



Hillsboro School District 1J

October 28, 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

October 28, 2014

5:30 PM

1. 5:30 p.m. Work Session
 - A. Safety Update 5
Presenter: Mike Scott / Casey Waletich / District Staff
 - B. Elementary Report Card Update 8
Presenter: Dayle Spitzer
 - C. Budget Candidate Update 9
Presenter: Monte Akers
 - D. Discuss Superintendent Evaluation Tool 10
Presenter: Mike Scott
 - E. Board Discussion Time
2. 7:30 p.m. Regular Session
Call to Order and Flag Salute
3. Recognition / Student Presentation
 - A. Recognition: Hillsboro High School Drama Students 11
Presenter: Wayne Clift
 - B. Student Presentation: Glencoe High School Robotics Team -- Shockwave
Presenter: Wayne Clift
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Presenter: Saideh Haghighi	
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Presenter: Kona Williams	
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Presenter: Travis Reiman

7. Policy JGAB: Restraint and Seclusion

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Presenter: Elaine Fox

9. NWRESA / 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:
 - November 18, 2014 - Regular Session
 - December 9, 2014 - Regular Session

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
SAFETY UPDATE

SITUATION

Maintaining a safe school environment is a priority for the Hillsboro School District. Many factors are critical to securing the safety and well-being of students during school hours and at school-sponsored activities, and the District collaborates in this effort with community partners, including local social service agencies and law enforcement officials throughout the City and County. The District has established several programs to protect the safety of students in routine, as well as emergency, situations. A description of the following programs is included in tonight's report:

- Incident Response Planning
- Care Teams
- Student Threat Assessment
- Flight Team

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
SAFETY UPDATE

This report outlines several programs that have been established by the District to protect the safety of students in routine, as well as emergency, situations.

Incident Response Planning

Each year, a variety of safety incidents that occur within the District require staff to effectively respond during rapidly evolving events. As staff work through these complex issues, several steps must be accomplished. An incident response checklist has been developed as a guide for District office staff, to ensure that the appropriate response is being provided for the specific type of incident that is occurring.

Care Teams

Care Teams operate as an intervention strategy to support schools District-wide (K-12). The teams, consisting of counselors, administrators, care coordinators, juvenile department counselors, and school resource officers, identify potential at-risk students, assess the level of risk, and plan interventions. Risk factors include poor or failing grades, chronic absenteeism, excessive discipline referrals or suspensions, mental health concerns, and involvement with multiple community agencies. 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 at-risk students.

Student Threat Assessment

The Hillsboro School District Student Threat Assessment and Safety Management System constitutes a comprehensive and systematic approach to investigate and assess students who are engaged in or exhibiting behaviors implying aggression or violence directed at other people.

This system combines the use of investigative information-gathering strategies with “targeted violence” related questions, for the purpose of collecting data to help make an informed judgment regarding a student’s level of safety towards others, and identifying risk factors surrounding a student’s behavior. The collected data guides the development and implementation of a Student Safety Management Plan, in order to:

1. Provide a protocol to assess threats of potentially harmful behaviors, risk factors, and action required to support school safety
2. Provide a multi-level system that can mobilize broader community responses and resources to help facilitate the development and implementation of safety monitoring and management plans

3. Develop and maintain a sense of safety among students, staff, and parents/guardians

Flight Team

The Flight Team operates as a support system to schools District-wide (K-12) in the event of the death of a student or staff member. The Flight Team consists of trained District employees, and includes care coordinators, counselors, specialists, and administrators. The team mobilizes to impacted buildings to assist students and staff by coordinating a support room and grief activities, assessing highly impacted students, and supporting the school administrator's efforts to manage the crisis. The work of the Flight Team helps school communities regain stability and move forward.

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
ELEMENTARY REPORT CARD UPDATE

SITUATION

Elementary students' families will be receiving new report cards this year. Tonight's report will provide an overview of the District's new tool, including the reason for the change, the work of the Report Card Committee, and how the new tool will help improve student achievement. The discussion will include supports and training that have been available for teachers, and resources that have been created for supporting parents' understanding of the new report card.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
BUDGET CANDIDATE UPDATE

SITUATION

During the October 14 work session, it was determined that applicants for the Budget Committee would be interviewed, and that finalists would be appointed during the October 28 regular session. During tonight's work session, the interview team will update the Board on the candidate interview results.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
DISCUSS SUPERINTENDENT EVALUATION TOOL

SITUATION

The Superintendent Evaluation Subcommittee will share with the Board an updated Superintendent evaluation process that aligns relevant Board policies, the Superintendent's position description, and the Superintendent evaluation tool.

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
RECOGNITION: HILLSBORO HIGH SCHOOL DRAMA STUDENTS

SITUATION

Just in time for the mood of the season, Hillsboro High School's drama students have made their first foray into the horror genre with a current production of *Night of the Living Dead*, based on the classic film by George Romero.

Student interest in the play has been record-breaking, with over 100 students auditioning. The cast has had special Saturday workshops with nationally-renowned stage combat director John Armour, and zombie make-up workshops with their new drama instructor, John Monteverde.

In a homage to the original film and its strong influence on modern culture as both a metaphor and indictment of its time (the turbulent McCarthy era), the production is set in the 1960s and designed in gray scale—like a black-and-white film.

While the play has its share of scares and screams, it also touches on some serious themes, including how ordinary people are manipulated through fear, and how catastrophes can bring out both the best and worst in people.

RECOMMENDATION

The Superintendent recommends the Board of Directors recognize the Hillsboro High School drama students for their work on *Night of the Living Dead*, and invite them to share information about the production.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

September 9, 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:

Debbie Alvarado
Ryan Hoxie
Chris Hesselbein
Diana Kleintob
Caitlin Klenz
Gina McLain
Nicole MitoAhern
Tiffany Riendeau
Arcema Tovar
Maureen Barnhart, HEA
Dean Pfaender, HCU
Wendy Owen, The Oregonian

Staff Present:

Mike Scott, Superintendent
Debbie Ashley, Assistant Superintendent, Human Resources
Steve Larson, Assistant Superintendent, School Performance
Adam Stewart, Chief Financial Officer
Elaine Fox, Executive Director, Student Services
Travis Reiman, Executive Director, School Performance
Matt Smith, Executive Director, Secondary Education
Dayle Spitzer, Executive Director, Elementary Education
Don Wolff, Chief Information Officer
Olga Acuña, Director, Federal Grants
Beth Graser, Director, Communications
Becky Kingsmith, Coordinator, Teaching and Learning, Secondary
Martha Guise, Principal, Poynter Middle School
Brian Haats, Principal, Mooberry Elementary School
Arturo Lomeli, Principal, Hillsboro High School
Laurie Boyd, Assistant to the Superintendent
Val Bokma, Assistant to the Board

Work Session

Board Chair Kim Strelchun called the meeting to order at 6:00 p.m. and proposed that the Common Core Implementation Overview agenda item be moved to the beginning of the meeting for the convenience of participating staff. Board members agreed.

1. Common Core Implementation Overview

Assistant Superintendent Larson and other District administrators provided an overview of the preparations the District has made for the transition to Common Core State Standards (CCSS), and introduced staff members, who shared their experiences and perspectives regarding CCSS. The following aspects of CCSS were discussed:

- The value of common goals for all students, aligned practices for students at specific levels, inter-departmental collaboration, inclusive teaching models, and the significant increase in self-esteem that students experience when they feel successful
- Resource planning, sharing, and warehousing, including the power of accessing resources from across the nation and internationally, and the initial challenge of identifying and gathering resources and aligning them with the new standards

- The process of developing pacing guides, curriculum maps, unit plans, and other tools
- Preparations for the new Smarter Balanced Assessment Consortium (SBAC) assessment
- Monitoring student progress, identifying processes that result in higher achievement for groups of students, differentiating instruction to accomplish goals for students
- Professional development and professional learning communities (PLCs) for all teachers and for administrators
- Leadership support for teaching staff throughout the transition / implementation process
- The increased rigor of the new standards, which are skills-based and require students to think critically and synthesize skills from several areas of learning

Board members asked questions about timelines for testing and results, commended staff for their presentation, and discussed ideas for communicating teachers' perspectives on CCSS with the community.

2. Superintendent's Committee Opportunities

Superintendent Scott discussed Superintendent's committee opportunities with the Board. Board members volunteered for committee service as follows:

Bargaining Team – Licensed

- Director Sollman
- Director Cañas (alternate)

Bargaining Team – Classified

- Director Miller
- Director Akers

Equity Committee

- Director Cañas
- Director Seligman
- Board Chair Strelchun

K - 8 Exploration

- Director Sollman (possible drop-in)

Alternative Education Committee

- Director Akers

College and Career Pathway Steering Committee

- Board Chair Strelchun
- Director Miller
- Director Sollman

Graduation Requirements Committee

- Director Clift

Key Communicator Network

- Director Sollman
- Director Cañas

Long-Range Planning Committee

- Director Miller
- Director Akers

School-Based Health Center Steering Committee

- Director Cañas
- Director Seligman

Superintendent / Board Evaluation Committee

- Director Akers
- Director Clift
- Director Sollman

Teacher Evaluation Committee

- Board Chair Strelchun

Technology Input Committee / HOA Steering Committee

- Director Miller

Audit Committee

- *Postponed until 2015-16*

3. Revised Working Agreements

Superintendent Scott asked Board members to review the revised Board / Superintendent working agreement draft, with updates based on input previously provided by Board members. There was a request for added language on one item, which will be included in the document that will be presented for Board approval on September 23, 2014.

4. Board Goals

Board members and Superintendent Scott discussed 2014-15 goals. Board members proposed that drafting the 2014-15 goals be included in the work that will be accomplished with Window to Leadership Consultant Greg McKenzie during an upcoming meeting.

5. Discuss Citizens' Curriculum Advisory Committee (CCAC) Applications

Board members discussed the applications for CCAC membership, and agreed that the 2014-15 target for the committee would be 14 members, as in previous years. The selection process was discussed, and it was agreed that candidates would be invited to introduce themselves to the Board during the September 23 work session, appointments would be made during the September 23 regular session, and the posting would be extended since the number of applicants was not yet adequate to fill the open positions.

Board members expressed an interest in building a relationship with CCAC members, and learning more about the committee's work.

Chief Financial Officer Adam Stewart advised the Board that the Budget Committee posting, originally scheduled to close on September 5, was extended to allow an opportunity for additional candidates to apply.

6. Strategic Plan Sharing

Superintendent Scott and District staff presented updated details of the District's 2014-15 focus area goals, and discussed reporting structures. Board members requested additional information, which will be presented at a future Board meeting.

They also discussed the benefits of making the strategic plan / focus area updates readily available to the community.

