achievement marks within the compact are based on past performance on the OAKS assessment. Goals for the 2014-15 school year are based on desired performance on the Smarter Balanced Assessment.

It is the District's understanding that this will be the last submission of the Achievement Compact that monitors the above indicators. The OEIB has recently convened, and will be recommending a new structure for the compact with updated timelines, potentially impacting this year's compact. Necessary changes will be presented to the Board, as additional information is received.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of the Achievement Compact.

Hillsboro SD 1J Achievement Compact 2014-2015

College and Career Ready: Are students completing high school ready for college or career?

	2008-09 Cohort	Disadvantaged	2009-10 Cohort	Disadvantaged	2010-11 Cohort	Disadvantaged	2011-12 Cohort Goal	Disadvantaged Goal	2014-15 Cohort 4-yr. Goal	Disadvantaged 4-yr Goal
4-Year Graduation Rate	75.5%	67.1%	79.8%	72.3%	NA	NA	81.5%	74.5%		
5-Year Completion Rate	86.7%	81.9%	NA	NA	87.8%	83.4%				
3+ College Level Courses	NA	NA	NA	NA	NA	NA	49.3%	26.3%		
Post-Secondary Enrollment	58.4%	46.3%	NA	NA	NA	NA	61.3%	49.7%		

Progression: Are students making sufficient progress toward college and career readiness?

	All Students 2011-12	Disadvantaged	All Students 2012-13	Disadvantaged	All Students 2013-14	Disadvantaged	Goal (All) 2014-15	Disadvantaged Goal	4-Year Goal (All) 2017-18	Disadvantaged 4-yr Goal
Kinder Assessment Participation	NA	NA	NA	NA	98.4%	98.5%	98.5%	98.6%		
3rd Grade Reading Proficiency	73.7%	63.0%	64.8%	54.7%	67.3%	57.1%	69.8%	60.1%		
5th Grade Math Proficiency	61.6%	48.9%	57.5%	43.6%	60.6%	47.4%	63.4%	50.7%		
6th Grade Not Chronically Absent	90.0%	88.2%	90.4%	89.7%	92.1%	90.7%	92.8%	91.5%		
8th Grade Math Proficiency	59.3%	44.0%	57.4%	42.0%	51.4%	36.0%	54.6%	39.5%		
9th Grade On Track to Graduate	NA	NA	NA	NA	82.5%	74.8%	84.0%	76.8%		
9th Grade Not Chronically Absent	81.0%	75.3%	82.5%	75.9%	87.6%	83.4%	88.7%	84.8%		

Equity: Are students succeeding across all buildings and populations?

	2012-13	2013-14	2014-15	2015-16 Goal	4-Year Goal (2018-19)
Priority & Focus Schools (Includes schools with lowest overall rating on Oregon Report Card)	NA	4	3	2	

Local Priorities: What other measures reflect key priorities in the district? (Optional, up to 3)

	All Students 2011-12	Disadvantaged	All Students 2012-13	Disadvantaged	All Students 2013-14	Disadvantaged	Goal (All) 2014-15	Disadvantaged	4-Year Goal (All) 2017-18	Disadvantaged 4-yr Goal

Investment: What is the public investment in the district? (Does not include capital investments)

	2012-13 (Actual)	2013-14 (Budgeted)	2014-15 (Budgeted)	2014-15 QEM calculation of district share
Formula Revenue	\$154,276,185	\$165,882,282	\$174,423,330	\$209,465,346
Local Revenue (Not passed through formula)			\$16,173,301	
Federal Revenue			\$14,502,547	
State Grants (Not passed through formula)			\$923,502	

KEY for 2013-2014 ACHIEVEMENT COMPACT

Italics Bold = District provided goal

Bold = ODE provided outcome

Italics = District provided optional field

NA = Not Available

Hillsboro SD 1J Achievement Compact 2014-2015

Equity: Are students succeeding across all buildings and populations?

2008-09 Cohort

	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate	69.6%	51.3%	32.6%	65.7%	67.2%	72.7%	75.0%	88.4%	96.8%
5-Year Completion Rate	82.2%	67.7%	71.3%	85.7%	79.5%	75.0%	75.0%	93.3%	100.0%
3+ College Level Courses									
Post-Secondary Enrollment	44.6%	18.8%	36.2%	70.4%	38.5%	33.3%	66.7%	71.2%	85.2%

2011-12 Sub-group Outcomes

	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation									
3rd Grade Reading Proficiency	61.6%	48.0%	55.0%	79.1%	55.6%	50.0%	44.4%	84.0%	98.6%
5th Grade Math Proficiency	48.0%	33.6%	31.6%	50.0%	42.5%	45.5%	55.6%	72.6%	100.0%
6th Grade Not Chronically Absent	88.3%	90.7%	84.6%	86.7%	90.6%	100.0%	86.7%	92.9%	96.0%
8th Grade Math Proficiency	41.6%	21.6%	19.3%	61.3%	34.0%	63.6%	80.0%	81.2%	97.8%
9th Grade On Track to Graduate									
9th Grade Not Chronically Absent	73.7%	77.1%	72.9%	85.3%	73.6%	84.6%	100.0%	95.6%	96.8%

2009-10 Cohort

	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate	74.0%	57.3%	34.0%	75.0%	71.3%	70.0%	75.0%	87.4%	94.3%
5-Year Completion Rate									
3+ College Level Courses									
Post-Secondary Enrollment									

2012-13 Sub-group Outcomes

	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation									
3rd Grade Reading Proficiency	51.6%	34.2%	50.0%	45.8%	43.9%	58.3%	75.0%	75.9%	96.5%
5th Grade Math Proficiency	41.3%	24.9%	28.3%	50.0%	35.9%	33.3%	62.5%	76.2%	99.0%
6th Grade Not Chronically Absent	89.2%	94.2%	87.1%	96.4%	91.8%	100.0%	90.9%	98.0%	95.6%
8th Grade Math Proficiency	39.7%	17.0%	19.3%	40.4%	37.3%	42.9%	55.6%	83.2%	100.0%
9th Grade On Track to Graduate									
9th Grade Not Chronically Absent	74.9%	76.0%	68.7%	93.3%	75.0%	66.7%	70.0%	97.2%	92.9%

Hillsboro SD 1J Achievement Compact 2014-2015

2010-11 Cohort									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate									
5-Year Completion Rate	83.7%	70.1%	73.5%	86.9%	81.2%	77.0%	77.0%	93.9%	100.0%
3+ College Level Courses									
Post-Secondary Enrollment									

2013-14 Sub-group Outcomes									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation	98.3%	98.6%	95.6%	100.0%	98.7%	90.9%	100.0%	98.9%	100.0%
3rd Grade Reading Proficiency	54.2%	37.9%	46.6%	75.0%	49.1%	58.3%	60.0%	79.6%	100.0%
5th Grade Math Proficiency	45.7%	30.2%	23.6%	50.0%	42.6%	42.9%	40.0%	78.4%	98.9%
6th Grade Not Chronically Absent	89.7%	95.0%	90.5%	87.0%	93.0%	100.0%	100.0%	99.0%	96.3%
8th Grade Math Proficiency	34.6%	13.0%	12.9%	32.3%	32.2%	75.0%	38.9%	74.7%	96.9%
9th Grade On Track to Graduate	72.6%	57.4%	62.5%	69.6%	73.2%	66.7%	100.0%	96.1%	98.1%
9th Grade Not Chronically Absent	82.0%	84.1%	81.3%	87.0%	83.6%	93.8%	90.9%	99.0%	91.9%

2011-12 Cohort Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate	76.1%	60.3%	37.5%	77.0%	73.5%	72.3%	77.0%	88.5%	94.8%
5-Year Completion Rate									
3+ College Level Courses	45.0%	12.3%	12.3%	27.5%	14.4%	39.2%	28.4%	88.8%	40.5%
Post-Secondary Enrollment	48.0%	21.9%	39.7%	72.7%	42.0%	36.8%	69.2%	73.4%	86.4%

2014-15 Sub-group Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation	98.5%	98.7%	96.0%	100.0%	98.8%	91.7%	100.0%	99.0%	100.0%
3rd Grade Reading Proficiency	57.3%	41.4%	49.9%	77.0%	52.4%	61.2%	62.9%	91.3%	100.0%
5th Grade Math Proficiency	49.1%	33.7%	26.9%	53.3%	46.0%	46.3%	43.5%	80.2%	99.0%
6th Grade Not Chronically Absent	90.6%	95.4%	91.3%	88.1%	93.6%	100.0%	100.0%	99.1%	96.6%
8th Grade Math Proficiency	38.1%	15.6%	15.5%	35.8%	35.7%	77.0%	42.4%	76.7%	97.2%
9th Grade On Track to Graduate	74.7%	60.4%	65.2%	71.9%	75.3%	69.2%	100.0%	96.4%	98.3%
9th Grade Not Chronically Absent	83.5%	85.4%	82.8%	88.1%	85.0%	94.3%	91.7%	99.1%	92.6%

Hillsboro SD 1J Achievement Compact 2014-2015

2014-15 Cohort Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate									
5-Year Completion Rate									
3+ College Level Courses									
Post-Secondary Enrollment									

2017-18 Sub-group Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation									
3rd Grade Reading Proficiency									
5th Grade Math Proficiency									
6th Grade Not Chronically Absent									
8th Grade Math Proficiency									
9th Grade On Track to Graduate									
9th Grade Not Chronically Absent									

KEY for 2013-2014 ACHIEVEMENT COMPACT

Italics Bold = District provided goal

Bold = ODE provided outcome

Italics = District provided optional field

NA = Not Available

2013-14 Results – Preliminary Embargoed Information

	All Students 2013-14		Disadvantaged	
	Goal	Met	Goal	Met
Kinder Assessment Participation	100	98.4	100	98.5
3rd Grade Reading Proficiency	67.2	67.3	63	57.1
5th Grade Math Proficiency	60.2	60.6	46.7	47.4
6th Grade Not Chronically Absent	91.2	92.1	90.5	90.7
8th Grade Math Proficiency	60.1	51.4	45.1	36.0
9th Grade On Track to Graduate	80.5	82.5	70.6	74.8
9th Grade Not Chronically Absent	83.8	87.6	77.7	83.4

64% of Categories Met

5/7

4/7

12

	Economically Disadvantaged		Limited English Proficient		Students with Disabilities		Black (Not of Hispanic origin)		Hispanic origin		American Indian / Alaska Native		Pacific Islander		Asian		TAG	
	Goal	Met	Goal	Met	Goal	Met	Goal	Met	Goal	Met	Goal	Met	Goal	Met	Goal	Met	Goal	Met
Kinder Assessment Participation	100	98.3	100	98.6	100	95.6	100	100.0	100	98.7	100	90.9	100	100.0	100	98.9	100	100.0
3rd Grade Reading Proficiency	54.3	54.2	37.1	37.9	53	46.6	48.9	75.0	47	49.1	61	58.3	76.8	60.0	77.7	79.6	96.8	100.0
5th Grade Math Proficiency	44.5	45.7	28	30.2	31.4	23.6	53	50.0	39.1	42.6	36.5	42.9	65	40.0	77.9	78.4	99.1	98.9
6th Grade Not Chronically Absent	90.1	89.7	94.7	95.0	88.1	90.5	96.7	87.0	92.5	93.0	100	100.0	91.6	100.0	98.2	99.0	96	96.3
8th Grade Math Proficiency	42.9	34.6	19.7	13.0	22.1	12.9	43.6	32.3	40.5	32.2	46	75.0	58.4	38.9	84.5	74.7	100	96.9
9th Grade On Track to Graduate	69.6	72.6	53.7	57.4	62.6	62.5	93.8	69.6	65.8	73.2	69	66.7	95.4	100.0	97.4	96.1	94.8	98.1
9th Grade Not Chronically Absent	76.7	82.0	77.8	84.1	70.9	81.3	93.8	87.0	76.8	83.6	69	93.8	72.1	90.9	97.4	99.0	93.5	91.9

3/7

5/7

2/7

2/7

5/7

4/7

4/7

5/7

4/7

54% of Subcategories Met

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
RECOGNITION: BAG&BAGGAGE

SITUATION

Bag&Baggage Productions (B&B) is Hillsboro's only professional theatre troupe. Over the years, they have partnered with Hillsboro School District to provide the Ten-for-One program, in which one free performance ticket was provided to a local high school student for every ten that were sold. That program evolved over the years, thanks to sponsor support, to the point where any high school student with a valid ID card can attend a B&B performance.

This year, B&B has changed the name of the program to "Passport," and tickets to performances are now accessible to students from all high schools, online academies, tribal schools, educational districts, and those who are home-schooled in Washington, Columbia, Tillamook, and Yamhill Counties.