7. Board Discussion Time

Board members' comments included the following:

- Board Chair Strelchun
 - Reminded Board members of the Oregon School Boards Association (OSBA) regional meeting and annual Fall Convention registration deadlines
 - Reminded Board members of the opportunity to be nominated for OSBA board membership and to meet regional nominees at the October 1 fall regional meeting
 - Notified the Board that she has accepted a position as an arts coach working for Young Audiences of Oregon, a contractor with the Right Brain initiative; shared that she has confirmed with Superintendent Scott and OSBA that her new position does not create a conflict with her school board duties; and informed the Board that if a conflict should arise, she would need to declare the conflict and refrain from voting on the issue; Superintendent Scott added that the District has received legal confirmation from OSBA that the new position does not create a conflict of interest
- Director Sollman
 - Commended Superintendent Scott on his letter to Liberty High School families
 - Shared information regarding a “Newcomer” school in Illinois, and expressed an interest in learning more about this school model and how it affects the achievement gap; Board members and staff discussed aspects of the “Newcomer” school model, which is designed to provide temporary intensive language training to new secondary level students who do not have English language skills, so they can develop the skills they need to be successful in a regular school setting
- Director Cañas
 - Shared a quotation from Andres Tapia, and discussed the importance of acknowledging differences, while creating an inclusive culture where everyone's thoughts and opinions are valued
- Director Akers
 - Commended Superintendent Scott for his powerful, inspirational speech during the District-wide all-staff school-year kick-off, and spoke about the Board's role in achieving the District's goals and objectives
- Director Miller had no additional information to share
- Director Seligman had no additional information to share
- Director Clift
 - Asked questions about the District's password change schedule for Board members
- Superintendent Scott
 - Informed Board members that the Jackson Elementary School principal position will be filled by interim principals through the end of the 2014-15 school year (Laurie Lewis and Kathi Robinson will share the position, with support from Roger Will); Superintendent Scott explained that

it is difficult to attract a deep pool of applicants at this stage in the school year, but in the spring, the District will have more options

- Informed Board members that work session start times were scheduled for 6:00 p.m. in error, and will be changed to 5:30 p.m.

The meeting was adjourned at 8:45 p.m.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

September 23, 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
Travis Reiman, Executive Director, School Performance
Olga Acuña, Director, Federal Grants
Michelle Morrison, Director, Business Services
Laurie Boyd, Assistant to the Superintendent
Val Bokma, Assistant to the Board

Others Present:

Lisa Allen, CCAC Chair
Sharri Baker Anderson, CCAC applicant
Eddie Chavez Bolaños, CCAC applicant
Lynn Coffin, CCAC applicant
Karen Hanson, CCAC applicant
Melanie Coffee Hesselberg, CCAC member
Bonnie Howden, CCAC applicant
Mary Phelps, CCAC applicant
Diana Santiago Paz, CCAC applicant
Ruth Teklu, CCAC applicant
Jeannine Rustad, City of Hillsboro
Paul Peterson, NWRES D
Devin Hunter
Scott Ruyk
Maureen Barnhart, HEA
Charlotte Schuster, HCU
Kathy Fuller, Hillsboro Tribune
Wendy Owen, The Oregonian

1. Work Session

Board Chair Kim Strelchun called the meeting to order at 5:32 p.m.

Chief Financial Officer Adam Stewart reminded Board members that the District's auditor routinely sends fraud questionnaires to Board members, and that some or all Board members will receive this questionnaire.

Chief Financial Officer Stewart asked Board members if they would like Budget Committee meetings to begin at 7:00 this year, as they have in recent years. Board members agreed that they would prefer the start time for Budget Committee meetings be moved to 7:30, to align with the start time for Board meeting regular sessions.

a. Introduction of Citizens' Curriculum Advisory Committee (CCAC) Applicants

Executive Director Travis Reiman discussed the purpose of the committee and the revised selection process, and introduced the CCAC applicants. The following applicants spoke to the Board regarding their interest in serving on the CCAC: Sharri Baker Anderson (new applicant), Lynn Coffin (new applicant), Karen Hanson (reappointment), Bonnie Howden (new applicant), Diana Santiago Paz (reappointment – student), Mary Phelps (reappointment), Ruth Meles Teklu (new applicant, student), Eddie Bolaños (reappointment).

CCAC Chair Lisa Allen and current CCAC member Melanie Coffee Hesselberg spoke to the Board about the value of serving on the CCAC.

Board Chair Strelchun suggested that all applicants be elected as a slate, since the number of candidates does not exceed the number of openings. Board members agreed.

Board members thanked the candidates for their interest in serving on the committee and discussed various aspects of candidate recruitment, and the role and responsibilities of CCAC members. Executive Director Reiman thanked Ms. Allen for her leadership of the CCAC.

b. Long-Range Planning Committee (LRPC) Report

Superintendent Mike Scott and Chief Financial Officer Adam Stewart provided information regarding Long-Range Planning Committee projects accomplished to date, goals for the 2014-15 school year, and next steps in the long-range planning process. Superintendent Scott stated that substantial population growth is anticipated, and it is essential that the District be thoroughly prepared well in advance.

City of Hillsboro Planning Supervisor Jeannine Rustad shared information regarding the South Hillsboro development planning and implementation.

Discussion items included:

- A review of the 2006 bond (lessons learned and building projects / facility upgrades completed)
- Tracking residential development (working with the City of Hillsboro and Washington County)
- Developing enrollment projections (working with Portland State University)
- Updating an assessment of District facilities
- Options for housing students
- The development of a comprehensive plan to prepare for a November 2017 bond, including
 - A projected bond issue timeline
 - Identifying construction / remodeling / maintenance needs to be included in the bond
 - The formation of a Community Bond Involvement Committee
- Aspects considered in identifying the November 2017 target date (including debt service rate levels and election costs)

- Board members requested regular updates from the Community Bond Involvement Committee and the LRPC, and a timeline for date-specific community involvement

Superintendent Scott described next steps and items that will be presented to the Board during a future work session, and he expressed appreciation to Ms. Rustad and the City of Hillsboro for the level of engagement and assistance they provide.

c. First Reading—Achievement Compact

Assistant Superintendent Steve Larson presented the Achievement Compact for first reading. He discussed the development of the Achievement Compact, the reporting requirements and challenges, and the work of the Achievement Compact Advisory Committee. He stated that the Oregon Education Investment Board (OEIB) is expected to recommend a new reporting structure with updated timelines in the near future. Board members asked questions regarding the District's options regarding this reporting requirement. The Achievement Compact is scheduled for approval at the October 14 Board meeting.

d. Board Discussion Time

The following items were discussed:

- Board members discussed their plans for attending the OSBA regional meeting on October 1.
- Superintendent Scott asked Board members for feedback regarding a suggestion that Board members and District staff jointly conduct focus group meetings in the community, specifically with groups who have not previously been engaged. Board members expressed support for this suggestion. Superintendent Scott will draft a list of focus groups and meeting dates so Board members can indicate their interest and availability.
- Email / Calendar system features were discussed.

The meeting was recessed at 7:20 p.m.

Board Present:

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

Others Present:

Scott Palmer
Claudia Rodriguez-Mojica
Elizabeth Roberson
Shellie Dewitt
Devin Hunter
Olga Vargas
Maureen Barnhart, HEA
Charlotte Schuster, HCU
Kathy Fuller, Hillsboro Tribune

Staff Present:

Mike Scott, Superintendent
Debbie Ashley, Assistant Superintendent, Human Resources
Steve Larson, Assistant Superintendent, School Performance
Adam Stewart, Chief Financial Officer
Elaine Fox, Executive Director, Student Services
Travis Reiman, Executive Director, School Performance
Matt Smith, Executive Director, Secondary Education
Olga Acuña, Director, Federal Grants
Gregg O'Mara, Director, Alternative Education
Casey Waletich, Director, Safety and Operations
Kona Williams, Director, Human Resources
Pete Mulenburg, Assistant Principal, Hillsboro High School
Becky Kingsmith, Coordinator, Teaching and Learning, Secondary
Brooke Nova, Coordinator, College and Career Pathways
Gustavo Olvera, Coordinator, Bilingual Programs
Laurie Boyd, Assistant to the Superintendent
Val Bokma, Assistant to the Board
Zaida Rosa, Bilingual Interpreter and Translator

7:30 p.m. Regular Session

2. Call to Order and Flag Salute

Board Chair Strelchun reconvened the meeting at 7:29 p.m. and led the Pledge of Allegiance.

3. Recognition / Student Presentation

The Board recognized Bag&Baggage (B&B), Hillsboro's only professional theatre troupe, for providing opportunities for students to experience theatre, both as audience members (through the Passport program), and as participants (through the pre-professional training program). B&B's artistic director, Scott Palmer, discussed the impact of theatre on his life, and the benefits it creates for students. Two District students discussed the value of their experiences in the B&B pre-professional training program.

The District program Inspiring Growth Now in Teacher Education (IGNiTE) allows District students in grades 10 through 12, who are interested in teacher education, to explore college and career opportunities through internships, committees, and mentorships, and to gain valuable experience in the professional teaching world. College and Career Pathways Coordinator Brooke Nova and Secondary Teaching and Learning Coordinator Becky Kingsmith provided an overview of the program, and student participants spoke about the development of their career goals, and the benefits and growth they have experienced through IGNiTE.

4. Approval of Agenda

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

5. Audience Time

Board Chair Strelchun explained the procedure for addressing the Board according to policy BDDH: Public Participation in Board Meetings. Two requests were received to address the Board on an agenda-related issue (the revised school calendar).

6. 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 August 13, 2014, Board Meeting
- b. Approve Minutes of August 14, 2014, Board Meeting
- c. Approve Routine Personnel Matters
- d. Accept Donations

7. Action Items

a. Appoint Citizens' Curriculum Advisory Committee (CCAC) Members

Executive Director Reiman introduced the slate of CCAC candidates.

Director Sollman MOVED, SECONDED by Director Seligman, to accept the slate of applicants, as discussed during the work session. The MOTION CARRIED (7-0).

The CCAC candidates listed below were appointed to two-year positions with terms ending on June 30, 2016:

- Sharri Baker Anderson
- Eddie Chavez Bolaños
- Lynn Coffin
- Michael Cunningham
- Wendy Fresh
- Karen Hanson
- Bonnie Howden
- Elizabeth Moore
- Melissa Oviedo
- Mary Phelps
- Diana Santiago Paz (student)
- Amariah Camille Salcedo (student)
- Shirley Ariaza Santaella (student)
- Ruth Meles Teklu (student)

Board members expressed appreciation to Executive Director Reiman and CCAC Chair Lisa Allen.

Executive Director Reiman announced that the first CCAC meeting for the 2014-15 school year is scheduled on October 6.

b. Suspend Review of Budget Committee Applicants

Chief Financial Officer Stewart requested that the Board suspend the review of the Budget Committee applicants until the October 14 Board meeting. He explained that the current number of applicants is not adequate to fill the open positions, and the advertisement has been extended through the month of September in order to allow time for additional candidates to apply. This timeline will still allow applicants to be reviewed by the Board during the October 14 Board meeting, and formally appointed during the October 28 meeting. Since Board policy DBEA states that the Board will review applicants in September, postponing the review date requires Board action.

Director Sollman MOVED, SECONDED by Director Miller, to suspend the review of Budget Committee applicants until the October 14 Board meeting. The MOTION CARRIED (7-0).

Director Sollman asked whether the Spanish version of the announcement specified that Spanish translation is available during meetings. This information will be added to the posting.

c. Approve 2014-15 Alternative Education Programs

Executive Director of Secondary Education Matt Smith and Director of Alternative Education Gregg O'Mara presented a description of the District's alternative education programs, and the students the programs focus on serving, explaining that the list in the Board packet includes contracted programs. Executive Director Smith explained that a committee of District leaders was established last spring, and will continue meeting this year to review the District's alternative education programs. The committee's goal is to ensure that students' needs are being met, identify best practices for meeting these needs, and identify focus areas to ensure that high quality options are available for students.

Director Seligman MOVED, SECONDED by Director Cañas, to approve the list of programs. The MOTION CARRIED (7-0).

Board members asked clarifying questions, and inquired whether it might be possible to obtain feedback from students who have completed alternative education programs with the District.

d. Approve Resolution to Appoint a New Paying Agent

Chief Financial Officer Stewart asked the Board to approve a resolution to remove the Bank of New York and appoint US Bank as the District's Paying Agent. Chief Financial Officer Stewart explained the following:

- The Paying Agent's role 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 to provide this service for all of the District's outstanding bond issues; 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
- This change will allow the District to experience modest cost savings and consolidate this service to a single vendor

Board members asked clarifying questions.

Director Sollman MOVED, SECONDED by Director Miller, to approve the resolution to remove the Bank of New York and appoint US Bank as the District's Paying Agent. The MOTION CARRIED (7-0).

e. Approve Revised 2014-15 School Calendar

Assistant Superintendent Debbie Ashley presented the revised 2014-15 school calendar for the Board's approval, explaining that the proposed calendar restores the District's full school-year, based on Board members' confirmation during the August 14 Board meeting of their intention to support the use of increased Gain Share revenue from Washington County and the City of Hillsboro for this purpose. She also explained that 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

HEA President Maureen Barnhart addressed the Board, on behalf of the HEA representative council and individual members, celebrating the restoration of a full school year, and presenting a reminder of the reason behind the calendar reductions, and the reasons why educators were willing to make concessions. Ms. Barnhart spoke about inadequate school funding, and the need to work together toward a solution. She invited Board members to attend the Quality Education Festival scheduled to take place at Pioneer Square on Sunday, October 19, to support schools, and discussed additional steps that are needed to provide the best education for students.

Charlotte Schuster addressed the Board in support of restoring the full calendar. She emphasized the value of minutes to students and staff, and explained that it is impossible to predict which day might be revelatory and life-changing for a student.

Director Akers MOVED, SECONDED by Director Cañas, to approve the revised 2014-15 school calendar, and direct staff to distribute the calendar and inform District stakeholders. The MOTION CARRIED (7-0).

Board members discussed the feedback that was received regarding this issue. Appreciation was expressed for the City, County, and community, and for the sacrifices made by District staff over the years.

f. Approve Revisions to Policy GCL/GDL: Staff Development

Human Resources Director Kona Williams asked the Board to approve the revisions to policy GCL/GDL, which was presented for first reading at the August 14 Board meeting. No public questions or comments were received during the review period.

Director Akers MOVED, SECONDED by Director Sollman, to approve the revisions to policy GCL/GDL: Staff Development. The MOTION CARRIED (7-0).

g. Readopt Working Agreements

Superintendent Scott explained that the Board / Superintendent working agreements are annually reviewed and readopted by the Board, and that revisions discussed during the August 13 and September 9 Board meetings have been incorporated into the Board / Superintendent working agreement document for the 2014-15 school year. Board members discussed details of the revisions.

Director Sollman MOVED, SECONDED by Director Cañas, to readopt the Board / Superintendent Working Agreements. The MOTION CARRIED (7-0).

h. Nominate Oregon School Boards Association (OSBA) Board Members

Board Chair Strelchun announced the opportunity for District Board members to express their willingness to serve on the OSBA board. No Board members expressed interest in this opportunity. Board members asked questions about the timeline for the announcement of candidates.

8. Reports and Discussion

a. Eleventh Grade Dual Language Cohort

District staff and students shared information regarding the effectiveness and benefits of the District's dual language programs, including their perspectives and experiences, data analysis results, and next steps. Highlights of the presentation:

- Assistant Superintendent Larson, Executive Director Reiman, and Coordinator of Bilingual Program Gustavo Olvera provided information regarding the history of the District's dual language programs, and explained that the District has contracted with Education Northwest to complete a comprehensive evaluation of the impact of the District's dual language programs.
- Claudia Rodriguez-Mojica, a program advisor with Education Northwest, presented the results of the evaluation, and summarized the benefits of the program model.
- Two eleventh-grade District students discussed the opportunities that the dual language program has created for them, and their experience attending the bilingual seal stakeholder meeting last Friday.
- Hillsboro High School Dual Language Coordinator Elizabeth Roberson and Hillsboro High School Assistant Principal Pete Muilenburg spoke about the opportunities and requirement of the bilingual seal program; Executive Director Reiman explained that the Oregon Department of Education (ODE) will make a

proposal to the State Board of Education for a bilingual seal program, based on feedback received from stakeholders.

- Board members asked clarifying questions about the dual language program evaluation process and results, and the official state seal of biliteracy.

b. Summer School Programs Report

Executive Director Reiman presented the annual summer school programs report, highlighting each program in the report, and commending staff who make the programs possible. He explained that academic assistance is not the only benefit that student participants receive, since many of them also receive meals through the summer food program. Board members asked questions regarding tracking or measuring the benefit that students receive from participating in summer programs, and suggested contacting schools in other districts that have moved to a year-round calendar, to find out about their experiences.

c. First Reading—Drug, Alcohol, and Tobacco Prevention Plan

Director of Safety and Operations Casey Waletich presented the 2014-15 Drug, Alcohol, and Tobacco Prevention Plan for first reading. He highlighted the District's programs, and discussed the Student Safety Survey results and the District's implementation of ODE's updated health standards. Board members requested additional information regarding concussion reports and statewide Student Safety Survey data, and expressed appreciation for resources that benefit the District, students, and their families, including the Family Resource Center, and School Resource Officers. Board Chair Strelchun reminded Board members to contact Director Waletich with any questions they have regarding the report during the review period.

d. First Reading—Policy EBCB: Emergency Drills

Director Waletich presented policy EBCB for first reading, explaining that the revisions are based on OSBA's recommendation for aligning the policy with the new legal requirements of House Bill 2789, and clarifying that the District currently exceeds the legal requirements.

e. First Reading—Policy KGB: Public Conduct on District Property

Director Waletich presented policy KGB for first reading, explaining that House Bill 2192 resulted in revisions to several policies, including those that refer to dangerous weapons, and that OSBA has proposed revised language for policy KGB to bring it into alignment with these new legal requirements. Board Chair Strelchun reminded Board members to contact Director Waletich with any questions they have regarding the policy revision during the review period.

f. First Reading—Policy GCN/GDN: Evaluation of Staff

Director of Human Resources Kona Williams presented policy GCN/GDN for first reading, explaining that Senate Bill 290 requires that school boards use core teaching and administrative standards adopted by the State Board of Education for evaluations of teachers and administrators. OSBA's recommended revisions to policy GCN/GDN reflect the use of these standards. Board members asked questions about the frequency of classified and licensed evaluations, observing that

the classified evaluation frequency was added to the policy with the new language, but the licensed evaluation frequency was not included in the policy. Board members discussed with staff the state-mandated and contractual requirements for the employee groups, and requested that the evaluation frequency for classified staff be removed from the policy.

g. First Reading—IGBHB: Establishment of Alternative Education Programs

Executive Director of Secondary Education Matt Smith presented policy IGBHB for first reading, explaining that the updates recommended by OSBA for this policy reflect ODE requirements, and changes in the accreditation association. Board members asked clarifying questions regarding accreditation and the revisions.

h. Curriculum Adoption Cycle: Postpone Selection of Instructional Materials

Executive Director Reiman shared information regarding the request to postpone the selection of instructional materials. He explained that Division 22 requirements regarding the adoption of instructional materials specify that school districts must annually notify both the Board and the public regarding their intentions to postpone curriculum adoption cycles prescribed by ODE. He clarified that the District is currently engaged in a high school math adoption and is beginning a K-12 science adoption, but, due to multiple years of budget reductions, is not aligned with the state's established timelines in the following academic content areas: Science, World Languages, Health and Physical Education, Social Science, and Art. He added that laws regarding 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, and said that staff will continue to report on this requirement annually until the State Board of Education provides revised guidance.

i. Present Superintendent's Goals

Superintendent Scott publicly presented his goals for the 2014-15 school year.

j. Financial Report

Chief Financial Officer Adam Stewart thanked Business Office and Districtwide staff for their professionalism and understanding, in response to the recent payroll event. He explained that all employees were paid on the appropriate date, 127 banking institutions were contacted, and Business Office staff members are working with banks to ensure that employees will have no out-of-pocket costs related to this event.

9. NWRESA / HCU / HEA Reports

HEA Vice President Jill Golay introduced herself, and shared the following information:

- Ms. Golay is excited to be part of a collaborative team that is attending the upcoming ODE Professional Learning Team meeting (September 25-26)
- Hillsboro teachers have participated for the fourth year in the Hillsboro Farmer's Market, giving away books to students throughout the summer; this program is now self-sustaining, with community members, teachers, and retired teachers donating books

- HEA welcomed over 200 new hires this year
- Teachers are preparing for back-to-school night
- HEA is providing workshops throughout the year for all teachers
- The upcoming Quality Education Festival (October 19) is an opportunity for teachers and community members to work together, focusing on what is best for students

HCU First Vice President Charlotte Schuster shared the following thoughts:

- Thanked Chief Financial Officer Stewart for communicating with District office managers regarding the recent payroll event
- Emphasized the need for classified staff to have adequate preparation time built into their work schedules, stating that adding 15 minutes to an assistant's work shift before school starts would make a significant difference in the support that can be provided for students
- Urged Board members to consider the following: pay rates, workloads, and retention rates for classified staff; the necessity of investing in staff hours to provide adequate maintenance for District facilities; and the sacrifices that classified staff have made over the years as a result of the budget reductions
- Shared that classified staff are the foundation of all of the District's programs

10. Superintendent's Time

Superintendent Scott's comments included the following highlights:

- Explained that restoring the losses caused by millions of dollars of budget reductions over many years is a process that must be accomplished over time; classified staffing is a priority, together with other District priorities; and facilities expenses and staff salaries are paid from separate funding sources that cannot overlap
- Discussed his recent visit to Eastwood Elementary School
- Spoke about the recent Future Leaders meeting, and shared that an estimated 60-70 percent of current District administrators were previous members of Future Leaders
- Commended Business Office staff members for their response to the recent payroll event

11. Board of Directors' Time

Board members shared the following thoughts:

- Director Seligman thanked audience members for staying through the long meeting
- Director Cañas spoke about the importance of bus drivers to students, as their first staff contact each school day
- Director Clift expressed excitement about the restoration of a full school year and the opportunity to meet the District's new teachers, and gratitude for the economic upturn will benefit District students
- Director Miller praised the dedication and commitment of students who participate in sports and other events in all kinds of weather
- Director Sollman spoke about the importance of continuing to add days to the school calendar, the Synopsis work day that is scheduled to take place at W. L. Henry on September 27, the transitions that are taking place at Liberty High School, and the value of connections that can be established in a few moments of conversation; she also commended staff and students for their inspiring presentations, and thanked them for investing their time and sharing their experiences

- Director Akers commended Superintendent Scott for the success of the Districtwide all-staff school-year kick-off, and the Business Office for their handling of the payroll event
- Board Chair Strelchun explained that career experiences not only allow students to discover what careers they may want to pursue, but also provide them with opportunities to discover that some of their career interests would not provide satisfaction for them, and that this valuable learning cannot be obtained from textbooks; she also thanked the Hillsboro Schools Foundation (HSF) for its support, and shared that HSF held its first fundraising run at the Hillsboro airport on September 21.

12. Follow-Up Items

Request	Action
Move Budget Committee meeting start times to 7:30	Completed
Investigate the possibility of obtaining feedback from previous students in alternative education programs	To be provided in a Board update or scheduled as a work session topic
Contact year-round schools regarding their experiences	To be provided in a Board update or scheduled as a work session topic
Additional information regarding concussion precautions / protocols	Provided in Board update
Statewide Student Safety Survey data	Provided in Board update

13. Executive Session

No executive session was called.