In addition, B&B's current production of Arthur Miller's *The Crucible* is the first in which high school students have had the opportunity to participate as actors and members of the production crew through B&B's new pre-professional training program. The training program, which is made possible by grants from the Ritz Family Foundation, the Reser Family Foundation, and Hillsboro Arts and Culture Council, allows nine students from Glencoe and Hilhi the opportunity to gain professional theatre experience on the set of *The Crucible*.

Artistic Director Scott Palmer will be present at tonight's meeting to explain more about B&B's student-involvement programs, and their importance to B&B's vision of making professional theatre enjoyable and accessible to people of all ages.

RECOMMENDATION

The Superintendent recommends the Board of Directors recognize Bag&Baggage Productions for their ongoing partnership, and for the opportunities they provide to Hillsboro School District students.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
August 13, 2014
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

Board Present:

Kim Strelchun, Chair
Wayne Clift, Vice Chair
Monte Akers
Adriana Cañas
Glenn Miller
Erik Seligman
Janeen Sollman

Staff Present:

Mike Scott, Superintendent
Debbie Ashley, Assistant Superintendent, Human Resources
Steve Larson, Assistant Superintendent, School Performance
Adam Stewart, Chief Financial Officer
Beth Graser, Director, Communications
Saideh Haghighi, Director, Equity and Human Resources
Casey Waletich, Director, Safety and Operations
Val Bokma, Assistant to the Board
Sev Flores, Technical Support

Others Present:

Greg McKenzie, Window to
Leadership
Maureen Barnhart, HEA

Work Session.

Board Chair Kim Strelchun called the meeting to order at 4:33 p.m.

1. Team-Building Activity

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

2. Review of Working Agreements

Consultant Greg McKenzie from Window to Leadership, LLC, led the Board in a review of the Board / Superintendent working agreements. Board members provided feedback and agreed on areas of the working agreements to be updated for 2014-15. Superintendent Scott and Board Chair Strelchun will finalize the revisions and present them for approval at the September 23 Board meeting.

The Board suggested that a spreadsheet of professional development training completed by Board members be reviewed at the end of each year to determine whether the training was valuable. They also discussed the funding amount that might be available to each Board member for professional development.

3. Completion of Strategic Planning / Goal-Setting Process

Superintendent Scott and staff members presented Year 4 Strategic Plan updates, based on Board input received during the July 29 meeting, and shared highlights of identified intended outcomes and performance goals. Board members asked clarifying questions, and provided feedback regarding the evidence of progress toward student achievement that they would like to receive. The discussion included achievement measurements for college-bound students, as well as those who do not intend to go to college. Staff explained that much of the important work accomplished by the District in support of student achievement is not quantitative, and reports to the Board in these areas may include presentations from teachers and students. Reporting frequency, format, and level of detail were discussed.

Staff clarified that the identified strategy areas are not exhaustive, but a reflection of the District's top priorities in support of its strategic objective, which is largely an aspirational goal. They also explained that the District's goals are aligned to the achievement compact, and any new goals that may be developed also need to be consistent with the achievement compact.

4. Evaluation – Next Steps for Superintendent and Board

Mr. McKenzie led the Board in a review of the 2013-14 superintendent evaluation process, and recommended that the evaluation committee meet early in the school year to review the District's current policy standards for alignment with the work being performed by the Superintendent, if the Board plans to continue using this evaluation process. After the committee defines the standards, the Board can decide whether to implement any changes during the current school year or the 2015-16 school year, based on the extent of the changes. Board members confirmed their interest in continuing with the 2013-14 evaluation model, and evaluation committee members confirmed their willingness to continue serving on the committee.

Mr. McKenzie explained that both the Superintendent and the Board are responsible for supporting the District, and suggested that the Board consider adopting a set of Board standards, beginning with a 360-degree feedback component, which could be piloted during the 2014-15 school year. Board members agreed that they would like to expand the scope of the evaluation process to include the Board. Mr. McKenzie offered to provide samples of Superintendent and Board standards. He explained that the committee will also need to identify elements of the District's success that are not solely the responsibility of either the Superintendent or the Board. It was agreed that the evaluation committee will provide a proposal to the Board during a future Board meeting.

Mr. McKenzie also briefly discussed Board communication and working relationships, explaining that working effectively and collaboratively to move solutions forward is a key element of highly functioning Boards.

The following items were moved to a future agenda, due to time constraints:

5. Professional Development Opportunities Brainstorming and Review of Board Budget
6. Communication
7. Board Engagement Opportunities

The meeting was adjourned at 8:55 p.m.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

August 14, 2014

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

Board Present:

Kim Strelchun, Chair
Wayne Clift, Vice Chair
Monte Akers
Adriana Cañas
Glenn Miller
Erik Seligman
Janeen Sollman

Others Present:

Maureen Barnhart, HEA

Staff Present:

Mike Scott, Superintendent
Debbie Ashley, Assistant Superintendent, Human Resources
Steve Larson, Assistant Superintendent, School Performance
Adam Stewart, Chief Financial Officer
Matt Smith, Executive Director, Secondary Education
Dayle Spitzer, Executive Director, Elementary Education
Don Wolff, Chief Information Officer
Beth Graser, Director, Communications
Michelle Morrison, Director, Business Services
Val Bokma, Assistant to the Board
Sev Flores, Technical Support

1. Work Session

Board Chair Kim Strelchun called the meeting to order at 1:02 p.m.

Superintendent Scott explained that some items postponed from the August 13 meeting as a result of time constraints would be added to the August 14 agenda, and that the Long-Range Planning item from the August 13 meeting would be added to one of the September Board meeting agendas.

- a. Professional Development Opportunities Brainstorming and Review of Board Budget
Chief Financial Officer Stewart answered Board members' questions regarding the Board's 2014-15 budget.

Board members discussed ideas for 2014-15 professional development, including work session and report topics, school visits, and field trips.

- b. Communication

Director of Communications Beth Graser shared highlights of the District's recent communications audit and an overview of the 2014-15 strategic communications plan. She shared key messages that have been identified, and the District's new theme: "Proud to be HSD!" She also explained that the District will begin utilizing "Thoughtexchange" to receive, analyze, and moderate feedback from stakeholders, and that the format of "Hot News" will be changing.

Superintendent Scott asked Board members for feedback regarding his current methods of communicating with them (weekly posted updates, one-on-one meetings, interim calls if needed). Board members said that the current processes are valuable, and requested that they also receive text messages notifying them when urgent updates are posted.

c. Board Engagement Opportunities

Superintendent Scott asked Board members if they would like to participate in the following engagement opportunities: Rotary meetings, parent events, specific school assignments. Board members expressed interest in all of these opportunities. They also discussed McMinnville School District's model, wherein Board members act as liaisons, supporting specific "adopted" schools on a rotating cycle. They agreed that they would like Superintendent Scott, Board Chair Strelchun, and Board Vice Chair Clift to draft a plan for their consideration.

d. Preview of Preliminary Student Achievement Data / Strategic Planning – Instruction Strategy

Assistant Superintendent Larson continued the goal-setting discussion from the August 13 work session, and asked Board members to identify the specific aspects of the Instruction Strategy where reports are needed in order to evaluate the strategy area. He explained that preparing quantitative data for many aspects of the Instruction Strategy is impossible (and for many others is a time-intensive process) due to the nature of these items, and he invited Board members to meet with him one-on-one for additional information regarding any areas that may be important to them individually, but are not included in the final list for reporting. Assistant Superintendent Larson will include a list of Instruction Strategy items in a Board update so that Board members can provide additional feedback regarding their priority areas. He will also work with the executive team to identify goals that are resourced, and draft new Instruction Strategy outcomes, focusing on prioritized items.

Assistant Superintendent Larson also provided a list of the data reports that are currently prepared by the District, and a sample of the 2013-14 Report of Student Achievement for the Board's review. Board members agreed that the report is valuable, and discussed possible changes to the format and the type of data presented.

Assistant Superintendent Larson explained that identifying a direct one-to-one relationship between input and output is often impossible in education, and reminded the Board that awareness of the necessary resources is an essential element of goal-setting. He suggested scheduling future goal-setting in conjunction with the development of the District's budget.

The meeting was recessed at 2:57 p.m.

Board Present:

Kim Strelchun, Chair
Wayne Clift, Vice Chair
Monte Akers
Adriana Cañas
Glenn Miller
Erik Seligman
Janeen Sollman

Others Present:

Aron Carleson, Hillsboro City Council
Justin Arey
Charlotte Schuster
Maureen Barnhart, HEA
Devin Hunter, HCU

Staff Present:

Mike Scott, Superintendent
Debbie Ashley, Assistant Superintendent, Human Resources
Steve Larson, Assistant Superintendent, School Performance
Adam Stewart, Chief Financial Officer
Travis Reiman, Executive Director, School Performance
Matt Smith, Executive Director, Secondary Education
Dayle Spitzer, Executive Director, Elementary Education
Don Wolff, Chief Information Officer
Beth Graser, Director, Communications
Saideh Haghighi, Director, Equity and Human Resources
Cindy Longway, Director, Nutrition Services
Michelle Morrison, Director, Business Services
Carol Hatfield, Transportation Supervisor
Val Bokma, Assistant to the Board
Zaida Rosa, Bilingual Interpreter and Translator
Sev Flores, Technical Support

3:00 p.m. Regular Session

2. Call to Order and Flag Salute

Board Chair Strelchun reconvened the meeting at 3:06 p.m. and led the Pledge of Allegiance.

3. Approval of Agenda

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

4. Audience Time

Board Chair Strelchun explained the procedure for addressing the Board according to policy BDDH: Public Participation in Board Meetings. Three requests were received to address the Board on agenda-related issues (Gain Share and policy revisions).

5. Consent Agenda

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

Consent Agenda items were as follows:

- a. Approve Minutes of July 29, 2014
- b. Approve Routine Personnel Matters, as included in the Board meeting packet
- c. Accept Donations, as included in the Board meeting packet

6. Action Items

a. Approve Contract for Commercial Food Products

Chief Financial Officer Stewart asked the Board to award the District's commercial food buying contract to Sysco Portland in conjunction with the Oregon Child Nutrition

Coalition (OCNC) food-buying cooperative. He explained that Food Services of America has terminated the joint contract for commercial food products that was in place to provide food products for Beaverton, Hillsboro, and Portland Public Schools. As a result, the District has joined the OCNC, a food buying cooperative that includes 80 Oregon school districts. OCNC awarded RFPs to Sysco Portland for Food Product and Non-Food Supplies Requirements in 2012, based on a competitive bidding process, and including four possible annual extensions. Sysco Portland's products, pricing, quality, and packaging are consistent with those of the District's former vendor, and the bid meets state and federal purchasing requirements. Director Longway explained that Sysco is required to meet all criteria of the federal nutritional guidelines.

Director Cañas MOVED, SECONDED by Director Miller, to award the District's commercial food buying contract to Sysco Portland in conjunction with the OCNC food-buying cooperative. The MOTION CARRIED (7-0).

- b. Approve Revisions to Policy IFF: Citizens' Curriculum Advisory Committee (CCAC)
Executive Director for School Performance Travis Reiman presented policy IFF for approval. Executive Director Reiman and Assistant Superintendent Larson answered Board members' questions regarding the selection process and timelines, clarifying that student members will be subject to the same application and selection requirements as other committee members, but since there is no cap on the number of committee members who can be selected, student members can be recruited after school begins. For the 2014-15 school year, the current goal is to fill nine vacant committee positions.

Director Akers MOVED, SECONDED by Director Seligman, to approve the revisions to Policy IFF: Citizens' Curriculum Advisory Committee. The MOTION CARRIED (7-0).

- c. Approve Revisions to Policy GBEDA: Drug and Alcohol Testing—Transportation Personnel
Director of Equity and Human Resources Saideh Haghighi and Transportation Supervisor Carol Hatfield presented policy GBEDA for approval. Board members asked clarifying questions.

Director Cañas MOVED, SECONDED by Director Miller, to approve the recommended revisions to policy GBEDA: Drug and Alcohol Testing—Transportation Personnel. The MOTION CARRIED (7-0).

- d. Approve Revisions to Policy KBA: Public Records
Chief Information Officer Don Wolff presented policy KBA for approval. The policy was presented for first reading during the July 29 Board meeting, and no public questions or comments were received during the review period. Board members asked clarifying questions.