14. Adjournment

The meeting was adjourned at 10:11 p.m.

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Diane Coughlin

Assignment: Language Arts
Location: Liberty High School
Effective Date: 10/01/2014

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

Patrick Birkle

Education: MA – George Fox University, Newberg, OR
Experience: 12 years
Assignment: 1.0 FTE 4th/5th Grade – Minter Bridge Elementary School

Robert K. Bliss

Education: MA – Pace University, New York, NY
Experience: 9 years
Assignment: .667 FTE Social Studies/IB Coordinator – Hillsboro High School

Andrea Brock

Education: MA – Pacific University, Forest Grove, OR
Experience: 2 years
Assignment: 1.0 FTE Art – Hillsboro High School

Patricia Gallardo

Education: BA – Portland State University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE 1st Grade – Lincoln Street Elementary School

Yajaira Guzman Laboy

Education: MA – Universidad del Turabo, Gurabo, Puerto Rico
Experience: 2 years
Assignment: 1.0 FTE 1st Grade – W L Henry Elementary School

Anita Hansen

Education: MA – Grand Canyon University, Phoenix, AZ
Experience: 1 year
Assignment: 1.0 FTE ERC – Imlay Elementary School

Olivia Heath

Education: BA – Oregon State University, Corvallis, OR
Experience: None
Assignment: .5 FTE Resource – West Union Elementary School

Mindi Helmandollar-Armatas

Education: MA – Westminster College, Salt Lake City, UT
Experience: 3 years
Assignment: 1.0 FTE Resource/ELL – Eastwood Elementary School

Ryan Hoxie

Education: MA – Pacific University, Forest Grove, OR
Experience: 10 years
Assignment: 1.0 FTE TOSA Innovation Strategist - Technology Services

Mark Hutchins

Education: MA – Concordia University, Portland, OR
Experience: None
Assignment: 1.0 FTE 5th Grade – West Union Elementary School

Donna Jensen

Education: MA – Santa Clara University, Santa Clara, CA
Experience: 14 years
Assignment: 1.0 FTE Care Coordinator – Office for School Performance

Jennifer Johnston

Education: MA – Harvard University, Cambridge, MA
Experience: 4 years
Assignment: .5 FTE LRC – Liberty High School

Christine Johnston

Education: MA – Pacific University, Forest Grove, OR
Experience: 1 year
Assignment: .5 FTE 1st/2nd Grade Support Teacher – Ladd Acres Elementary School

Mark Johnston

Education: MA – Concordia University, Portland, OR
Experience: 1 year
Assignment: .5 FTE Resource – McKinney Elementary School

Margaret Kellar

Education: MA – George Fox University, Newberg, OR
Experience: 1 year
Assignment: .75 FTE Elementary Teacher – Hillsboro Online Academy

Christopher Keller

Education: MA – Western Oregon University, Monmouth, OR
Experience: 2 years
Assignment: 1.0 FTE Language Arts – Liberty High School

Amy Kuchar

Education: MA – Grand Canyon University, Phoenix, AZ
Experience: 1 year
Assignment: 1.0 FTE SLC – Rosedale Elementary School

Judy Lilley

Education: MA – State University of New York, Oswego, NY
Experience: 25 years
Assignment: .8 FTE School Psychologist – Student Services

Shannon Lusk

Education: BA – Seattle Pacific University, Seattle, WA
Experience: 1 year
Assignment: 1.0 FTE 4th Grade – Mooberry Elementary School

Hilary Macsisak

Education: MA – Concordia University, Portland, OR
Experience: 3 years
Assignment: 1.0 FTE 5th Grade – Reedville Elementary School

Laura Meeuwssen

Education: BA – Oregon State University, Corvallis, OR
Experience: 4 years
Assignment: 1.0 FTE 3rd/4th Grade – Ladd Acres Elementary School

Kathleen O'Neill

Education: MA – Boston Conservatory, Boston, MA
Experience: 13 years
Assignment: .6 FTE Music, .1 FTE Band – Free Orchards Elementary School
.4 FTE Music – Reedville Elementary School

Katherine Parker

Education: MA – Portland State University, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE 6th Grade – Free Orchards Elementary School

Shirley Pate

Education: MA – Portland State University, Portland, OR
Experience: 39 years
Assignment: .5 FTE Counselor – Patterson Elementary School

Eric Quillan

Education: MA – Pacific University, Forest Grove, OR
Experience: 1 year
Assignment: 1.0 FTE Language Arts – Century High School

Pamela Sturtevant

Education: MA – St. Michaels College, Colchester, VT
Experience: 10.5 years
Assignment: 1.0 FTE CARE Coordinator – Office for School Performance

Brandi M Tarrel

Education: MA – Ottawa University, Ottawa, KS
Experience: 7 years
Assignment: .5 FTE School Counselor – Miller Education Center

Allison Vandehey

Education: MA – University of Portland, Portland, OR
Experience: 6 years
Assignment: 1.0 FTE 1st Grade – Ladd Acres Elementary School

Caitlin Vandehey

Education: BA – Humboldt State University, Arcata, CA
Experience: 2.5 years
Assignment: 1.0 FTE 4th Grade – Eastwood Elementary School

Toni Walter

Education: MA – Pacific University, Forest Grove, OR
Experience: 6 years
Assignment: 1.0 FTE LRC – Brown Middle School

Tiffany Windle-Hanson

Education: MA – Concordia University, Portland, OR
Experience: 1 year
Assignment: 1.0 FTE 3rd Grade – Lenox Elementary School

Anna Woodard

Education: MA – Lewis & Clark College, Portland, OR
Experience: 7 years
Assignment: 1.0 FTE School Counselor – Brookwood Elementary School

HILLSBORO SCHOOL DISTRICT 1J
October 28, 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 \$4,000 from Tobias Elementary PTO to Tobias Elementary School to be used for the literacy program
- Donation of \$4,500 from Patterson Booster Club to Patterson Elementary School to be used for classroom supplies
- Donation of \$2,047.80 from the Target Take Charge program to be used for general education and distributed as follows:
 - \$130.35 to McKinney Elementary School
 - \$164.26 to Witch Hazel Elementary School
 - \$184.67 to Patterson Elementary School
 - \$187.88 to Mooberry Elementary School
 - \$265.22 to Ladd Acres Elementary School
 - \$289.30 to W. L. Henry Elementary School
 - \$333.22 to West Union Elementary School
 - \$492.90 to Jackson Elementary School
- Donation of \$573.26 from Wells Fargo Matching Gift program to be used for general education and distributed as follows:
 - \$10.00 to Indian Hills Elementary School
 - \$46.14 to Patterson Elementary School
 - \$64.62 to Rosedale Elementary School
 - \$66.48 to Mooberry Elementary School
 - \$180.02 to Century High School
 - \$206.00 to Lincoln Street Elementary School
- Donation of \$1,168.25 from the Benevity Community Impact Fund to be used and distributed as follows:
 - \$78.00 to Glencoe High School for general education
 - \$95.00 to Hillsboro High School for general education
 - \$157.94 to Glencoe High School for band uniforms
 - \$200.00 to Glencoe High School for the football program
 - \$205.06 to Eastwood Elementary School for general education
 - \$432.25 to Orenco Elementary School for general education

RECOMMENDATION

The Superintendent recommends the Board of Directors accept the donations.

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
ADJUST GENERAL FUND APPROPRIATIONS:
ADDITIONAL GAIN SHARE FUNDING

SITUATION

The District has received approximately \$730,000 in Gain Share funds that were not included in the 2014-15 Adopted Budget. These funds are being used to restore the full school-year calendar for 2014-15 and increase services.

Fund	Description		Adjusted Appropriation	Previous Appropriation	Total Adjustment
100	General Fund	Increase Revenue 2280	\$730,000	\$0	\$730,000
100	General Fund	Increase Instructional Services	\$108,770,219	\$108,250,884	\$519,335
100	General Fund	Increase Support Services	\$73,314,143	\$73,104,803	\$209,340
100	General Fund	Increase Community Services	\$408,418	\$407,093	\$1,325

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the adjusted appropriations for the General Fund.

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
PROCLAIM AMERICAN EDUCATION WEEK

SITUATION

The week of November 16 - 22, 2014, has been designated as American Education Week. The theme "*Great Public Schools: A Basic Right and Our Responsibility*" serves as a reminder that the future of the community, the state, and the nation is in classrooms now. The education of over 20,000 students in the Hillsboro School District is an important responsibility for every employee, substitute, Board member, volunteer, community partner, and patron. During American Education Week, all partners in the education environment will be acknowledged and recognized.

RECOMMENDATION

The Superintendent recommends the Board of Directors proclaim November 16 - 22, 2014, as American Education Week in the Hillsboro School District.

PROCLAMATION

WHEREAS public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility, and equality; and

WHEREAS, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

WHEREAS education employees, be they licensed, classified and technical support staff, or administrators, work tirelessly to serve our children and communities with care and professionalism; and

WHEREAS our nation is celebrating the week of November 16-22, 2014, as American Education Week;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Hillsboro School District does proclaim the week of November 16-22, 2014, as American Education Week in Hillsboro School District, with the theme "Great Public Schools: A Basic Right and Our Responsibility."

The Board of Directors further encourages all citizens to extend their commitment to public education and to the future of our children by supporting our community's schools through the contribution of time and energy.

Dated this 28th day of October, 2014

Kim Strelchun, Board Chair

Attested By: Mike Scott, Superintendent



HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
APPOINT BUDGET COMMITTEE MEMBERS

SITUATION

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

Budget Committee positions 1 and 2 expired on June 30, 2014. These vacancies were advertised throughout the summer, with applications due by September 30, 2014. Five new applications were received.

During the October 14 work session, it was determined that applicants for the Budget Committee would be interviewed, and that the finalists would be appointed during the October 28 regular session.

RECOMMENDATION

The Superintendent recommends the Board of Directors appoint the selected candidates to the Budget Committee.

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
APPROVE EDUCATION SERVICE DISTRICT LEVEL OF PARTICIPATION

SITUATION

House Bill 3401, which was approved by the 2013 Oregon Legislature, allows local school districts to elect to receive a percentage of all amounts received from the State School Fund (SSF) and attributable to the school district directly from the education service district (ESD) as pass-through dollars. This decision is made annually, and school district boards must submit a request to the ESD board by November 1 of the year prior to the school year for which the request is being made, and must designate the percentage to be withdrawn from the ESD. School districts electing to receive more than 50 percent of the SSF attributable to the school district as pass-through dollars may act only in an advisory capacity for decisions made regarding ESD governance.

Last fall, the District conducted an analysis of Northwest Regional Education Service District's (NWRES D's) service plan to determine whether an appropriate value was being received in relationship to the proportion of funding that could pass through to the District. Based on this analysis, the Board voted to request that 65 percent of NWRES D SSF revenues received on behalf of the Hillsboro School District for the 2014-15 school year be distributed directly to the Hillsboro School District, with plans to use a portion of those funds to purchase some services back from NWRES D.

During the October 14, 2014, Board meeting, staff presented information relevant to determining the District's level of participation with NWRES D for the 2015-16 school year, and recommended that 75 percent of NWRES D SSF revenues received on behalf of the Hillsboro School District for the 2015-16 school year be distributed directly to the District, with plans to use a portion of those funds to purchase some services back from NWRES D.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the resolution to request that 75 percent of NWRES D SSF revenues received on behalf of the Hillsboro School District for the 2015-16 school year be distributed directly to the Hillsboro School District.

**RESOLUTION TO REQUEST THAT 75 PERCENT OF NWRESD STATE SCHOOL
FUND REVENUES RECEIVED ON BEHALF OF THE HILLSBORO SCHOOL
DISTRICT BE DISTRIBUTED DIRECTLY TO THE HILLSBORO SCHOOL DISTRICT**

WHEREAS House Bill 3401 was approved by the 2013 Oregon Legislature; and

WHEREAS House Bill 3401 allows school districts in Clatsop, Columbia, Tillamook, Washington, Lane, Hood River, and Wasco Counties to request up to 75 percent of all amounts received from the State School Fund and attributable to the school district for the 2015-16 school year directly from the Education Service District; and

WHEREAS House Bill 3401 requires that a school district board must make a request to the Education Service District board by November 1 of the year prior to the school year for which the request is being made; and

WHEREAS House Bill 3401 requires the school district board to designate the percentage of State School Fund attributable to the school district to be paid directly by the Education Service District; and

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

NOW, THEREFORE, the Hillsboro School District Board of Directors hereby notifies the Northwest Regional Education Service District (NWRESD) that it elects to receive 75 percent of the NWRESD State School Fund attributable to the Hillsboro School District for the 2015-16 school year to be paid directly to the Hillsboro School District.

This resolution serves as legal notification of this request. The Hillsboro School District Board of Directors understands that by requesting 75 percent of the NWRESD State School Fund attributable to the Hillsboro School District for the 2015-16 school year to be paid directly to the Hillsboro School District, the District may act only in an advisory capacity for decisions made in relation to the governance of Northwest Regional Education Service District.

Dated this 28th day of October, 2014,

By: _____
Kim Strelchun, Board Chair

Attested By: _____
Mike Scott, Superintendent



HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
ADOPT 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.

The 2014-15 Drug, Alcohol, and Tobacco Prevention Plan was presented for first reading during the September 23, 2014, Board meeting, and a request was made to include additional data in the document. The plan has been revised to include the requested information.

RECOMMENDATION

The Superintendent recommends the Board of Directors adopt 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	EL 6th 2011-12	EL Grade 6 2013-14	State Grade 6 2013-14	Middle Grade 8 2011-12	Middle Grade 8 2013-14	State Grade 8 2013-14	High Grade 11 2011-12	High Grade 11 2013-14	State Grade 11 2013-14
Tobacco 30-day use	.9%	.8%	.8%	5.7%	4.9%	4.5%	10.8%	9.0%	10.0%
Alcohol 30-day use	5.1%	3.4%	4.5%	18.7%	16.6%	16.9%	34.8%	30.6%	33.5%
Inhalants 30-day use	6.9%	5.1%	4.6%	6.3%	5.9%	4.9%	2.3%	1.8%	1.6%
Marijuana 30-day use	1.1%	1.2%	1.2%	8.1%	6.9%	7.9%	20.8%	20.5%	18.7%

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 each grade.

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 may be referred to community mental health, drug and alcohol treatment, and/or 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 through 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
October 28, 2014
APPROVE REQUEST FOR PROCUREMENT – WIRELESS UPGRADE

SITUATION

In order to accomplish wireless infrastructure improvements at the District's four high schools, the District has issued a Request for Procurement (RFP) for the installation of cabling and wireless access points. The RFP, which closed on October 17, is for installation only; the wireless access points and any networking equipment required to complete the project will be purchased through an existing state contract.

A formal review of the proposals received has been completed, and the respondent with the highest score has been identified as Christenson Electric. The RFP and scoring criteria are available for review.

RECOMMENDATION

The Superintendent recommends the Board of Directors authorize the administration to award the contract to provide wireless infrastructure improvements, as defined in the RFP, in the amount of \$119,017, to Christenson Electric.

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
APPROVE REVISIONS TO 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.

The revised policy was presented for first reading during the September 23 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 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
October 28, 2014
APPROVE REVISIONS TO 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.

The revised policy was presented for first reading during the September 23 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 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
October 28, 2014
APPROVE REVISIONS TO 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.

The revised policy was presented for first reading during the September 23 Board meeting. During this meeting, there was an interest in further addressing the policy to provide consistency in the level of detail regarding evaluation schedules for classified and licensed staff. A revised draft of the policy is provided for the Board's review. 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 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 *in accordance with the classified bargaining agreement 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
October 28, 2014
APPROVE REVISIONS TO 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, and changes in the accreditation association.

The revised policy was presented for first reading during the September 23 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 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
October 28, 2014
COLLEGE AND CAREER PATHWAYS UPDATE –
INDUSTRIAL AND ENGINEERING SYSTEMS OVERVIEW

SITUATION

Tonight's College and Career Pathways (CCP) report includes a review of dual credit opportunities, focused programs of study, and hands-on learning experiences aligned specifically to the Industrial and Engineering Systems Career Learning Area (CLA). District students and a Century High School Career and Technical Education (CTE) instructor will share information regarding unique classroom and internship experiences within the Industrial and Engineering Systems pathway.

The CCP vision statement is "to create guaranteed clear and viable pathways for all Hillsboro students."

The Career Learning Area (CLA) purpose statement is "to expand opportunities for District students to explore career paths through internships, mentorships, and real-world learning."

CLA goals for 2014-15:

1. Create at least five new business / non-profit partnerships for student internships and mentorship opportunities within each of the six CLAs
2. Create roadmaps to guide District students from high school through postsecondary education and into career success

The CCP Project includes working toward increasing dual credit opportunities within the classroom, and expanding hands-on career learning experiences within the community. Continuous efforts are made to ensure that each student acquires the necessary college and career readiness skills when graduating from the Hillsboro School District.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
MATH AND SCIENCE ADOPTION UPDATES

SITUATION

In accordance with policy IIA-AR, the Office for School Performance facilitates teams of teachers, students, parents, community members, and administrators to improve instructional programs, develop curriculum, and make recommendations to the Board regarding the adoption of instructional materials within each academic content area.

This year, the Math Study Team is focused on identifying instructional materials for high school math courses that support the Common Core State Standards for mathematics. The Math Study Team has data from action research conducted in high school math classrooms using Chromebooks and the Schoology learning management system. Tonight's report will include this action research data, the current status of the math adoption process, and a timeline for presenting proposals to the Citizens' Curriculum Advisory Committee (CCAC) and the Board.

The Science Study Team, initiated last spring, also consists of teachers, students, parents, community members, and administrators. The Science Study Team has completed the early-stage, data-driven evaluation of the strengths and weaknesses of the District's current K-12 science program. In this "program evaluation" phase of the curriculum review and core instructional materials adoption cycle, the Science Study Team has set goals for improvement toward creating a coherent, comprehensive K-12 science curriculum that supports implementation of Next Generation Science Standards (NGSS) and ensures college- and career-preparedness for all students graduating from Hillsboro schools.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
STRATEGIC PLAN PERFORMANCE UPDATE

SITUATION

In August, the Board reviewed the Strategic Plan overview and confirmed the focus areas and expected outcomes that are aligned to each of the Strategy Areas (Instruction, Engagement, Equity, Facilities, and Safety). Regularly, throughout the school year, staff will prepare updates that describe the progress to date on work occurring within each of the focus areas. These updates will provide bullet-point highlights, and a more comprehensive report with links to artifacts for those wanting additional information. The updates are web-based, and will be available to the public via the District website when the Board packet is released. This month's report includes information from August through early October 2014, and can be viewed at the link below:

<http://www.hsd.k12.or.us/AboutHSD/TheFutureofHSD/StrategicPlan20112016/StrategicPlanYear4Reporting.aspx>

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
ENROLLMENT REPORT – OCTOBER 1, 2014

SITUATION

On October 1, 2014, the Hillsboro School District had 20,719 registered students. This is a decrease of 41 students from October 1, 2013, and represents a -0.88 percent decrease in student growth.

Level	10/1/2014	Student Growth	Percentage Growth
Kinder	1,576	-9	-0.57
Grades 1-6	9,670	150	1.58
Grades 7-8	3,113	0	0.00
Grades 9-12	6,360	-182	-2.78
TOTALS	20,719	-41	-0.20

Over the past ten years, the District has experienced gradual and sustained growth. From October 1, 2004, to October 1, 2014, the District has grown by 1,184 students or 7.11 percent.

HISTORICAL DATA

Date	Total Enrollment
October 1, 2004	19,343
October 1, 2005	19,568
October 2, 2006	19,942
October 1, 2007	19,959
October 1, 2008	20,206
October 1, 2009	20,375
October 1, 2010	20,499
October 1, 2011	20,571
October 1, 2012	20,505
October 1, 2013	20,760
October, 1 2014	20,719

Allocated staffing ratios for October 1, 2010, through October 1, 2014, are shown below.

	Allocated 10/1/10	Allocated 10/1/11	Allocated 10/1/12	Allocated 10/1/13	Allocated 10/1/14
K-6	27:1	29:1	30.5:1	30:1	K: 26:1 1-2: 28:1 3-6: 29:1
7-12	27:1	29:1	30.5:1	30:1	29:1

The table below shows race of student enrollment for October 1, 2014.

Race	Percentage 2011-12	Percentage 2012-13	Percentage 2013-14	Percentage 2014-15
Asian	7.0%	6.7%	6.40%	6.43%
African American	2.0%	2.1%	2.09%	2.31%
American Indian / Alaskan Native	1.0%	.86%	0.85%	0.72%
Native Hawaii / Other Pac. Islander	1.0%	.7%	0.78%	0.73%
Multiple	4.0%	4.0%	4.67%	5.19%
White	51.0%	51.0%	49.31%	48.92%
Hispanic	34.0%	35.0%	35.92%	35.69%

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
ANNUAL RISK MANAGEMENT REPORT

The Risk Management department handles the management and administration of the District's workers' compensation, liability, property, and auto insurance programs. This includes administering claims, developing policies and procedures, evaluating contractual risk, preventing loss, and supporting schools with safety programs. The risk management data for 2013-14 shows a reasonable number of incidents, claims, and costs to the District.

Liability Claims. The District had a total of 33 claims during the 2013-14 school year. In the area of property and liability, the following occurred:

TYPE OF CLAIM	2013-14	2012-13	2011-12	2010-11	2009-10
Number of Student Incident Reports	943	1,075	1,035	932	874
Number of Automobile Incident Claims	23	37	64**	31	26
Number of General Liability Claims	6	7	11	10	6
Number of Property Claims	4	0	1	2	3
Total Claims Paid	\$235,192	\$103,996	\$386,421	\$538,264	\$181,740*

*Total claims paid out in the 2009-10 school year were \$945,105 by Property and Casualty Coverage for Education / Special Districts Association of Oregon (PACE/SDAO). The Mooberry fire, which was subrogated to the contractor's insurance, amounted to \$917,057. The total of other claims paid out for the 2009-10 school year was \$28,048. The contractor's insurance accepted liability for the fire. The District's insurance recovered \$906,394 from the contractor's insurance on this claim.

**A total of 30 claims are from one bus-on-bus accident that occurred on November 1, 2011.

The premium for the 2014-15 school year is \$889,441, and Brown and Brown Northwest's broker fee is \$65,871, for a total of \$955,312. The District has increased the Crime Limit coverage to \$750,000. The District purchased excess earthquake insurance in the amount of \$10 million for a premium of \$110,000. The District has a \$50,000 self-insured deductible for the property and casualty coverage.