Director Miller MOVED, SECONDED by Director Sollman, to approve the recommended revisions to policy KBA: Public Records. The MOTION CARRIED (7-0).

e. Approve Revisions to Policy GCAB: Personal Communication Devices and Social Media—Staff

Chief Information Officer Don Wolff presented policy GCAB for approval. The policy was presented for first reading during the July 29 Board meeting. During the review period, a Board member requested revised language regarding the mandatory reporting of illegal images on electronic devices. Legal counsel has clarified that illegal images or photographs must be reported to the appropriate agency (in some cases this may be the Department of Human Services or a School Resource Officer), and that failure to do so could result in the loss of a staff member's license. Based on legal counsel, another language option consistent with the District's legal requirements was included in the packet for the Board's consideration.

Devin Hunter, addressing the Board on his own behalf and on behalf of Hillsboro Classified United, expressed his concern that the language prohibiting staff from posting images of District facilities without authorization is overly broad and could include parents posting pictures on Facebook of their students competing in athletic events at District facilities. He also requested the addition of specific language to protect the sharing of information regarding labor-related activities.

Several board members agreed with the need for exceptions to be specifically identified. Chief Information Officer Wolff explained that these details will be included in the associated administrative regulation (GCAB-AR).

Director Miller MOVED, SECONDED by Director Seligman, to approve the revisions to policy GCAB. The MOTION CARRIED (7-0).

7. Reports and Discussion

a. Gain Share Discussion

Superintendent Scott explained that the District will be receiving \$728,716 more in Gain Share funds than initially projected for the 2014-15 school year, and that restoring the remaining budget-reduction day and adding classified and licensed staff time have been identified as priorities for the use of this additional funding.

Charlotte Schuster, addressing the Board as an audience member, advocated for the restoration of the budget-reduction day.

HEA President Maureen Barnhart urged the Board to restore the remaining budget-reduction day and use the remaining funds to increase work days or hours for classified staff.

Board members discussed the comparative value of these priorities, and their responsibilities to students, staff, the City, County, and community. They agreed to the proposal to restore the budget-reduction day and use the remaining funds for staffing needs.

Superintendent Scott expressed great thanks to Hillsboro City Council and the Washington County Commissioner. He stated that a modified school calendar will be presented to the Board in September, and said that the restored day might be placed at the end of the school year, rather than in November.

Chief Financial Officer said that the funds would be appropriated in the areas agreed upon by the Board.

- b. First Reading—Policy GCL/GDL: Staff Development—Licensed
Assistant Superintendent Debbie Ashley presented policy GCL/GDL for first reading. Board members were reminded to contact Assistant Superintendent Ashley with any questions they may have during the review period.
- c. Financial Report
Chief Financial Officer Adam Stewart presented the financial report and answered Board members' questions about the District's new web stores.

Board Chair Strelchun called for a motion to amend the approved agenda and move the following two items from the work session to the regular session:

- Superintendent's Committee Opportunities
- Transitioning from Teamworks to Google

Director Sollman MOVED, SECONDED by Director Akers, to amend the agenda, moving the two specified items from the work session to the regular session. The MOTION CARRIED (7-0).

- d. Superintendent's Committee Opportunities
Superintendent Scott shared information with the Board regarding Superintendent's committee opportunities. Board members asked questions regarding committee functions and time commitments, and requested that the following information be provided in an interactive online document, with the item added to the September 9 Board meeting agenda:
 - A list of current Board member committee assignments
 - The estimated time commitment for each committee
 - The number of committee members needed
 - Committee meeting schedules (weekdays and times), and whether these schedules are flexible
 - e. Transitioning from Teamworks to Google
Chief Information Officer Wolff provided instructions to Board members for accessing their new Google site, and shared information regarding the transition from Teamworks to Google.
8. NWRES D/HCU/HEA Reports
HEA President Maureen Barnhart did not address the Board at this time.

Devin Hunter informed the Board that Eric Weyrauch has resigned as HCU president in order to spend more time with his family, and that Mr. Hunter has been appointed as HCU president through the remainder of term. Mr. Hunter addressed the Board regarding the need for additional time for classified staff, explaining that work shifts need to begin before students arrive and end after they depart in order to maximize the value of students' time. He thanked the Board for the conversation, thought, and energy they have invested in determining how to utilize the Gain Share funds.

9. Superintendent's Time

Superintendent Scott had no additional information to share.

10. Board of Directors' Time

Board members' comments included the following:

- Director Seligman had no additional information to share.
- Director Cañas shared personal thoughts regarding celebrating life and a person's life purpose, and said that she will begin pursuing her master's degree in education in September.
- Director Clift had no additional information to share.
- Director Miller congratulated Director Cañas on her educational journey, and said that he enjoyed the retreat and appreciates his colleagues.
- Director Sollman said that she values the discussions that take place, and that she is excited that school days and funding are being added back after so many years of reductions. She expressed appreciation for the District's partnerships with the City of Hillsboro and the Hillsboro Schools Foundation.
- Director Akers complimented staff on the Board retreat.
- Board Chair Strelchun thanked staff for their flexibility and the time invested in making the retreat effective. She also said that she is excited about meeting new staff members and wants to be sure the District shares the news and celebrates the restoration of a full school year.
- Board members confirmed their intention to support the restoration of a full school year.

11. Follow-Up Items

Request	Action
McMinnville School District model drafted for Hillsboro	Superintendent Scott and Board Chair Strelchun will present the draft at a future Board meeting
Committee Opportunities Information	Spreadsheet to be posted and discussed during the September 9 meeting

12. Executive Session

No executive session was called.

13. Adjournment

The meeting was adjourned at 4:53 p.m.

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

1. **David Lee**

Assignment: Principal
Location: Jackson Elementary School
Effective Date: September 18, 2014

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

1. **Leah Baird**

Assignment: Special Education Teacher
Location: Rosedale Elementary School
Effective Date: June 17, 2014

2. **Evelyn Boling**

Assignment: Music and Band Specialist
Location: Free Orchards and Reedville Elementary Schools
Effective Date: June 17, 2014

3. **Monica Darnall**

Assignment: Bilingual Coach
Location: Free Orchards Elementary School
Effective Date: June 17, 2014

4. **Penny Jahraus**

Assignment: Kindergarten Teacher
Location: Lincoln Street Elementary School
Effective Date: June 17, 2014

5. **Benjamin Hill**

Assignment: Art Teacher
Location: Century High School
Effective Date: June 17, 2014

6. **Sauna Nichols**

Assignment: Kindergarten Teacher
Location: Farmington View Elementary School
Effective Date: June 17, 2014

7. **Ron Romanick**
Assignment: CTE Certified Instructor for Health Occupations
Location: Glencoe High School
Effective Date: August 21, 2014

8. **Amanda Ryan-Fear**
Assignment: Art Teacher
Location: Hillsboro High School
Effective Date: June 17, 2014

C. Approve the employment of the following administrative personnel for the remainder of the 2014-15 school year.

1. **Amanda Ryan-Fear**
Assignment: Assistant Principal
Location: Liberty High School
Effective Date: August 1, 2014

2. **Donna Servignat**
Assignment: Assistant Principal
Location: Century High School
Effective Date: September 15, 2014

D. Approve the employment of the following licensed personnel in the 2014-15 school year:

1. **Samantha Alexander**
Education: BA – Pacific Lutheran University, Tacoma, WA
Experience: 1 year
Assignment: 1.0 FTE Music – Orenco Elementary School

2. **Sarah Barnaby**
Education: BA – Oklahoma City University, Oklahoma City, OK
Experience: None
Assignment: 0.6 FTE Music – Rosedale Elementary School,
0.4 FTE Music – Indian Hills Elementary School

3. **Jessica Barry**
Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 0.5 FTE Kindergarten – McKinney Elementary School

4. **Darren Battaglia**
Education: MA – California State University, Los Angeles, CA
Experience: 14 years
Assignment: 1.0 FTE Dean of Students/TOSA – Glencoe High School

5. **Emily Baylis**
Education: MA – Concordia University, Portland, OR
Experience: 2 years
Assignment: 0.8 FTE Kinder Dual, 0.2 FTE Migrant Pre-K – Reedville Elementary School
6. **Anne Beal**
Education: MA – Seattle Pacific University, Seattle, WA
Experience: None
Assignment: 1.0 FTE Counselor – Evergreen Middle School
7. **Brandon Begley**
Education: BA – Western Governors University, Salt Lake City, UT
Experience: None
Assignment: 0.5 FTE Alternative Education Teacher – Harkins House
8. **Jeremy Birch**
Education: MA – University of Portland, Portland, OR
Experience: 11 years
Assignment: 1.0 FTE New Teacher Mentor – OSP
9. **Stephanie Blair**
Education: MA – Portland State University, Portland, OR
Experience: 8 years
Assignment: 1.0 FTE TOSA / Secondary Math – OSP
10. **Joy Bragg**
Education: BA – Austin College, Sherman, TX
Experience: 4 years
Assignment: 1.0 FTE Math – Century High School
11. **Connie Briceno**
Education: BA – Indiana University, Bloomington, IN
Experience: 7 years
Assignment: 1.0 FTE Dual/Coach – Minter Bridge Elementary School
12. **Jessica Bonilla**
Education: MA – Texas State University, San Marcos, TX
Experience: 2 years
Assignment: 1.0 FTE Math – Glencoe High School
13. **Kristy Buswell**
Education: BA – Utah State University, Logan, UT
Experience: None
Assignment: 1.0 FTE Culinary Arts – Century High School

14. **Emily Caldwell**
Education: MA – Concordia University, Portland, OR
Experience: 11 years
Assignment: 1.0 FTE TOSA / Dean of Students – Liberty High School
15. **Gregory Chambers**
Education: MA – Pacific University, Forest Grove, OR
Experience: 2 years
Assignment: 1.0 FTE 6th Grade – Lincoln Street Elementary School
16. **Christian Chavez**
Education: MA – Western Oregon University, Monmouth, OR
Experience: 9 years
Assignment: 1.0 FTE Social Studies – Liberty High School
17. **Diane Coughlin**
Education: MA – University of Michigan, Ann Arbor, MI
Experience: 6 years
Assignment: 1.0 FTE Language Arts – Liberty High School
18. **Megan Crnich**
Education: MA – Pacific University, Forest Grove, OR
Experience: 5 years
Assignment: 1.0 FTE 3rd Grade – Lincoln Street Elementary School
19. **Melanie Diaz**
Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE ELL – Century High School
20. **Shari Exo**
Education: MA – Western Washington University, Bellingham, WA
Experience: 13 years
Assignment: 1.0 FTE ELL – Free Orchards Elementary School
21. **Zachary Feely**
Education: BA – George Fox University, Portland, OR
Experience: None
Assignment: 0.8 FTE Music – Eastwood Elementary School
22. **Sara Franklin**
Education: MA – Arizona State University, Phoenix, AZ
Experience: 2 years
Assignment: 1.0 FTE Science – MEC West

23. **Jessica French**
Education: MA – Pacific University, Forest Grove, OR
Experience: None
Assignment: 1.0 FTE 5th Grade – Mooberry Elementary School
24. **Shannon Freudenthal**
Education: MA – Concordia University, Portland, OR
Experience: 4 years
Assignment: 1.0 FTE 3rd/4th Grade – McKinney Elementary School
25. **Byron Fuentes**
Education: BA – California State University, Los Angeles, CA
Experience: 2 years
Assignment: 1.0 FTE 2nd Grade Dual – Reedville Elementary School
26. **Kimberly Gainey**
Education: MA – University of Idaho, Moscow, ID
Experience: 3 years
Assignment: 1.0 FTE Counselor – Century High School
27. **Heidi Glaske**
Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Math – Poynter Middle School
28. **Kristina Godfrey**
Education: MA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE 3rd Grade – Lincoln Street Elementary School
29. **Nicole Gordon**
Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE SCC – Patterson Elementary School
30. **Janette Grassman**
Education: MA – Western Oregon University, Monmouth, OR
Experience: 15 years
Assignment: 1.0 FTE Dean of Students – Hillsboro High School
31. **Ashley Griffiths**
Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 0.4 FTE Science – Poynter Middle School

32. **Zeke Grimes**
Education: BA – Lamar University, Beaumont, TX
Experience: 2 years
Assignment: 1.0 FTE Social Studies – South Meadows Middle School
33. **Caitlin Gustin**
Education: MA – Concordia University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE PE/Health – Hillsboro High School
34. **Kristin Hakkila**
Education: BA – Western Oregon University, Monmouth, OR
Experience: 12 years
Assignment: 0.5 FTE Kinder – Imlay Elementary School
35. **Erin Harris**
Education: MA – Lewis & Clark College, Portland, OR
Experience: None
Assignment: 1.0 FTE 3rd/4th Grade – Farmington View Elementary School
36. **Nancy Hawk**
Education: BA – University of New Mexico, Albuquerque, NM
Experience: None
Assignment: 1.0 FTE District Nurse – Student Services
37. **Christopher Heath**
Education: MA – Portland State University, Portland, OR
Experience: 6 years
Assignment: 0.8 FTE Music – McKinney Elementary School,
0.2 FTE Music – Farmington View Elementary School
38. **Raymond Hellstrom**
Education: MA – Fresno Pacific University, Fresno, CA
Experience: 11 years
Assignment: 1.0 FTE PE – South Meadows Middle School
39. **Chris Hesselbein**
Education: MA – University of Minnesota, Minneapolis, MN
Experience: 9 years
Assignment: 1.0 FTE Innovation Strategist – Technology Services