The premium for the 2013-14 school year from PACE/SDAO was \$882,562, and Beecher Carlson's broker fee was \$63,952, for a total of \$946,514.

Preventative Measures. In 2014-15, the District Safety and Emergency Management Systems (SEMS) team will continue to provide leadership, and coordinate with departments and executive management to enhance current practices as outlined in the District's Strategic Plan. The SEMS team continues to work to develop a uniform process and maintain an all-hazards emergency operations plan for the District. The Risk Management Specialist will continue to work with the Director of Safety and Operations, Emergency Preparedness Coordinator, and SEMS team to ensure that school sites, playgrounds, and facilities are safe by providing a framework for safety and emergency procedures in the District. The goals for the upcoming year will be preventative safety through safety awareness and training, and focusing on loss

prevention at each site through safety audits. The Risk Management Specialist will focus on employee awareness to help prevent slips, trips, and falls, which continue to be one of the major contributing causes of worker's compensation claims for the District.

In August, SEMS hosted a statewide Safety Summit with approximately two hundred attendees, including the Superintendent, administrators, and counselors, as well as representatives from other school districts and first responders, including fire and police from across the state. The keynote speaker was Andre Simmons from the FBI Behavioral Threat Assessment Center. Topics presented at the summit included:

- Student Threat Assessments
- Flight Teams
- Emergency Preparedness (safety nuts and bolts)
- Assembling and Training - Building Strike Teams
- Staff / Student Boundaries Training by PACE
- Search and Seizure Review – Brian Hungerford

The Safety Summit was very successful, and positive comments were received from attendees and the local press.

Safety and Risk Management department staff members further supported efforts to protect District employees from injury and / or harmful conditions by offering web-based safety training to staff.

Transportation Services offered the following trainings to department staff: non-violent interventions for dealing with students who are escalating and possibly becoming physically aggressive; a review of harassment policies and emergency plans; and recognizing and reporting child abuse. Transportation employees also received training on the proper way to secure wheelchairs and work with students who have special needs. Other classes addressed equity and racism, gang enforcement, student health information, and bullying and social aggression.

Training presented at the Facilities site included how to call in for emergencies, the harassment policy, fire extinguishers, safe lifting, handling and disposing of contaminated fluids, the tobacco / alcohol / controlled substance use policy, ladder safety, hand and power tool safety, heat stress, employee right-to-know, the hazard communication program, the safety handbook and emergency procedures, and cleanliness standards and procedures.

Workers' Compensation. The District had a total of 84 workers' compensation claims. The cost of the 84 claims to date is \$453,045. The workers' compensation claims are summarized below:

TYPES OF CLAIMS	NUMBER OF CLAIMS	PERCENTAGE OF TOTAL
Medical	54	65%
Time Loss	30	35%
TOTAL	84	100%
Denied	6	7%
Deferred	4	5%
Open Claims	8	9%
Closed Claims	66	78%
TOTAL	84	100%

The number of claims and percentage by work classification are shown below. The work classification is the primary determining factor in premium calculations. The majority of the injuries were lower back area strains, knee strains, and contusions.

INJURY BY WORK CLASSIFICATION	NUMBER OF CLAIMS	PERCENTAGE
Drivers	11	13%
Teachers / Professionals	52	63%
Kitchen / Cafeteria	6	7%
All Others	15	17%
TOTAL	84	100%

The chart below shows the time of year when employee accidents occurred:

Month	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
WC Claims	4	5	5	5	5	9	14	6	7	11	6	7
Accidents	4	6	17	24	21	17	20	17	13	26	16	7

The District continues to make every effort to maintain a successful modified / light duty program for employees who are injured on the job. In 2013-14, the District actively placed workers on modified duty, reducing the District's costs for these incidents. The District was able to recover \$18,183 for these modified workers through the state Employer-at-Injury Program (EAIP).

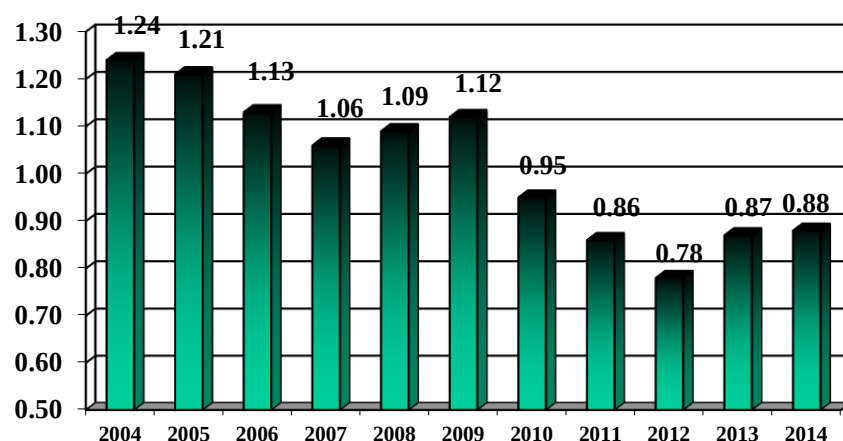
In an effort to further reduce workers' compensation premium costs, claims under \$1,700 are paid directly by the District. Over time, this practice reduces the experience rating and premium amount.

The District's workers' compensation premium expense for the 2014-15 school year is \$780,820. For the 2013-14 school year, the premium was \$623,007. For the 2012-13 school year, the premium was \$576,869.

The workers' compensation premium is based on the District's payroll and experience rating. There was a slight increase in the experience rating, due to a change in the calculation method used by the District's insurance carrier. The primary loss of claims is now calculated on claims of \$10,000 or more. In previous years, it was calculated on claims of \$5,000 or more. Because of this calculation change, the District's experience rating had a slight increase, even though the District continues to have a reduction in claims and the cost of claims. This has helped reduce premiums substantially. Since 2006, the experience rating for Hillsboro School District has been reduced by 23 percent. The District chose the Special Districts Insurance Services (SDIS) Self-Insured Employers Group again for its worker's compensation coverage. The following chart shows the District's experience rating, payroll history, and premium history:

Year	Experience Rating	Payroll	Premium	Carrier
2014-15	.88	\$109,399,940	\$780,820	SDIS
2013-14	.87	\$99,377,245	\$623,007	SDIS
2012-13	.78	\$96,868,753	\$576,869	SDIS
2011-12	.86	\$87,182,904	\$611,135	LNW
2010-11	.95	\$90,766,351	\$633,928	LNW
2009-10	1.12	\$92,202,106	\$801,238	LNW
2008-09	1.09	\$100,140,163	\$830,291	LNW
2007-08	1.06	\$97,337,630	\$677,256	LNW
2006-07	1.13	\$89,805,405	\$653,191	LNW

Experience Rating for Hillsboro School District:



RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
ANNUAL SUPPORT SERVICES REPORT

SITUATION

Each fall, Support Services departments provide an annual report of activities for the past school year.

FACILITIES, PLANNING AND PROPERTY – SUMMER MAINTENANCE

Summer provides the opportunity for the District's Facilities Management and Construction Management departments to complete major maintenance and bond projects. These major projects are in four categories: roof replacements, hard surfaces repair and replacement, floor covering replacements, and other major projects. The process for determining maintenance needs for these projects is as follows:

Roof Replacement Process

- A roofing consultant and architect annually develop specifications for roof replacement and bid projects
- An ongoing roof replacement document is maintained and updated annually with a roofing consultant
- Biannual roof inspections and scheduled review by a roofing consultant
- Immediate emergency repairs
- The 2013-14 school year budget for roofing was \$20,000

Hard Surfaces

- An annual review of all paved surfaces occurs with inspections of all asphalt and concrete surfaces, including parking lots, sidewalks, and tennis courts
- An architect, with a paving consultant if needed, annually develops specifications and bid projects
- The 2013-14 school year budget for hard surfaces was \$0

Flooring Replacement

- An annual review of floor surfaces occurs with inspections of all floor surfaces including carpet, tile, linoleum, gym floors, and concrete
- Facilities Management develops a priority list of flooring material replacement and maintenance projects, first taking into consideration health, safety, Americans with Disabilities Act (ADA) requirements, and Asbestos Hazard Emergency Response Act (AHERA) requirements
- The 2013-14 school year budget for flooring projects was \$0

Other Maintenance

- Facilities staff identifies major problems on an ongoing basis

- Work logs are generated from Fire Marshall Reports, the insurance carrier, safety meetings, and staff and student accident reports, which identify major maintenance needs
- Facilities Management department staff develops a priority list of projects, taking into consideration health, fire, and life safety, ADA requirements, and AHERA requirements
- Using a priority listing of projects, Facilities Management department staff, architects, and other consultants develop cost estimates, specifications, and bid documents
- Facilities Management department staff purchases new classroom furniture, accommodating increased enrollment needs
- The 2013-14 General Fund budget for summer major maintenance projects was approximately \$2,282,800

Major Maintenance and Construction Projects Completed Summer 2014

Fund Codes: G=Grant, GF= General Fund

LOCATION/SCHOOL	FUND	PROJECT
Brookwood Elementary School	GF	Reroof portable
Brookwood Elementary School	GF	Replace attic insulation
Butternut Creek Elementary School	GF	Remodel classroom for SPED program
Glencoe High School	GF	Remodel PACE seclusion room
Glencoe High School	GF	Retrofit bleachers
Hare Field	GF	Replace home bleachers
Hillsboro High School	GF	Repaint covered walkways
Jackson Elementary School	GF	Remodel classroom for SPED program
Lenox Elementary School	GF	Remodel classroom for SPED program
Minter Bridge Elementary School	GF	Replace attic insulation
Mooberry Elementary School	GF	Replace ceiling tiles
Mooberry Elementary School	GF	Replace attic insulation
Reedville Elementary School	GF	Reconstruct storm drainage system and ADA improvements
West Union Elementary School	GF	Repipe and replace potable water pressure tanks
Various	GF	Emergency egress lighting improvements Group 1
Various	GF	Emergency egress lighting improvements Group 2
Various	GF	Emergency egress lighting improvements Group 3
Various	GF	Emergency egress lighting improvements Group 4

LOCATION/SCHOOL	FUND	PROJECT
Various	GF	Emergency egress lighting improvements Group 5
Various	GF	Emergency egress lighting improvements Group 6
Various	GF	Emergency egress lighting improvements Group 7
Various	GF	Emergency egress lighting improvements Group 8
Districtwide	GF	Modify time-out rooms to comply with new policy
	GF	Purchase and supply new furniture for SPED rooms
	GF	HVAC coil cleaning
	GF	Replenish playground chips
	GF	Backflow device testing
	GF	Bleacher and backboard inspections
	GF	Inspect fire alarms
	GF	Inspect fire doors
	GF	Inspect fire sprinkler systems
	GF	Inspect fire extinguishers
	GF	Inspect kitchen hood suppression systems
	GF	Sweep parking lots
	GF	Stripe parking lots
	GF	Inspect and repair all paper cutters
	GF	Refinish gym wood floors
	GF	Clear weeds from detention ponds

NUTRITION SERVICES

Meal Participation. The information below shows meal participation at 2,532,078, which is a decrease of 29,773 student meals or 1.16 percent from the previous school year.