40. **Darci Holland**
Education: MA – Pacific University, Forest Grove, OR
Experience: 6 years
Assignment: 1.0 FTE LSC – Evergreen Middle School
41. **Kyle Hubler**
Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE LRC Math – Evergreen Middle School
42. **Kira Hufnagl**
Education: MA – University of Portland, Portland, OR
Experience: None
Assignment: 1.0 FTE Classroom Teacher – Indian Hills Elementary School
43. **Stacy Job**
Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 0.5 FTE 2nd Grade – North Plains Elementary School
44. **Diane Kilwein**
Education: MA – Lesley University, Cambridge, MA
Experience: 1 year
Assignment: 1.0 FTE ERC – Rosedale Elementary School
45. **Rachel Lam**
Education: BA – Linfield College, McMinnville, OR
Experience: None
Assignment: 1.0 FTE 2nd Grade – Jackson Elementary School
46. **Nardy LaPorte**
Education: MA – Pacific University, Forest Grove, OR
Experience: 2 years
Assignment: 0.5 FTE Dual Language, 0.5 FTE ESL – Mooberry Elementary School
47. **Rosalie Leishman**
Education: MA – Lewis & Clark College, Portland, OR
Experience: None
Assignment: 0.4 FTE Language Arts, 0.2 FTE Social Studies – South Meadows Middle School

48. **Kelsey Lemons**
Education: BA – Oregon State University, Corvallis, OR
Experience: None
Assignment: 1.0 FTE 2nd Grade Dual Language –
Lincoln Street Elementary School
49. **Sarah Lewis**
Education: MA – George Fox University, Portland, OR
Experience: None
Assignment: 1.0 FTE 5th Grade – Indian Hills Elementary School
50. **Azucena Lopez**
Education: MA – George Fox University, Portland, OR
Experience: 7 years
Assignment: 1.0 FTE Kinder Dual Language –
Lincoln Street Elementary School
51. **Una Maher**
Education: MA – Concordia University, Portland, OR
Experience: 13 years
Assignment: 0.5 FTE Kindergarten Teacher –
Lincoln Street Elementary School
52. **Mandy Major**
Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Life Skills – Quatama Elementary School
53. **Jeffrey Martinich**
Education: MA – New York University, New York, NY
Experience: 15 years
Assignment: 1.0 FTE Life Skills – Liberty High School
54. **Wilfred Matias**
Education: MA – Metropolitan University, Aguadilla, Puerto Rico
Experience: 19 years
Assignment: 0.8 FTE PE – Minter Bridge Elementary School
55. **Kelsey Meeuwsen**
Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 0.5 FTE Resource – Free Orchards Elementary School

56. **Aida Mendoza**
Education: MA – University of Phoenix, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE Dual Language – Minter Bridge Elementary School
57. **Dana Nixon**
Education: MA – Loyola University, Chicago, IL
Experience: 5 years
Assignment: 1.0 FTE 8th Grade Science – Evergreen Middle School
58. **Cali Nossaman**
Education: MA – University of Kansas, Lawrence, KS
Experience: 8 years
Assignment: 1.0 FTE ERC – Witch Hazel Elementary School
59. **Matthew Paulsen**
Education: MA – Concordia University, Portland, OR
Experience: None
Assignment: 1.0 FTE 5th/6th Grade – Eastwood Elementary School
60. **Aarin Pinkstaff**
Education: MA – Lewis & Clark College, Portland, OR
Experience: None
Assignment: 1.0 FTE Counselor – Hillsboro High School
61. **Amy Pollock**
Education: MA – Chapman University, Palm Desert, CA
Experience: 7 years
Assignment: 1.0 FTE LRC – Liberty High School
62. **Alison Prehn**
Education: MA – Concordia University, Portland, OR
Experience: 3 years
Assignment: 1.0 FTE Science – Glencoe High School
63. **Jonathan Presley**
Education: MA – California Polytechnic St. University,
San Luis Obispo, CA
Experience: None
Assignment: 1.0 FTE Physics/Chemistry – Liberty High School
64. **Kelly Quinn**
Education: MA – George Fox University, Portland, OR
Experience: 3 years
Assignment: 0.6 FTE PE – West Union Elementary School

65. **Amanda Richey**
Education: BA – Oregon State University, Corvallis, OR
Experience: 1 year
Assignment: 1.0 FTE 2nd Grade – Lincoln Street Elementary School
66. **Carmen Rivera**
Education: MA – Portland State University, Portland, OR
Experience: 4 years
Assignment: 1.0 FTE Counselor – Lincoln Street Elementary School
67. **Andrea Schmidt**
Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE 5th Grade – Lincoln Street Elementary School
68. **Celeena Silva**
Education: BA – University of Central Florida, Orlando, FL
Experience: None
Assignment: .5 FTE Kindergarten – Orenco Elementary School
69. **Amanda Standish**
Education: MA – Southern Oregon University, Ashland, OR
Experience: None
Assignment: 1.0 FTE PE/Health – South Meadows Middle School
70. **Tyler Steele**
Education: BA – Linfield College, McMinnville, OR
Experience: None
Assignment: 1.0 FTE PE/Health – Hillsboro High School
71. **Jacob Tenorio**
Education: BA – University of New Mexico, Albuquerque, NM
Experience: 6 years
Assignment: 0.6 FTE PE – Rosedale Elementary School, 0.4 FTE PE – Reedville Elementary School
72. **Abigail Tolchin**
Education: MA – San Diego State University, San Diego, CA
Experience: 8 years
Assignment: 1.0 FTE Life Skills Teacher – Student Services / CTS

73. **Anna Weaver**

Education: MA – American University, Washington, D.C.
Experience: None
Assignment: 0.5 FTE 4th Grade, 0.25 FTE 2nd Grade Resource –
Mooberry Elementary School

74. **Stella Wong**

Education: BA – Portland State University, Portland, OR
Experience: None
Assignment: 0.5 FTE Alternative Education – Student Services /
Washington County Jail

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
ACCEPT GIFTS AND DONATIONS

SITUATION

District Policy KH states that the District may receive donations of gifts which 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 \$500 or more.

- Donation of backpacks filled with school supplies from YAHOO! to Hillsboro School District to be distributed to students throughout the District; the estimated value of the donation is \$10,000
- Donation of \$5,000 from Anna and Robert Bigwood to Century High School for the band program
- Donation of \$640 from the LAM Research Foundation Employee Gift Match Program to Imlay Elementary School for general education
- Donation of \$1,400 from Safe Routes to School National Partnership to Butternut Creek to be used for physical education

RECOMMENDATION

The Superintendent recommends the Board of Directors accept the donations.

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
APPOINT MEMBERS TO THE CITIZENS' CURRICULUM ADVISORY COMMITTEE

SITUATION

In accordance with policy IFF, the Board of Directors has established the Citizens' Curriculum Advisory Committee (CCAC) to provide for citizen involvement in the development of the schools' curriculum and instructional programs, and input into those curricular areas identified by the Board.

CCAC members are parents and/or citizens who reside in the District attendance area and are appointed by the Board. Committee members serve two-year terms with staggered end dates, and may be reappointment by the Board for as many consecutive terms as are deemed appropriate.

The Board, in consultation with the CCAC chair and District staff, shall determine the number of participants that is sufficient to fulfill the responsibilities of the committee. The committee shall include student representation, as appropriate.

During the August 14 Board meeting, the Board agreed that for the 2014-15 school year, the number of members serving on the committee in previous years (14) would serve as a baseline for the CCAC. If more or fewer qualified candidates apply, the Board, in consultation with District staff and the CCAC chair, will have the discretion to adjust the number of members.

Terms for seven members of the CCAC expired on June 30, 2014, and two additional positions are vacant due to resignations. CCAC openings were advertised during the summer. At this time, six new applications and four requests for reappointment have been received. Two of the applicants are students.

During the September 9 work session, the Board reviewed CCAC applications and identified finalists, who were invited to introduce themselves to the Board during tonight's work session. During tonight's regular session, the Board will appoint members to fill the open positions. A majority vote will result in the appointment of members to fill committee vacancies.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
SUSPEND REVIEW OF BUDGET COMMITTEE APPLICANTS

SITUATION

State law and policy DBEA provide for the establishment of a Budget Committee to review the District's proposed budget. The Budget Committee consists of all seven Board members and an equal number of qualified electors. Budget Committee members are appointed for three-year terms, with staggered expiration dates. Terms for two members of the Budget Committee expired on June 30, 2014.

Policy DBEA states that:

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

Budget Committee vacancies were advertised on the District website throughout the summer with limited responses. Extending the advertisement through the month of September might generate additional interest, and would allow time for applicants to be reviewed by the Board during the October 14 Board meeting, and formally appointed during the October 28 meeting.

RECOMMENDATION

The Superintendent recommends the Board of Directors suspends review of Budget Committee applicants until the October 14, 2014, meeting.

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
APPROVE 2014-15 ALTERNATIVE EDUCATION PROGRAMS

SITUATION

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

RECOMMENDATION

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

2014-15 Alternative Pathways Overview Hillsboro School District

Hillsboro Online Academy

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

Miller Education Center (MEC) High School

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

Miller Education Center (MEC) Middle School

The District operates an alternative school for selected sixth, seventh, and eighth grade students. The program focuses on standards-based teaching and learning in the core content areas through an alternative, more personalized approach. MEC middle school students also participate in activities to build self-esteem, academic skills, and self-regulatory skills.

General Educational Development (GED)

MEC East offers tutoring services for students seeking to complete GED requirements. Students can be referred from their home schools or walk in to be enrolled. When students have demonstrated the skills necessary to pass the five tests (reading, writing, mathematics, social studies, and science), they are referred to the education service district (ESD) for final testing. Support is also provided for English language learners working toward a high school diploma.

Harkins House

Harkins House is a Washington County Juvenile Probation pre-adjudicated youth shelter. It currently has space for 16 to 18 boys and girls, ages 12 to 17. Students are placed at Harkins House through the court system, and usually stay for four to eight weeks at a time. While residing at Harkins House, they attend school either at the shelter or at their home school, whichever is appropriate.

Transitions Options Program (TOPS)

The TOPS program assists a diverse student body with the completion of diploma or GED requirements. Students served in this program include fifth-year seniors needing up to eight credits to graduate from high school. An ESL option is available for students who want to complete requirements for the GED in Spanish. Support is also provided for English language learners working toward a high school diploma.

TOPS is also an appropriate option for students ages 17 to 21 who are returning to school to obtain the credits they need to transition into other educational options, including other MEC programs and Portland Community College (PCC) or other post-secondary opportunities.

Home Instruction

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

Oregon National Guard Youth Challenge Program

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

Outreach Recovery Program

This program is designed to contact out-of-school students and offer them non-traditional education programs and work-experience options. The emphasis is on completion of a GED and transition to employment, PCC classes, or return to a traditional school. Many of these services are provided in the late afternoon and early evening hours.

MEC offers the Outreach Recovery Program during the summer months. The summer program targets students who are within a few credits of graduating or need an opportunity to make up credits to be on track to graduate.

Personalized Education and Real Learning (PEARL 9-12)

This MEC program is offered as an alternative option to Grade 9-12 students expelled from their home school. Students participate in a place-based learning

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

Plaza Comunitaria

Older high school students who register in Hillsboro have an additional opportunity for education through Plaza Comunitaria. Through a partnership with the Oregon Department of Education, the Mexican Consulate, and Mexico's Department of Education, online opportunities are provided for high school newcomer students. Oregon-Mexico Educational Partnership (OMEP) offers online resources that will increase the graduation rates of Hispanic / Latino students who are English language learners. Through the use of Spanish-language instructional materials that supplement instruction in the content areas and are aligned to Oregon content standards, three programs are available. Instituto Nacional para la Educación de los Adultos (INEA) can be used for undereducated students aged 14 and older, and includes life skills and parenting classes. Telesecundaria is a distance-learning program in Spanish for grades 6 through 12. Colegio de Bachilleres is a distance-learning program designed for students to finish high school and continue on to college or a university. Students may also use the materials to prepare for AP and IB exams. Hillsboro Online Academy offers the program to eligible students.

Washington County Jail

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

WorkSystems, Inc.