Quick Facts	2013-14	2012-13	2011-12
Student Meals Served	2,532,078	2,561,851	2,706,457
Adult Meals Served	34,238	32,382	32,566

Financial Highlights

Quick Facts	2013-14	2012-13	2011-12
Total Revenues	\$7,057,467	\$7,381,430	\$7,458,888
Total Expenditures	\$7,235,569	\$7,376,042	\$6,624,811
Increase / Decrease in ending fund balance	<\$178,102>	<\$46,203>	\$82,846

Total revenues decreased by \$323,963 or 4.38 percent from the previous year because of lower meal participation, ala carte sales, and vending sales. Expenditures decreased \$140,473 or 0.19 percent. The decreased expenditures reflect small savings across the Nutrition Services budget, which encompasses benefits, general repairs, paper products, and a lower indirect cost fee. Indirect costs totaling \$230,643 were charged at the 3.29 percent state rate and transferred to the General Fund. The current fund balance as of June 30, 2014, is \$1,212,038.

Program Highlights. The 2013-14 school year is the final year of implementation of the Healthy, Hunger-Free Kids Act (HHFKA) of 2010. The final requirements are: offering 100 percent whole-wheat grains on school menus; additional fruit requirements at breakfast; and the Smart Snack rule that applies to all foods served in schools. District schools continue to implement new nutritional provisions, which include offering a variety of fruits and vegetables that meet color requirements, menus that are age-specific and meet calorie minimums and maximums, and menus that meet sodium-level specifications. These requirements reflect the Dietary Guidelines for Americans, and ensure that school children receive nutritious meals that are more appealing.

Nutrition Services received a two-year Farm-to-School grant to purchase local produce for Eastwood and Free Orchards Elementary Schools. The Sustainable Agriculture Program of Adelante Mujeres is supplying local produce from local farms for these two schools. Local produce is also purchased from the District's produce company for all schools.

During the school year, Nutrition Services school staff provided extra meal programs beyond serving breakfast and lunch meals to District students. These programs included:

- Head Start programs offered in five schools serving 48,579 meals
- Seventy-six (76) after-school snack programs serving 83,968 after-school snacks

Nutrition education interactive presentations continue to provide District elementary students with information on making healthy food choices, preparing healthy snack choices, and the importance of daily exercise.

South Meadows Middle School continues to be the production kitchen for 13 elementary satellite school kitchens and the Miller Education programs, providing meal entrees and warehouse supplies, and coordinating the deliveries to these sites. Liberty High School's production baking kitchen provides select baked products and coordinates deliveries to all school kitchen sites. The Liberty High School kitchen is also the site for District catering.

Summer feeding programs served meals from June 16 through August 15 at the Family Resource Center, Miller Education Center, four community parks, five apartment complexes, two schools, two church sites, two Hillsboro Police Department bicycle camps, elementary and secondary Migrant Summer School programs, and two summer-school sites. The programs served 56,283 meals.

Preliminary information for the United States Department of Agriculture's (USDA's) new meal program, Coordinated Eligibility Program (CEP), became available last spring. The program is open to all eligible schools in the nation. Fourteen (14) District schools met the criteria for eligibility in this program. The CEP establishes a percentage for either a single school or a group of schools that meet the guidelines. All students enrolled at CEP schools are offered breakfast and lunch at no cost. Each April, program data will be reassessed to determine whether the CEP continues to be financially viable, or whether additional schools may be added. Additional kitchen equipment was purchased and labor hours added to eligible schools to cover the increased meal participation.

The Nutrition Services warehouse is the central distribution site for the department. The warehouse staff orders, stores, and delivers all commodity and purchased foods, paper products, and chemicals. They also make small equipment purchase requests for all District school kitchens. The delivery system from the Nutrition Services warehouse is efficient and effective in supplying the daily needs of school kitchens and staff. Nutrition Services has a maintenance employee on staff to perform all kitchen equipment repairs and provide services for new kitchen equipment purchases and installations.

The Nutrition Services department is committed to making a difference for students by providing and promoting healthy food choices, and is dedicated to ensuring that all students are well-nourished and prepared for success.

TRANSPORTATION SERVICES

Routing. Last year, Transportation department routers and staff assisted with the reboundary effort, creating new routes and modifying existing routes to accommodate the boundary changes.

New Replacement Buses. With the District's bus fleet aging and boundary changes implemented, new buses were ordered. The District will replace five old buses with new 84-passenger buses and three special education (SPED) buses. The new buses have been ordered, but have not yet been received. Three additional 84-passenger buses and two additional special education buses have also been ordered to augment the fleet.

<u>Statistics</u>	<u>2013-14</u>	<u>2014-15</u>
Number of miles driven	2,352,046	TBD
Number of reimbursable miles	2,220,852	TBD
Number of pupils transported	14,112	TBD
Number of routes	95 regular 43 SPED	97 regular 47 SPED
Number of runs	605 regular 432 SPED	627 regular 354 SPED (as of Oct 7 th)
Number of buses	181	181 with 9 additional on order
Number of accidents	28	28

Staffing

150 Drivers
45 Transportation Assistants
4 Dispatchers
3 Routers
3 Trainers
3 Office staff
9 mechanics
1 Director
3 Supervisors

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
FINANCIAL REPORT

Business Office. The first quarter of this fiscal year has closed. Business Office staff worked hard on the first payroll, employee benefits enrollment, reporting, and getting to know the District's new auditors. Business Office staff members have been working with the middle and high schools to develop their Webstores (complete with donation links) for a District-level rollout in November. Additionally, continuous system reviews for efficiencies and improved workflows in Infinite Visions continue to be a top priority.

The October budget adjustment memorandums were sent to school principals the week of October 13-17. Schools will receive additional allocations for: enrollment exceeding the 95 percent spring projections; special education; performing arts; Science, Technology, Engineering, the Arts, and Mathematics (STEAM) programs; and carryover (if eligible). Targeted investment areas, designated during the budget development cycle in spring 2014, will be reportable after June 2015.

Finance Team – Banking and Accounts Payable. Finance Manager Ann Ballard facilitated a full-week site visit with the District's new auditors for the base year of rigorous testing. The Grove, Mueller & Swank, PC, audit team is digging deep with first-year evaluations to ensure that the District's workflows and practices align with District policy. The auditors are also working with staff to increase efficiencies and develop internal controls around some new finance management concepts. The finance team has several other ongoing projects, including Webstores, policy reviews, and auditing student body accounts.

Payroll and Benefits Teams. Payroll Supervisor Kim Grannis and her team have completed the stage-setting payroll for the 2014-15 year. Full-year expenditure projections are available with the close of the first payroll (annualized for 10-month and 12-month staff). Due to a timing issue, the September payroll required actions far above and beyond normal pay-period activity. The Business Office and payroll team responded quickly and effectively to minimize the impact to staff members Districtwide. The payroll team continues to work with Transportation Services and a consultant to develop a streamlined method for collecting and processing the payroll data for Transportation staff members.

The benefits team successfully closed the annual window for this year's open benefits enrollment. There is always an overflow period, with staff members changing their plan selections between the September 7 District payroll cutoff and Oregon Educators Benefit Board's open enrollment closing date of September 15. Enrollment changes made between these dates result in varied payroll deductions from staff paychecks for a

couple of months; however, the benefits team works closely with payroll to minimize payroll errors. The Benefits Advisory Group received preliminary employee demographics and insurance pool status information on October 9, 2014.

Grants. Grants Fiscal Planning Specialist Jeff Jones has been working with departments and grant coordinators to close out grants that ended on September 30, 2014. Mr. Jones continues assisting with the hiring workflow within the Business Office and on administrator-level training for the District's financial software, Infinite Visions.

Mr. Jones also co-coordinates the District-level wellness committee. The committee encourages healthy activities at the Administration Center, and is developing a sustainability plan for the post-grant period.

Workers' Compensation Report. The District has received six new Worker's Compensation claims since September 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 September.

Worker's Compensation Claims			
	2012-13	2013-14	2014-15
July	2	4	1
August	4	5	4
September	6	3	6
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	11

Student Accident Report. There were 83 student accidents reported during September.

Student Incident Reports			
	2012-13	2013-14	2014-15
July	2	0	4
August	13	10	1
September	133	141	83
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	88

Vehicle Accidents – September. There were three minor bus accidents in September.

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
MONTHLY FINANCIAL REPORT - as of September 30, 2014

	July Actual	August Actual	September 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	\$116,529.82	\$116,529.82	\$116,529.82	\$57,526,623.00	0.20%	\$155,307.41	0.28%
Interest	\$14,649.82	\$16,166.10	\$15,280.87	\$46,096.79	\$46,096.79	\$273,000.00	16.89%	\$24,931.13	9.97%
Local Sources	\$26,105.23	\$51,661.82	\$17,609.42	\$95,376.47	\$95,376.47	\$1,182,905.00	8.06%	\$106,513.37	9.55%
Total Local	\$40,755.05	\$67,827.92	\$149,420.11	\$258,003.08	\$258,003.08	\$58,982,528.00	0.44%	\$286,751.91	0.51%
County/ESD	\$0.00	\$1,946,988.00	\$0.00	\$1,946,988.00	\$1,946,988.00	\$2,125,000.00	91.62%	\$1,218,272.00	162.44%
State Sources	\$18,977,270.00	\$9,550,257.36	\$9,484,820.50	\$38,012,347.86	\$38,012,347.86	\$114,000,960.00	33.34%	\$34,760,813.68	36.61%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$12.50	\$102.50	\$42.50	\$157.50	\$157.50	\$0.00	0.00%	\$4,305.31	0.09%
Beginning Balance	\$14,223,321.55	\$0.00	\$0.00	\$14,223,321.55	\$14,223,321.55	\$16,664,788.00	85.35%	\$9,101,596.73	96.89%
Total Revenue	\$33,241,359.10	\$11,565,175.78	\$9,634,283.11	\$54,440,817.99	\$54,440,817.99	\$191,773,276.00	28.39%	\$45,371,739.63	26.65%
Expenditures									
Instruction									
Salaries	\$25,656.68	\$96,222.48	\$5,327,022.33	\$5,448,901.49	\$5,448,901.49	\$69,498,018.90	7.84%	\$5,116,100.70	8.44%
Benefits	\$14,120.70	\$38,493.12	\$2,741,750.03	\$2,794,363.85	\$2,794,363.85	\$35,129,973.95	7.95%	\$2,419,269.86	7.84%
Purchased Service	\$231,809.50	\$138,522.53	\$180,180.20	\$550,512.23	\$550,512.23	\$2,214,069.50	24.86%	\$574,275.95	21.91%
Supplies/Materials	\$46,937.66	\$45,117.34	\$218,112.85	\$310,167.85	\$310,167.85	\$1,263,490.44	24.55%	\$229,814.13	14.13%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$43,834.44	\$7,427.57	\$33,189.57	\$84,451.58	\$84,451.58	\$145,331.65	58.11%	\$24,644.05	18.89%
Total Instruction	\$362,358.98	\$325,783.04	\$8,500,254.98	\$9,188,397.00	\$9,188,397.00	\$108,250,884.44	8.49%	\$8,364,104.69	8.73%
Support Services									
Salaries	\$1,413,222.56	\$1,552,388.93	\$2,893,807.38	\$5,859,418.87	\$5,859,418.87	\$32,481,507.33	18.04%	\$5,411,105.01	17.90%
Benefits	\$760,719.28	\$789,817.36	\$1,645,126.35	\$3,195,662.99	\$3,195,662.99	\$19,223,685.00	16.62%	\$2,928,162.36	17.22%
Purchased Service	\$757,072.38	\$1,311,683.41	\$2,101,463.30	\$4,170,219.09	\$4,170,219.09	\$13,074,277.03	31.90%	\$2,062,694.87	17.74%
Supplies/Materials	\$457,201.89	\$211,096.13	\$726,291.62	\$1,394,589.64	\$1,394,589.64	\$6,221,385.53	22.42%	\$538,166.92	9.84%
Capital Purchases	\$0.00	\$9,014.25	\$0.00	\$9,014.25	\$9,014.25	\$684,588.00	1.32%	\$121,642.60	52.44%
Other	\$1,083,345.42	\$298,455.07	\$76,445.65	\$1,458,246.14	\$1,458,246.14	\$1,419,359.97	102.74%	\$1,106,108.92	85.82%
Total Support	\$4,471,561.53	\$4,172,455.15	\$7,443,134.30	\$16,087,150.98	\$16,087,150.98	\$73,104,802.86	22.01%	\$12,167,880.68	18.48%