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

WorkSystems, Inc., also supports the Connect program for low-income high school students who are currently out of school and desire relevant career pathway training. Participants engage in work readiness skills workshops, job

shadows, and internships. Job placement opportunities and career pathway options are encouraged while completing GED or post-secondary placement.

Portland Community College (PCC) Gateway to College

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

Expanded Options

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

Early College Program (Under Development)

The Early College Program is a potential partnership between Hillsboro School District, PCC, and the Beaverton School District. Potentially, students who have demonstrated the ability to be successful and who desire to earn a high school diploma and college credits, could attend the Early College Program. Students in this program attend classes at PCC and work to fulfill Hillsboro School District graduation requirements, while also earning credits toward an Associate of Arts degree.

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
APPROVE RESOLUTION TO APPOINT A NEW PAYING AGENT

SITUATION

In each of the debt issues listed below, the District authorized Bank of New York Mellon as the “Paying Agent” in the financing documents:

- Full Faith and Credit Refunding Obligations, Series 2008
- General Obligation Refunding Bonds, Series 2005
- General Obligation Bonds, Series 2006A, Series 2006B
- General Obligation Refunding Bonds, Series 2012

The role of the Paying Agent is to receive principal and interest payments from the District, and distribute them per contract to various certificate holders. The District recently solicited bids from banks that could provide this service for all of its outstanding bond issues, and US Bank was identified as the successful bidder. The District has worked with US Bank as the Paying Agent on several bond issues with very good success, and this change will allow the District to experience modest cost savings, while consolidating this service to a single vendor.

Per the District’s bond counsel, the Board of Directors is asked to approve a resolution authorizing the appointment of a new Paying Agent.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the resolution to remove the Bank of New York and appoint US Bank as the District’s Paying Agent.

RESOLUTION NO. _____

**A RESOLUTION OF HILLSBORO SCHOOL DISTRICT NO. 1J,
WASHINGTON, YAMHILL, AND MULTNOMAH COUNTIES, OREGON
DELEGATING AUTHORITY TO APPOINT NEW BOND PAYING AGENT.**

WHEREAS, on May 29, 2008, the District issued its Full Faith and Credit Refunding Obligations, Series 2008 (the “2008 Obligations”), and The Bank of New York Mellon Trust Company, N.A., formerly known as The Bank of New York Trust Company, N.A., and formerly known as BNY Western Trust Company (collectively, the “Bank of New York”) serves as escrow agent and paying agent in connection with the 2008 Obligations; and

WHEREAS, on May 19, 2005, the District issued its General Obligation Refunding Bonds, Series 2005 (the “Series 2005 Bonds”), and the Bank of New York serves as paying agent and registrar in connection with the Series 2005 Bonds; and

WHEREAS, on December 19, 2006, the District issued its General Obligation Bonds, Series 2006A (Current Interest Bonds) (the “Series 2006A Bonds”) and its General Obligation Bonds, Series 2006B (Deferred Interest Bonds) (the “Series 2006B Bonds”), together with the Series 2006A Bonds (the “Series 2006 Bonds”), and the Bank of New York serves as paying agent and registrar in connection with the Series 2006 Bonds; and

WHEREAS, on November 20, 2012, the District issued its General Obligation Refunding Bonds, Series 2012 (the “Series 2012 Bonds”), and the Bank of New York serves as paying agent and registrar in connection with the Series 2012 Bonds; and

WHEREAS, the District has determined it is in its best interest to (i) remove the Bank of New York as paying agent for the Series 2005 Bonds, the Series 2006 Bonds, and the Series 2012 Bonds (collectively, the “Bonds”), and to remove them as escrow agent and paying agent for the 2008 Obligations and (ii) appoint U.S. Bank National Association as its replacement;

NOW, THEREFORE, the Board of Directors of Hillsboro School District No. 1J, Washington, Yamhill, and Multnomah Counties, Oregon, resolves as follows:

SECTION 1. DELEGATION OF AUTHORIZED REPRESENTATIVE.

a. The District hereby authorizes the Superintendent, Chair, Chief Financial Officer, and Manager of Business Services (each an “Authorized Representative”), or a designee of the Authorized Representative to act on behalf of the District, and without further action by the Board of Directors, to:

(i) Execute and deliver any agreements, certificates, contracts, or documents that the Authorized Representative determines are desirable to accomplish the removal of the Bank of New York as paying agent and registrar for the Bonds and as escrow agent, paying agent, and registrar for the 2008 Obligations, and the appointment of U.S. Bank National Association, effective October 27, 2014;

(ii) Pay any fees associated with the removal of the Bank of New York and the appointment of U.S. Bank National Association, as provided in this resolution.

ADOPTED by the Board of Directors of the Hillsboro School District No. 1J, Washington, Yamhill and Multnomah Counties, Oregon, at a regular meeting held on September 23, 2014, by the following votes:

Ayes:_____

Nays:_____

APPROVED THIS _____ DAY OF SEPTEMBER, 2014

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

By: _____
Chair

ATTEST:

By: _____
Superintendent

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
APPROVE REVISED 2014-15 SCHOOL CALENDAR

SITUATION

On May 27, 2014, the Board approved a revised 2014-15 school calendar, which restored March 20, 2015, as an instructional day, and included one budget-reduction day on November 26, 2014.

On August 14, 2014, Board members confirmed their intention to support the use of increased Gain Share revenue from Washington County and the City of Hillsboro for the restoration of a full school-year calendar. Therefore, a revised 2014-15 school calendar is presented to the Board for adoption.

The proposed revisions minimize disruptions to the current calendar and include:

- Changing the November 26, 2014, budget-reduction day to a licensed non-contract day
- Adding June 12, 2015, as an instructional day, which shifts the last day for teachers to June 15, 2015, and the inclement weather days to June 16 and 17, 2015

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the revised 2014-15 school calendar, and direct staff to distribute the calendar and inform District stakeholders.

HILLSBORO SCHOOL DISTRICT
2014-2015 Calendar
DRAFT: August 15, 2014

 First Day/Last Day/End of Quarter/Semester for Students
 No School
 Early Release

 Elementary Only
 Possible Inclement Weather make-up days

	JULY 2014							1-2 – NO SCHOOL Licensed Non-Contract Days (Winter Break cont.) 1 – Holiday New Year's Day 19 – NO SCHOOL Licensed Non-Contract Day, MLK Day 28 – End of 1 st Semester 29 – NO SCHOOL Teacher Prep 30 – NO SCHOOL Grade Prep	JANUARY 2015 17						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
			1	2	3	4	5						1	2	3
	6	7	8	9	10	11	12		4	5	6	7	8	9	10
	13	14	15	16	17	18	19		11	12	13	14	15	16	17
	20	21	22	23	24	25	26		18	19	20	21	22	23	24
	27	28	29	30	31				25	26	27	28	29	30	31
20, 21, 22 New Teacher Inservice 25 & 26 Inservice 27 Staff Development 28 Inservice 29 Licensed Non-Contract Day	AUGUST 2014							16 – NO SCHOOL Holiday – Presidents' Day	FEBRUARY 2015 19						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
						1	2		1	2	3	4	5	6	7
	3	4	5	6	7	8	9		8	9	10	11	12	13	14
	10	11	12	13	14	15	16		15	16	17	18	19	20	21
	17	18	19	20	21	22	23		22	23	24	25	26	27	28
	24	25	26	27	28	29	30		29	30	31				
1 – NO SCHOOL Holiday – Labor Day 2 – First Day of School 4 – First Day of School for Kindergarten	SEPTEMBER 2014 21							23-27 – NO SCHOOL Licensed Non-contract Days (Spring Break)	MARCH 2015 17						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
		1	2	3	4	5	6		1	2	3	4	5	6	7
	7	8	9	10	11	12	13		8	9	10	11	12	13	14
	14	15	16	17	18	19	20		15	16	17	18	19	20	21
	21	22	23	24	25	26	27		22	23	24	25	26	27	28
	28	29	30						29	30	31				
9 – EARLY RELEASE K-12 Staff Development – No AM/PM Kindergarten 10 – NO SCHOOL Licensed Non-Contract Day	OCTOBER 2014 21.5							9 – End of 3 rd Quarter 10 – NO SCHOOL Grade Prep	APRIL 2015 21						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
				1	2	3	4					1	2	3	4
	5	6	7	8	9	10	11		5	6	7	8	9	10	11
	12	13	14	15	16	17	18		12	13	14	15	16	17	18
	19	20	21	22	23	24	25		19	20	21	22	23	24	25
	26	27	28	29	30	31			26	27	28	29	30		
7 – End of 1 st Quarter 10 – NO SCHOOL Grade Prep 11 – NO SCHOOL Holiday – Veterans Day 21 – EARLY RELEASE Elementary – Conference Prep, No School for AM/PM Kindergarten 24 – NO SCHOOL Elementary – Parent Conferences 25 – NO SCHOOL K-12 – Parent Conferences 26 – NO SCHOOL Licensed Non-Contract Day 27 – NO SCHOOL Holiday –Thanksgiving Day 28 – NO SCHOOL Licensed Non-Contract Day	NOVEMBER 2014 12.5 / 14.0							25 – NO SCHOOL Holiday – Memorial Day	MAY 2015 20						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
							1							1	2
	2	3	4	5	6	7	8		3	4	5	6	7	8	9
	9	10	11	12	13	14	15		10	11	12	13	14	15	16
	16	17	18	19	20	21	22		17	18	19	20	21	22	23
	23	24	25	26	27	28	29		24	25	26	27	28	29	30
22-31 – NO SCHOOL Licensed Non-Contract Days (Winter Break) 25 – Holiday Christmas Day	DECEMBER 2014 15							11 – Last Day of School for AM/PM Kindergarten Students 12 – EARLY RELEASE Last Day of School for Full Day Kindergarten through Grade Twelve Students 15 – Last Day for Teachers In case inclement weather requires the District to close schools during the 2014-15 school year, June 16 and 17, have been identified as days that could be added to the school calendar as make up days. If these days were added back to the calendar high school graduation dates would not be affected.	JUNE 2015 9						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
		1	2	3	4	5	6			1	2	3	4	5	6
	7	8	9	10	11	12	13		7	8	9	10	11	12	13
	14	15	16	17	18	19	20		14	15	16	17	18	19	20
	21	22	23	24	25	26	27		21	22	23	24	25	26	27
	28	29	30	31					28	29	30				

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
APPROVE REVISIONS TO POLICY GCL/GDL: STAFF DEVELOPMENT

SITUATION

Teacher Standards and Practices Commission (TSPC) has aligned its professional development standards with the national standards adopted by the State Board of Education for the Core Teaching Standards and the Administrator Standards. The revised language that Oregon School Boards Association has provided for policy GCL/GDL includes changes that will bring the policy into alignment with TSPC standards.

The revised policy was presented for first reading during the August 14 Board meeting; no public questions or comments were received during the review period.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the recommended revisions to policy GCL/GDL: Staff Development.

Hillsboro School District 1J

Code: GCL/GDL
Adopted: 07/96
Revised: 11/08

Staff Development*

In order to strengthen and refine professional skills of District personnel, the Superintendent or his/her designee will develop a comprehensive staff development program for all employees.

The District's staff development program will be designed to give licensed staff opportunities to meet the Teacher Standards and Practices Commission Continuing Professional Development (CPD) requirements for license renewal. The District's program will be in writing and reviewed by the Board.

The development and implementation of the District's staff development program, including provisions for the professional growth of staff, will be based on the strategic plan and / or school improvement plan.

Staff development programs, whether provided directly by the District or through District contracts with third parties, will provide appropriate reasonable accommodations to ensure such programs are available to employees with disabilities.

Completion of continuing professional development (CPD) requirements, as set forth in OAR Chapter 584, Division 090 by the Teacher Standards and Practices Commission (TSPC) for license renewal, are the sole responsibility of the employee.

END OF POLICY

Legal Reference(s):

ORS 329.095

ORS 329.125

ORS 329.704

OAR 581-022-0606

OAR 581-022-1720

OAR 584-018-0105

OAR 584-018-0205

OAR 584-090-0100 to-0120

Clackamas IED Assn. v. Clackamas IED, No. C-141-77, 3 PUB. EMPL. COLL. BARG. REP. 1848 (ERB 1978).
Eugene Educ. Ass'n v. Eugene Sch. Dist. 4J, No. C-93-79, 5 PUB. EMPL. COLL. BARG. REP. 3004 (ERB 1980).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
READOPT BOARD / SUPERINTENDENT WORKING AGREEMENTS

SITUATION

The Board of Directors is the educational policy-making body for the Hillsboro School District. In order to effectively meet the District's challenges, it is essential that the Board and Superintendent function together as a leadership team. The Board / Superintendent working agreements, a tool that facilitates unity among the team members, is annually reviewed and readopted by the Board. During the August 13 and September 9, 2014, work sessions, the Board discussed revisions to the Board / Superintendent working agreements.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
NOMINATE MEMBERS TO OSBA BOARD OF DIRECTORS—POSITION 15

SITUATION

Oregon School Boards Association (OSBA) is seeking nominations for odd-numbered positions on the OSBA board of directors. Nominations are open until October 3, 2014.

Washington County school districts (Banks, Beaverton, Forest Grove, Gaston, Hillsboro, Sherwood, and Tigard-Tualatin) are represented by positions 15 and 16, which are staggered, two-year terms. Last year, position 15, which was vacated by the retirement of a previous board member, was filled for the remaining one year of the term. This year, the position will be filled on schedule for a two-year term.

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

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

In October, OSBA will distribute official ballots to member boards. Each member board shall have one vote for each open OSBA board position in their geographic area. Newly elected members of the OSBA board officially take office on January 1, 2015.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
ELEVENTH-GRADE DUAL LANGUAGE COHORT

SITUATION

The Hillsboro School District's Bilingual Program Model drives instructional practices and program development to meet the needs of English learners. Bilingual education—and, more specifically, dual language education—is a component of the Bilingual Program Model that has shown promise in closing the achievement gap for English learners, while benefiting all students.

This report will highlight the following:

- Independent research conducted by EdNorthwest regarding the effectiveness and benefits of the District's dual language programs
- Students' perspectives and experiences as pioneers in dual language
- Next steps in creating the Oregon Biliteracy Seal, a process the District's students and staff have led, which will benefit students

The District is focused on the quality of dual language programs, while expanding dual language options for students. Research-based best practices and outcomes for students are at the center of leadership conversations and the investment of resources for schools.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
2014 SUMMER SCHOOL PROGRAMS

SITUATION

Each summer, the Hillsboro School District offers a variety of options for students to engage in meaningful learning opportunities. The following programs were in place during the summer of 2014.

1. Dual Language Summer Academy
2. Student Services Extended School Year
3. Migrant Summer School
4. Summer School Program (W. L. Henry Elementary School)
5. Summer School Program (Lincoln Street Elementary School)
6. Summer School Program (McKinney Elementary School)
7. Summer Food Program

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

RECOMMENDATION

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

2014 Summer School Programs Hillsboro School District

Each summer, the Hillsboro School District offers a variety of options for students to engage in meaningful learning opportunities. The following programs were in place during the summer of 2014.

Dual Language Summer Academy. The Dual Language Summer Academy is a bilingual program offered to elementary students enrolled in the District's dual language programs. This was the second summer in which there was enough interest so that all eight dual language elementary schools were represented. The four-week program was funded by tuition paid by parents, as well as District general funds.

The four-week program was held at Rosedale Elementary School, and served a total of 196 students. Students were placed in one of four classrooms (one kindergarten classroom, two first / second grade classrooms, and one third- through sixth-grade classroom). Classroom teachers taught four separate one-week units of study centered on a particular country. Guest speakers from the different countries came to visit the classrooms to share about their cultures. Students learned about each country's culture and language in an authentic way, while gaining English and Spanish language skills.

There is a strong interest in continuing to expand the Dual Language Summer Academy. Therefore, the District's goal for next summer is to add more teachers in order to serve all students who apply for the program. The opportunities this program provides for students to enrich their native language of English or Spanish, while progressing in their second language and receiving a multicultural education, would be beneficial to all students.

Student Services Extended School Year. The Extended School Year (ESY) program is a summer learning opportunity for Hillsboro special education students, ages 5 to 21, who meet eligibility criteria. The purpose of ESY is to maintain skills during the summer, in order to mitigate severe regression and lack of recoupment after returning to school.

During summer 2014, 117 District students accessed ESY services at Quatama Elementary School. There were also 8 students who attended an ESY program outside of the District for specific behavioral or mental health needs.

Migrant Summer School. The 2014 Migrant Summer School program served 761 migrant students in grades pre-K through 12 from June 23 through July 24: 566 migrant students at Rosedale Elementary School, and 195 at Liberty High School. Of the secondary students served, 99 were high school students, 8 were out-of-school youth, and 88 were 7th and 8th graders. Eighty-three percent (83%) of the students in K-12 with regular attendance demonstrated gains on literacy and mathematics assessments.

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

In July 2014, Antonio Ramos, State Migrant Coordinator, visited both summer school sites.

Summer Program (W. L. Henry Elementary School). The W. L. Henry Summer School program included two programs in one: a Kinder Quick Start program (two classes) and a first- through sixth-grade program focusing on interventions. The programs were held for 12 days over three weeks, for a total of 60 hours of student contact time.

The kindergarten “Quick Start” program was overseen by Erika Pierce, W. L. Henry’s school counselor. The focus of Kinder Quick Start was on supporting incoming kindergarten students with kinder-readiness skills, social interactions, and school expectations and routines. In addition to school readiness, kindergarten literacy and math Common Core State Standards (CCSS) were introduced. The two kindergarten classrooms served a total of 27 students.

The first- through sixth-grade program was overseen by Jaime Goldstein, W. L. Henry’s Instructional Coach. This program served 117 students, and focused on CCSS for English / language arts and mathematics. Instruction focused on dual language literacy, English language development (ELD), and math problem-solving practice, with a blended approach of re-teaching standards, pre-teaching standards, and specific skill instruction (small group), based on students’ needs.

During the 12 days of classroom instruction, the W. L. Henry summer school program had 144 enrolled students, and served an average of 135 students per day.

Although not all students completed an entire level of growth, students made progress towards the next level, working towards closing the achievement gap. The extended academic time prevented regression, gave students increased exposure to academic vocabulary and grade-level content, and helped prepare students for academic success during the upcoming school year.

Summer Program (Lincoln Street Elementary School). Lincoln Street Elementary School’s summer program served 103 students in grades 1 through 6, and was coordinated by Bilingual Programs Coach Christina Orozco-Acosta. The program was held for three weeks, for a total of 12 days.

Lincoln Street Elementary School’s summer program also included a Kinder Quick Start program, which was held for two weeks, for a total of eight days. The Kinder Quick Start program focused on kindergarten readiness skills. Classroom instruction was provided in literacy and math CCSS, including letter names and sounds, number and

shape recognition, and counting. Students were also taught school expectations and routines so they can be familiar with them before the start of the school year. Social skills were embedded daily throughout the instruction, with opportunities for students to practice. At the end of the program, each student received a box of school supplies to use at home throughout the year for homework.

The students in grades 1 through 6 received instruction based on the CCSS for English / language arts and math. The teachers focused on introducing and pre-teaching standards from one unit of study from Quarter 1 in the District's CCSS Pacing Guides. English language development was integrated in the English / language arts and math instruction throughout the day. For English / language arts, a two-hour block included instruction on the CCSS and focused instruction on skills, based on the students' Developmental Reading Assessment (DRA) or *Evaluación del desarrollo de la lectura* (EDL) English / Spanish Reading Assessment. A one-hour Math block included instruction on the CCSS, problem solving, and fact fluency practice.

The students also received 30 minutes of Art Literacy instruction. The art literacy lessons were connected to a school-wide theme, "When Dinosaurs Walked the Earth." Each grade level focused on a content area that could connect to the theme. The content-based theme was connected with literacy, and students were able to learn about science, as well. Guided Language Acquisition Design (GLAD) strategies were used every day to teach the different content areas, plants, rocks and minerals, and volcanoes.

Because instruction was focused on a specific skill, most students made progress over the 12 days. Students did not move up an entire level on the reading assessment DRA, but progress was made. The three weeks provided students a head-start in beginning the school year, which will help them be more successful throughout the year.

Summer School Program (McKinney Elementary School). The reader board outside of McKinney Elementary School announced: "Hard work knows no season! Summer School 6/23 - 8/14." This message, crafted by McKinney Elementary School's custodian, reflects the motivation for creating the summer program. Over 70% of McKinney Elementary School's students come from homes that are categorized as economically disadvantaged. Some students do not have access to enriching summer activities like camps or extra classes. The idea for this summer program developed from conversations among staff about how to prevent the "summer slide." With some careful planning and use of the school's Title I budget, a plan was created to open the school library and computer lab for two hours per day, four days per week.

The summer program utilized computer programs that the students use during the regular school year (e.g., MobyMax and Reading Counts), as well as introducing new programs like Newsela and Scratch. A representative from the Hillsboro Public Library came once a week for Spanish story time. The students also engaged in engineering projects, like building a table from newspaper. Through a partnership with the District's Nutrition Services Department, the free summer lunch program was served on

McKinney Elementary School's playground. More than 60 students received a free meal and the opportunity to continue their learning over the summer.

Summer Food Program. Nutrition Services contributed to the success of the District's summer programs by providing meals to students. At Rosedale Elementary School's Migrant Summer School, 6044 breakfasts and 8829 lunches were served. At Liberty High School's Migrant Summer School, 1404 dinners were served. Lincoln Street and W. L. Henry elementary schools served 3978 meals during their 14-day programs.

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
FIRST READING—2014-15 DRUG, ALCOHOL, AND TOBACCO
PREVENTION PLAN

SITUATION

District Policy IGAEB directs an annual review and re-adoption of the District's Drug, Alcohol, and Tobacco Prevention programs. This report outlines curricular programs and activities that are provided to students as part of the District's comprehensive Drug, Alcohol, and Tobacco Prevention Plan.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of the 2014-15 Drug, Alcohol, and Tobacco Prevention Plan.

HILLSBORO SCHOOL DISTRICT 1J 2014-15 DRUG, ALCOHOL, AND TOBACCO PREVENTION PLAN

This report outlines curricular programs and activities that are provided to students as part of the District's comprehensive Drug, Alcohol, and Tobacco Prevention Plan.

DISTRICT HEALTH CURRICULUM

In 2012, the Oregon Department of Education (ODE) revised the Oregon Health Education Standards (OHES). The District is in the process of implementing these new standards districtwide. During the 2013-14 school year, health teachers across the District came together to discuss the new standards and plan collaboratively to implement consistent strategies. Work in this area will continue as the standards are adopted.

Prevention is the basis for the national, state, and District standards. The key components for all levels of instruction are as follows:

- Comprehend concepts related to health promotion and disease prevention
- Access valid health information and health-promoting products and services
- Practice health-enhancing behaviors and reduce health risks
- Analyze the influences of culture, media, technology, and other factors on health
- Use interpersonal communication skills to enhance health
- Use goal-setting to enhance health
- Use decision-making skills to enhance health
- Advocate for personal, family, and community health

The District text materials, approved by ODE, support these standards and address drug, alcohol, and tobacco prevention.

The District-adopted "Here's Looking at You 2000" program for grades K through 5 continues to be an important supplement to the adopted health curriculum. This program teaches students useful social skills, such as self-control and resisting peer pressure, with a focus on "gateway" drugs, such as nicotine, alcohol, and marijuana. Education and activities about cocaine and steroids are also provided. "Here's Looking at You 2000" is one of the curricula ODE has listed as effective for drug, alcohol, and tobacco prevention, based on research studies.

The Second Steps curriculum is currently being used in elementary and middle schools. Second Steps is a pro-social / emotional curriculum designed to help students learn how to be empathetic, be problem solvers, use impulse control, and manage stress. Lessons are taught by classroom teachers in elementary schools and health teachers in middle schools. In addition, grades 4 through 8 are exposed to Steps to Respect, which enhances the Second Steps curriculum. This curriculum goes further with peer resistance, harassment, bullying, and anger management.

K-12 PREVENTION ACTIVITIES

The District continues to teach and reinforce substance abuse prevention through a variety of programs outside the regular curriculum.

Care Teams. Care Teams operate as an intervention strategy in grades K through 12 districtwide. The teams, made up of teachers, counselors, administrators, care coordinators, and school resource officers, identify potential at-risk students, assess the level of risk, and plan interventions. Risk factors include declining grades, erratic attendance, insubordination, frequent disciplinary referrals, disregard for personal appearance, drug talk, and a sudden change in friends. Interventions include parent contact, referral for outside evaluation and counseling, and case management of student progress in school. The link between home, school, and outside resource agencies is an important support for students at risk.

Peer Mediation / Mentoring. This peer-assistance program is available at District high schools and serves as an informal safety net for students. Peer mediators are identified by students and teachers as individuals to whom students routinely turn for help. These students are provided training in active listening and other communication techniques. The goal of the program is to provide a caring listener for any student who is troubled, is considering using drugs / alcohol / tobacco, or is putting himself or herself at risk. Peer mediators are not trained to solve problems, but rather to refer their peers to qualified adults. Peer mediators have also worked with the Tobacco-Free Coalition of Washington County, and assisted during Red Ribbon Week – the national “Say No to Drugs” campaign.

BLAST / The Zone Programs. The District partners with Hillsboro Parks and Recreation (HPR) to provide after-school tutoring, academic support, and recreational activities for students who attend Brookwood, Butternut Creek, Eastwood, Free Orchards, Groner, W. L. Henry, Imlay, Indian Hills, Jackson, Ladd Acres, Lincoln Street, McKinney, Minter Bridge, Mooberry, Orenco, Patterson, Quatama, Reedville, Rosedale, Tobias, and Witch Hazel Elementary Schools. All middle schools participate in The Zone program through HPR. BLAST and The Zone include homework support, academic enrichment activities, life skills, and service learning five days per week for approximately 2.5 hours each day.

Family Resource Center. The Family Resource Center is located at the Miller Education Center. It provides information and referral services for a variety of family and student needs, including agencies helping with drug abuse and addiction. The District, Family Resource Center, Oregon Food Bank, and Portland Assistance League work together to provide emergency supplies of food and clothing to local families in crisis. The Family Resource Center has provided face-to-face information, referrals, and/or direct services to families for the past nine years. In addition, families receive assistance over the telephone.

School Resource Officers (SROs). The Hillsboro Police Department and the Washington County Sheriff’s Office provide an ongoing, visible deterrent to drug and

alcohol activity at school. SROs assist in prevention by providing information on drug / alcohol / tobacco use and abuse, both in formal classroom settings and informally, through contact with students at lunchtime, during activities and, upon request, during individual conversations with students. They teach students about the legal consequences of drug / alcohol / tobacco use, and assist in investigations referred to them by school administration. SROs are seen by school staff, parents, and students as effective partners in crime prevention, as well as drug / alcohol / tobacco education providers.

Student Safety Survey. A student safety survey has been administered annually to students to provide data regarding self-reported behaviors with respect to safety and drug / alcohol frequency of use. Results of the survey are used by schools and the District to measure the effectiveness of prevention programs and the perceptions of students related to drugs and alcohol. In addition, survey information is used to plan future programs to continue reducing student abuse of illegal substances.

The District uses the Oregon Student Wellness Survey and the Oregon Healthy Teens Survey to compare results with other districts and the state. The Oregon Student Wellness Survey (Grades 6, 8, 11) is administered in even-numbered years, and the Oregon Healthy Teens Survey (Grades 8, 11) is administered in odd-numbered years. The results below are a comparison from the 2013-14 Oregon Student Wellness Survey and the 2011-12 Oregon Student Wellness Survey.

Category	Elementary Grade 6 2011-12	Elementary Grade 6 2013-14	Middle Grade 8 2011-12	Middle Grade 8 2013-14	High Grade 11 2011-12	High Grade 11 2013-14
Tobacco 30-day use	.9%	.8%	5.7%	4.9%	10.8%	9.0%
Alcohol 30-day use	5.1%	3.4%	18.7%	16.6%	34.8%	30.6%
Inhalants 30-day use	6.9%	5.1%	6.3%	5.9%	2.3%	1.8%
Marijuana 30-day use	1.1%	1.2%	8.1%	6.9%	20.8%	20.5%

Standards of Student Conduct and Athletic Handbook. These publications provide specific consequences of the use, possession, or distribution of drugs, alcohol, or tobacco by students at any school site, school-sponsored activity, or school-sponsored sporting event.

Transition Planning. Brown, Evergreen, Poynter, and South Meadows Middle Schools offer transition programs for students entering the seventh grade. WEB (Welcoming Everyone Back) training is led by a cadre of eighth grade students who are trained before the beginning of the school year. The purpose of WEB is to provide a smooth entry into middle school by way of regularly planned activities throughout the year with the same student leaders. WEB training is an extension of the transition activities currently offered at all four high schools, based on the LINK Crew program. LINK Crew

is a research-based program to increase student participation, while decreasing attendance issues and other problems associated with lack of attachment to the school community.

All schools, grades K through 12, are working on greater articulation of transition activities within their feeder-school alignments. The goal is to have seamless transitions between the three school levels and between individual grades.

Care Coordinator Program. Care coordinators provide outreach to students and parents when high-risk behaviors have been observed. After conducting an informal assessment, care coordinators provide referral and case management services and psycho-education. Families are referred to community mental health, drug and alcohol treatment, and parent education programs. Care coordinators also lead District Flight Teams in response to school tragedies, and train Flight Team members to identify high-risk students. They coordinate District suicide prevention and intervention activities, including staff awareness trainings, intensive two-day intervention training, and District protocol development. All activities stress the importance of drug and alcohol awareness as related to suicide risk and prevention. Finally, the care coordinators facilitate parenting classes open to District parents of students in Grades 7-12. Topics include communication, positive discipline, and alcohol and drug prevention.

Positive Behavior Intervention Support (PBIS). PBIS is a well-designed, comprehensive, schoolwide system to support students in managing behavior. PBIS focuses on universal instruction and interventions to enhance positive behavior in students. PBIS educates students on consequences of negative behaviors, including substance abuse.

Oregon Adolescent Tobacco Prevention Program: Tobacco is a Drag - No Ifs, Ands or Butts. This is an opportunity for all elementary school students to participate in a 50-minute interactive classroom program on tobacco prevention. This program is sponsored by Pacific University's School of Physician Assistant Studies.

Youth Contact Student Assistance Program. Contracted by the District, Youth Contact provides counseling services for students at all middle and high schools. These counselors work especially with students who have been identified as at risk of using drugs and/or alcohol, or have used drugs or alcohol and need support to help them stay free from further use. The counselors facilitate support groups, teach students strategies for avoiding risky situations, and reinforce good problem-solving and goal-setting skills. Hundreds of hours of individual and family counseling are provided by Youth Contact counselors.

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
FIRST READING—POLICY EBCB: EMERGENCY DRILLS

SITUATION

House Bill 2789 adds new requirements for drills and instruction on safety threats. Oregon School Boards Association has proposed recommended language to bring policy EBCB: Emergency Drills into alignment with the new legal requirements.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy EBCB: Emergency Drills.

Hillsboro School District 1J

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

Emergency Drills

Each building administrator will conduct emergency drills in accordance with the provisions of Oregon Revised Statutes.

All schools are required to instruct and drill students on emergency procedures so that students may can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, which shall include tsunami procedures in a coastal zone, and safety threats.

Instruction on fires, earthquakes, and safety threats, and drills for students, shall be conducted for at least 30 minutes each school month. At least two drills on earthquakes and two drills on safety threats shall be conducted each year.

Fire Emergencies

Drills and instruction on fire emergencies shall include routes and methods of exiting the school building. The District will conduct monthly fire drills.

Earthquake Emergencies

Drills and instruction for earthquake emergencies shall include methods the earthquake emergency response procedure of “duck, drop, cover and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the District may include additional response procedures for earthquake emergencies.

Safety Threats

Drills and instruction on safety threats shall include appropriate actions to take when there is a threat to safety, such as lock-in procedures or other procedures appropriate to the safety threat.

Instruction on fire and earthquake dangers and drills for students shall be conducted for at least 30 minutes each school month. At least two drills on earthquakes shall be conducted each year.

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures.

END OF POLICY

Legal Reference(s):

[ORS 336.071](#)
[ORS 479.140](#)

[OAR 437-002-0180 to -0182](#)
[OAR 581-022-1420](#)

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
FIRST READING—POLICY KGB: PUBLIC CONDUCT ON DISTRICT PROPERTY

SITUATION

House Bill 2192 resulted in revisions to several policies, including those that refer to dangerous weapons. Oregon School Boards Association has proposed revised language for policy KGB: Public Conduct on District Property, to bring it into alignment with the new legal requirements.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy KGB: Public Conduct on District Property.

Hillsboro School District 1J

Code: KGB
Adopted: 07/96
Revised: 01/08

Public Conduct on District Property

No person on District property will:

1. Injure or threaten to injure another.
2. Haze, harass, intimidate, bully or menace another, or engage in behavior deemed by the District to endanger the safety of students, employees, self or others.
3. Use or engage in abusive verbal or physical conduct that interferes with the performance of students, event officials, or sponsors of approved activities.
4. Initiate or circulate a report one knows to be false, concerning an alleged hazardous substance, impending fire, explosion, catastrophe, or other emergency that will take place in a school or on school property.
- 5 2. Damage the property of another or of the District.
- 6 3. Violate parking regulations.
- 7 4. Drive a vehicle in an unsafe manner.
- 8 5. Impede, delay, or otherwise interfere with the orderly conduct of the District's educational program or any other activity taking place on District property which that has been authorized by the Board, Superintendent, principal, or other authorized administrator.
- 9 6. Enter any portion of District premises at any time for purposes other than those which that are lawful and authorized by District officials.
- 10 7. Bring, possess, or use a weapon as prohibited by Board policy JFCJ - Weapons in the Schools and state and federal law; Possess an unauthorized loaded or unloaded firearm or any other instrument used as a dangerous weapon. Dangerous weapon is defined as any weapon, device, instrument, material substance, animate or inanimate, which, under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing death, serious physical injury, or property damage.
- 11 8. Possess, consume, sell, give, or deliver unlawful illicit drugs or alcoholic beverages. Possess, sell, give, or deliver drug paraphernalia.

12. Use or sell tobacco products. For the purpose of this policy "tobacco" is defined to include any lighted or unlighted cigarette, cigar, pipe, clove cigarette, and any other smoking product, and spit tobacco, dip, chew, and snuff in any form.
- 13 9. Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things ~~which~~ **that** are evidence of membership or affiliation in any gang.
- 14 10. Use speech or conduct that could cause disruption of the educational environment **or the orderly operation of District property**, or commit any act or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance, or language, including hand signs, claiming of geographical territory, or the espousing of a distinctive belief system that frequently results in criminal activity.
- 15 11. Willfully violate ~~other rules and regulations adopted by the Board~~ **Board policies, administrative regulations, or school rules** designed to maintain public order on District property.
13. ~~Engage in the use of language or behavior that is disruptive to the orderly operation of District property.~~

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

END OF POLICY

Legal Reference(s):

ORS 161.015
ORS 164.245
ORS 164.255
ORS 166.025
ORS 166.155 - 166.165
ORS 166.210 - 166.370

ORS 336.109
ORS 433.835 to-433.990
ORS 806.060 - 806.080
OAR 333-015-0025 to-0090
OAR 581-021-0110
OAR 584-020-0040(4)(e),(g)

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

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
FIRST READING—POLICY GCN/GDN: EVALUATION OF STAFF

SITUATION

Senate Bill 290 requires school boards to use core teaching and administrative standards adopted by the State Board of Education for evaluations of teachers and administrators. Oregon School Boards Association has recommended revisions to policy GCN/GDN: Evaluation of Staff to reflect the use of these standards.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy GCN/GDN: Evaluation of Staff.

Evaluation of Staff

~~The Board recognizes the importance of implementing a program for the evaluation of employees in accordance with state law and collective bargaining agreements for the purpose of identifying and correcting deficiencies, improving professional competence, establishing a means for determining re-employment, and improving the quality of instruction and job expectations.~~

~~The Board shall require at least annual evaluations of all nonrepresented personnel. The evaluation shall be in writing, dated, and signed by both the employee and the supervisor. One copy of the evaluation will be placed in the personnel file, and one will be provided to the employee.~~

An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under Board policy, administrators are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract non-extension, contract renewal or nonrenewal, dismissal, and discipline.

The evaluation of staff members will consist of the following components:

1. The observation of each employee in the performance of their assigned duties by an appropriate supervisor;
2. A written evaluation of the employee's performance as an employee of the District;
3. A conference between the employee and the evaluating supervisor during which the employee's weaknesses and strengths are discussed;
4. When performance is unacceptable, the supervisor will identify in writing, areas needing improvement, suggestions for improvement, and an adequate time to show substantial improvement;
5. An opportunity during the conference for the employee to record a disclaimer to the evaluation.

Supervisors will make every effort to assist any employee in the remediation of deficiencies disclosed by observation and evaluation, and may conduct additional observations and evaluations for employees who are marginally competent performing below expectations.

Licensed Staff

Evaluation of licensed staff shall be conducted to conform with applicable Oregon Revised Statutes and any applicable collective bargaining provisions.

Teachers' evaluations shall be customized based on collaborative efforts and include the core teaching standards adopted by the State Board of Education.

Evaluations must attempt to:

1. Strengthen the knowledge, skills, disposition and classroom practices of teachers;
2. Refine the support, assistance and professional growth opportunities offered to a teacher, based on the needs of the teacher and the needs of the school and district;
3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including classroom and other assignments;
4. Establish a formative growth process for each teacher that supports professional learning and collaboration with other teachers;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the teacher.

Classified Staff

All classified employees will be formally evaluated by their immediate supervisor at least twice during their first year of employment and at least once a year thereafter.

END OF POLICY

Legal Reference(s):

ORS 243.650

ORS 332.505

ORS 342.850

OAR 581-022-1720

[OAR 581-022-1723](#)

[OAR 581-022-1724](#)

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
FIRST READING—POLICY IGBHB: ESTABLISHMENT OF
ALTERNATIVE EDUCATION PROGRAMS

SITUATION

Oregon School Boards Association has recommended updates for policy IGBHB: Establishment of Alternative Education Programs. These revisions reflect current Oregon Department of Education requirements, as well as changes in the accreditation association.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy IGBHB: Establishment of Alternative Education Programs.

Establishment of Alternative Education Programs

The Superintendent / designee will develop alternative education program options in compliance with Oregon Administrative Rules and Oregon Revised Statutes:

1. For students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems.
2. For students who have not met or who have exceeded all of Oregon's academic content standards.
3. When necessary to meet a student's educational needs and interests.
4. To help students achieve District and state academic content standards.
5. When a public or private alternative program is not readily available or accessible.

Alternative education programs implemented by the District are to maintain learning options that are flexible with regard to environment, time, structure, and instruction pedagogy.

Examples of alternative education program options could include:

1. A separate school;
2. Evening classes;
3. Tutorial instruction;
4. Small group instruction;
5. Large group instruction;
6. Personal growth and development instruction;
76. Counseling and guidance;
87. Computer-assisted instruction;
98. Professional technical programs;

109. Cooperative work experience and/or supervised work experience in accordance with the student's educational goals;
110. Instructional activities provided by institutions accredited by the Northwest Association of Schools and Colleges AdvancEd;
121. Supervised community service activities performed as part of the instructional program;
132. Supervised independent study in accordance with a student's educational goals;
143. The District's Expanded Options Program.

The Superintendent / designee will develop administrative regulations for establishing alternative education programs.

END OF POLICY

Legal Reference(s):

[ORS 329.035](#)
[ORS 329.485](#)
[ORS 332.072](#)
[ORS 336.135 - 336.183](#)
[ORS 336.615 - 336.665](#)
[ORS 339.250](#)
[ORS Chapter 340](#)

[OAR 581-021-0045](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)
[OAR 581-022-1350](#)
[OAR 581-022-1620](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
CURRICULUM ADOPTION CYCLE

SITUATION

Pursuant to [Division 22](#) requirements regarding the adoption of instructional materials, school districts must annually notify both the Board of Directors and the public regarding their intentions to postpone curriculum adoption cycles prescribed by the Oregon Department of Education. The District is currently engaged in a high school math adoption, and is beginning a K-12 science adoption, and yet continues to not align with the state's established timeline.

At this time, the Hillsboro School District intends to notify the Oregon Department of Education of the need to continue to postpone the adoption of instructional materials for the following academic content areas: Science, World Languages, Health and Physical Education, Social Science, and Art. This postponement is the result of multiple years of budget reductions.

Laws regarding the adoption of instructional materials are changing due to the broad availability of digital resources and the ability to access information on the Internet in ways that challenge the lifespan of paper textbooks. The District will continue to report on this requirement annually until the State Board of Education provides revised guidance.

RECOMMENDATION

The Superintendent recommends the Board of Directors listen to this report regarding the postponement of materials, including Science, World Languages, Health and Physical Education, Social Science, and Art, and ask any questions they may have.

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
PRESENT SUPERINTENDENT GOALS FOR 2014-15

SITUATION

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

Superintendent Goals for 2014-15

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

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
FINANCIAL REPORT

Business Office. Business Office members would like to thank District leadership and the Board of Directors for providing outstanding support and advocacy for students. The all-staff kick-off rally on August 26 was inspiring and empowering. We, too, are “Proud to be HSD!”

The significant changes in support staff throughout the District have required protocol mapping, system set-up changes, and extensive training of new staff. Business Office staff members have transitioned smoothly into the new school year and assisted new administrators, office managers, and other staff members, as needed. Matt Smith, Dayle Spitzer, and Kathy Wilson have continued to provide excellent support to the Business Office as new employees have joined the District. Business Office staff will be working with the Office for School Performance and the Communications Department to use established channels strategically, including the weekly updates to administrators and Hot News for staff, to help minimize the number of group emails sent from the Business Office, allowing leadership to focus on student growth, safety, and achievement.

Finance Team – Banking and Accounts Payable. Finance Manager Ann Ballard continues to work with her Business Office staff members to prepare for the comprehensive annual audit for 2013-14. The audit team from Grove, Mueller, and Swank has already collaborated with District staff to increase efficiencies and develop internal controls around some new concepts for managing finances. Business Office staff members are working with financial partners and the District’s accounting software firm to map potential methods for processing accounts payable in a check-free manner, while receiving a rebate for regular, recurring District purchases. The Finance Team has several other ongoing projects, including Webstores, policy reviews, and the annual student body accounts audit.

Payroll and Benefits Teams. Payroll Supervisor Kim Grannis and her team have been working diligently, using the new method of setting up positions and preparing for the first large (regular) payroll run of the year. The District has successfully completed the transition to EMS SubDesk to manage the SmartFindExpress web application for posting employee leaves and calling and paying substitutes. Payroll and Transportation staff will be working with a consultant at the end of September to develop a streamlined method for collecting and processing payroll for Transportation staff.

The Benefits Team has successfully closed the annual window for Employee Benefits Enrollment. The team did an outstanding job communicating with employees and providing technical assistance for the enrollment process. Valuable assistance was also provided by Alan Butler of Technology Services, who developed the online benefits calculator, and Todd Ethell of the Transportation Department, who provided support during the Transportation site visit.

The benefits fair was well attended. Prizes donated by vendor partners were awarded in a random drawing to all employees who successfully completed open enrollment by the September 7 payroll deadline.

Grants. Grants Fiscal Planning Specialist Jeff Jones has been working with departments and grant coordinators to develop and implement the 2014-15 fiscal year budgets. He continues to assist with Business Office hiring workflow and administrator-level training on the District's financial software, Infinite Visions.

Mr. Jones is a District-level co-coordinator of the Wellness Committee, which was established to encourage employees to make healthy lifestyle choices and participate in healthy activities. He has helped plan healthy activities at the District Office, and is developing a sustainability plan for the post-grant period.

Workers' Compensation Report. The District has received four new Worker's Compensation claims since August 1, 2014. Currently, there are 42 open claims; 16 are for medical costs only, and 26 include time loss. One employee was on a modified work plan during August.

Worker's Compensation Claims			
	2012-13	2013-14	2014-15
July	2	4	1
August	4	5	4
September	6	3	
October	7	1	
November	3	2	
December	3	7	
January	4	9	
February	5	4	
March	5	7	
April	10	8	
May	4	5	
June	8	2	
Yearly Total:	61	57	5

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

Student Incident Reports			
	2012-13	2013-14	2014-15
July	2	0	3
August	13	10	0
September	133	141	
October	149	190	
November	105	96	
December	127	87	
January	92	88	
February	118	66	
March	124	47	
April	108	117	
May	74	73	
June	30	21	
Yearly Total:	1,075	936	3

Vehicle Accidents – August. There were no bus accidents in August.

HILLSBORO SCHOOL DISTRICT 1J
September 23, 2014
MONTHLY FINANCIAL REPORT - as of August 31, 2014

	July Actual	August Actual	1st Quarter Actual	Fiscal YTD 2014-15	Budget 2014-15	% of 2014-15 Budget Expended	2013-14 Fiscal YTD	% of 2013-14 Budget Expended
Revenues								
Taxes	\$0.00	\$0.00	\$0.00	\$0.00	\$57,526,623.00	0.00%	\$0.00	0.00%
Interest	\$14,649.82	\$0.00	\$14,649.82	\$14,649.82	\$273,000.00	5.37%	\$16,649.33	6.66%
Local Sources	\$26,105.23	\$390,057.82	\$416,163.05	\$416,163.05	\$1,182,905.00	35.18%	\$72,129.05	6.47%
Total Local	\$40,755.05	\$390,057.82	\$430,812.87	\$430,812.87	\$58,982,528.00	0.73%	\$88,778.38	0.16%
County/ESD	\$0.00	\$0.00	\$0.00	\$0.00	\$2,125,000.00	0.00%	\$0.00	0.00%
State Sources	\$18,977,270.00	\$9,550,257.36	\$28,527,527.36	\$28,527,527.36	\$116,425,267.00	24.50%	\$26,073,524.68	27.46%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%		0.00%
Other Sources	\$12.50	\$102.50	\$115.00	\$115.00	\$0.00	0.00%	\$4,305.31	0.09%
Beginning Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$16,664,788.00	0.00%		0.00%
Total Revenue	\$19,018,037.55	\$9,940,417.68	\$28,958,455.23	\$28,958,455.23	\$194,197,583.00	14.91%	\$26,166,608.37	15.37%
Expenditures								
Instruction								
Salaries	\$25,656.68	\$100,014.48	\$125,671.16	\$125,671.16	\$69,498,018.90	0.18%	\$124,296.65	0.21%
Benefits	\$14,120.70	\$39,557.30	\$53,678.00	\$53,678.00	\$35,129,973.95	0.15%	\$18,476.47	0.06%
Purchased Service	\$218,765.33	\$130,817.96	\$349,583.29	\$349,583.29	\$2,214,069.50	15.79%	\$399,877.22	15.26%
Supplies/Materials	\$45,787.50	\$43,038.95	\$88,826.45	\$88,826.45	\$1,263,490.44	7.03%	\$120,743.23	7.42%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$15,954.44	\$7,427.57	\$23,382.01	\$23,382.01	\$145,331.65	16.09%	\$19,399.05	14.87%
Total Instruction	\$320,284.65	\$320,856.26	\$641,140.91	\$641,140.91	\$108,250,884.44	0.59%	\$682,792.62	0.71%
Support Services								
Salaries	\$1,413,222.56	\$1,548,596.93	\$2,961,819.49	\$2,961,819.49	\$32,481,507.33	9.12%	\$2,747,458.14	9.09%
Benefits	\$756,198.35	\$788,753.18	\$1,544,951.53	\$1,544,951.53	\$19,223,685.00	8.04%	\$1,464,754.01	8.62%
Purchased Service	\$667,706.25	\$1,642,225.85	\$2,309,932.10	\$2,309,932.10	\$13,074,277.03	17.67%	\$1,238,998.81	10.65%
Supplies/Materials	\$453,564.80	\$186,402.02	\$639,966.82	\$639,966.82	\$6,221,385.53	10.29%	\$304,811.47	5.57%
Capital Purchases	\$0.00	\$9,014.25	\$9,014.25	\$9,014.25	\$684,588.00	1.32%	\$41,248.78	17.78%
Other	\$1,083,953.42	\$298,355.07	\$1,382,308.49	\$1,382,308.49	\$1,419,359.97	97.39%	\$1,087,295.93	84.36%
Total Support	\$4,374,645.38	\$4,473,347.30	\$8,847,992.68	\$8,847,992.68	\$73,104,802.86	12.10%	\$6,884,567.14	10.46%

<i>Expenditures (continued)</i>	July Actual	August Actual	1st Quarter Actual	Fiscal YTD 2014-15	Budget 2014-15	% of 2014-15 Budget Expended	2013-14 Fiscal YTD	% of 2013-14 Budget Expended
Community Services								
Salaries	\$12,780.27	\$12,780.27	\$25,560.54	\$25,560.54	\$222,812.70	11.47%	\$24,872.26	11.80%
Benefits	\$7,311.83	\$7,311.29	\$14,623.12	\$14,623.12	\$129,862.05	11.26%	\$13,510.94	11.13%
Purchased Service	\$113.15	\$712.38	\$825.53	\$825.53	\$47,168.55	1.75%	\$10.00	0.02%
Supplies/Materials	\$0.00	\$666.65	\$666.65	\$666.65	\$6,789.03	9.82%	\$364.67	3.44%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$460.37	0.00%	\$0.00	0.00%
Total Community Services	\$20,205.25	\$21,470.59	\$41,675.84	\$41,675.84	\$407,092.70	10.24%	\$38,757.87	9.90%
Capital Projects								
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Debt Service Payment	\$0.00	\$0.00	\$0.00	\$0.00	\$529,850.00	0.00%	\$0.00	0.00%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$1,500.00	0.00%
Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$9,480,646.00	0.00%	\$0.00	0.00%
Total Expenditures	\$4,715,135.28	\$4,815,674.15	\$9,530,809.43	\$9,530,809.43	\$191,773,276.00	4.97%	\$7,607,617.63	4.47%