<i>Expenditures (continued)</i>	July Actual	August Actual	September 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	\$16,569.39	\$42,129.93	\$42,129.93	\$222,812.70	18.91%	\$41,609.27	19.74%
Benefits	\$7,311.83	\$7,311.29	\$9,072.90	\$23,696.02	\$23,696.02	\$129,862.05	18.25%	\$22,600.93	18.61%
Purchased Service	\$113.15	\$712.38	\$65.00	\$890.53	\$890.53	\$47,168.55	1.89%	\$960.00	1.97%
Supplies/Materials	\$0.00	\$666.65	\$301.67	\$968.32	\$968.32	\$6,789.03	14.26%	\$364.67	3.44%
Capital Purchases	\$0.00	\$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	\$0.00	\$460.37	0.00%	\$0.00	0.00%
Total Community Services	\$20,205.25	\$21,470.59	\$26,008.96	\$67,684.80	\$67,684.80	\$407,092.70	16.63%	\$65,534.87	16.74%
Capital Projects									
Purchased Service	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	0.00%	\$6,685.00	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%	\$6,685.00	0.00%
Debt Service Payment	\$0.00	\$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	0.00%	\$0.00	0.00%
Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,480,646.00	0.00%	\$0.00	0.00%
Total Expenditures	\$4,854,125.76	\$4,519,708.78	\$15,969,398.24	\$25,343,232.78	\$25,343,232.78	\$191,773,276.00	13.22%	\$20,604,205.24	12.10%

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
FIRST READING—POLICY EBBB: INJURY / ILLNESS REPORTS

SITUATION

House Bill 3045 requires school districts to establish policy that aligns with existing reporting requirements for reporting incidents that result in the injury of an employee while in the actual performance of the employee's duty. Oregon School Boards Association has recommended revisions to policy EBBB: Injury / Illness Reports to bring it into alignment with the new legal requirements.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy EBBB: Injury / Illness Reports.

Hillsboro School District 1J

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

Injury/Illness Reports

All ~~work-related~~ injuries/illnesses sustained by the employee while in the actual performance of the duty of the employee, occurring on District premises, in District vehicles, at a District-sponsored activity or involving staff members who may be elsewhere on District business will be reported immediately to a supervisor. A written report will be submitted within 24 hours to the ~~safety officer~~ risk manager. Reports will cover property damage as well as personal injury. Copies of such reports will be forwarded to the District's agent-of-record and legal counsel.

In the event of a work-related¹ illness or injury to an employee resulting in overnight hospitalization for medical treatment² other than first aid, the ~~safety officer~~ risk manager shall inform the Oregon Occupational Safety and Health Division (OR-OSHA). A report will be made within 24 hours after notification to the District of an illness or injury. Fatalities or catastrophes³ shall be reported within eight hours.

All ~~accidents~~ injuries/illnesses sustained by the employee while in the actual performance of the duty of the employee will be promptly investigated. As a result of the investigation, any corrective measures needed will be acted upon.

Monthly records will be maintained. An analysis of the data and trends will be made at least semi-annually by the ~~safety officer~~ risk manager.

The ~~safety officer~~ risk manager will notify the Superintendent and chief financial officer as soon as possible after serious accidents. The ~~safety officer~~ risk manager will also prepare semi-annual statistical reports on the number and types of accidents occurring in the District, as well as on the measures being taken to prevent such accidents in the future.

The Board will receive reports on serious ~~accidents~~ injuries/illnesses, including accidents involving District property or employees, students, or the visiting public, and annual statistical reports on the number and types of ~~accidents~~ injuries/illnesses occurring in the ~~schools~~ District, as well as on the measures being taken to prevent such ~~accidents~~ injuries/illnesses in the future.

END OF POLICY

¹An injury or illness is work related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a preexisting condition.

²Medical treatment includes managing or caring for a patient for the purpose of combating disease or disorder. The following are not considered medical treatment: visits to a doctor or health-care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid.

³A catastrophe is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility.

Legal Reference(s):

[OAR 437-001](#)-0015
[OAR 437-001](#)-0700
[OAR 437-001](#)-0760
[OAR 437-002](#)-0140
[OAR 437-002](#)-0144
[OAR 437-002](#)-0145
[OAR 437-002](#)-0360
[OAR 437-002](#)-0377
[OAR 581-022](#)-1420

HB 3045 (2013)

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
FIRST READING—POLICY GBA: EQUAL EMPLOYMENT OPPORTUNITY

SITUATION

Minor revisions to policy GBA: Equal Employment Opportunity have been recommended by Oregon School Boards Association. These revisions include updated legal references and the addition of a footnote regarding veteran's preference.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy GBA: Equal Employment Opportunity.

Hillsboro School District 1J

Code: GBA
Adopted: 07/96
Revised: 01/11

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the District regardless of race, color, religion, sex, sexual orientation¹, parental status, national origin, marital status, age, veteran's status², genetic information, and disability, or age if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The Superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADA), and Section 504 of the Rehabilitation Act of 1973. The Superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments of 1972. The Title IX coordinator will investigate complaints communicated to the District alleging noncompliance with Title IX. The name, address, and telephone number of the Title IX coordinator will be provided to all students and employees.

The Superintendent will develop other specific recruiting, interviewing, and evaluation procedures as are necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 243.672](#)
[ORS 326.051](#)
[ORS 332.505](#)
[ORS 342.934](#)
[ORS 408.225](#)
[ORS 408.230](#)
[ORS 408.235](#)
[ORS 659.850](#)
[ORS 659.870](#)
[ORS 659A.003](#)

[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.109](#)
[ORS 659A.142](#)
[ORS 659A.145](#)
[ORS 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
[ORS 659A.805](#)

[OAR 581-021-0045](#)
[OAR 581-022-1720](#)
[OAR 839-003-0000](#)
[OAR 839-006-0435](#)
[OAR 839-006-0440](#)
[OAR 839-006-0445](#)
[OAR 839-006-0450](#)
[OAR 839-006-0455](#)
[OAR 839-006-0460](#)
[OAR 839-006-0465](#)

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

²The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).
Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e (2006), et. seq. (2012).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2006); 29 C.F.R Part 1626 (2006).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2006).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2006).
Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2006).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).
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).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act 2008.
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212.
Title II of the Genetic Information Nondiscrimination Act of 2008.

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
FIRST READING—POLICY GCDA/GDDA:
CRIMINAL RECORDS CHECK / FINGERPRINTING

SITUATION

The recommended revision to policy GCDA/GDDA: Criminal Records Check / Fingerprinting allows flexibility for schools to cover the cost of criminal records checks and fingerprinting for volunteers (e.g., chaperones for overnight trips) at the discretion of the District.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy GCDA/GDDA: Criminal Records Check / Fingerprinting.

Hillsboro School District 1J

Code: GCDA/GDDA
Adopted: 07/96
Revised: 01/13

Criminal Records Checks/Fingerprinting*

All newly hired employees shall be required to submit to a nationwide criminal records check and fingerprinting. Individuals contracting with the District and their employees who have direct, unsupervised contact with students shall also be required to submit to a nationwide criminal records check and fingerprinting.

The Board shall require a criminal history check for other individuals considered for use as volunteers who work with or around school students.

The District shall begin the employment of an individual or terms of a District contractor on a probationary basis pending the return and disposition of such checks.

An individual who has failed to disclose the presence of criminal convictions that would not otherwise prevent his/her employment with the District as provided by law may still be employed or contracted with by the District. The District's use of criminal history must be relevant to the specific requirements of the position, services, or employment.

Criminal records checks and fingerprinting fees as required by the Teacher Standards and Practices Commission, Department of Education, or by the District shall be paid by the individual. Fees as required for all other individuals subject to such checks and/or fingerprinting ~~shall~~ may be the responsibility of the individual.

Employees not requiring licensure may request that the required fees be withheld from the employee's paycheck. Such fees may be deducted only upon the request of the individual.

The Superintendent is directed to develop administrative regulations to meet the requirements of applicable Oregon Revised Statutes and Oregon Administrative Rules.

END OF POLICY

Legal Reference(s):

ORS 181.525
ORS 181.555
ORS 183.413 - 183.470
ORS 326.603
ORS 326.607

ORS 336.631
ORS 338.115
ORS 342.143
ORS 342.223 - 342.232

OAR 414-061-0010
OAR 581-021-0500
OAR 581-022-1730
OAR 584-036-0062

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. Seq. (2012).

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
FIRST READING—POLICY CCG: LICENSED EVALUATION – ADMINISTRATORS

SITUATION

Senate Bill 290 requires boards to use core teaching standards and administrative standards adopted by the State Board of Education for all evaluations of teachers and administrators. Senate Bill 290 also requires board policy to state that licensed administrative evaluations must be used in making recommendations regarding employment and / or salary status. OSBA has recommended language for policy CCG: Licensed Evaluation – Administrators to bring it into alignment with the new legal requirements.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy CCG: Licensed Evaluation – Administrators.

Licensed Evaluation - Administrators

The Superintendent / designee will implement and supervise an evaluation system for administrative personnel. He/she will report to the Board annually on the performance of all administrators and make recommendations regarding their employment and/or salary status.

The purpose of administrator evaluations is to assist administrators to develop and strengthen their professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

Each administrator will receive a formal evaluation from his/her immediate supervisor at least every two years. Formal evaluations will be made at least annually. They shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the Superintendent and/or designee;
3. Evaluations will be in writing and discussed with the administrator by the person who makes the evaluation;
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation and right of appeal through established grievance procedures, if applicable.

Administrators' evaluations shall be customized based on collaborative efforts and include the educational leadership-administrator standards¹ adopted by the State Board of Education. The standards include:

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;

¹These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

5. Ethical leadership;
6. Socio-political context.

Evaluations must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of administrators;
2. Refine the support, assistance, and professional growth opportunities offered to an administrator, based on the individual needs of the administrator and the needs of the school and district;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other administrators; and
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 administrator.

The administrative evaluation system will also include provisions for initiating dismissal or contract non-extension procedures, if the need for such procedures is indicated.

END OF POLICY

Legal Reference(s):

ORS 192.660(2), (8)
ORS 332.505
ORS 342.513
ORS 342.815

OAR 581-022-1720
[OAR 581-022-1723](#)
[OAR 581-022-1725](#)

Hanson v. Culver Sch. Dist. (FDAB 1975)

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
FIRST READING—POLICY IGAI: HUMAN SEXUALITY, AIDS / HIV,
SEXUALLY TRANSMITTED DISEASES, HEALTH EDUCATION

SITUATION

Revisions to policy IGAI: Human Sexuality, AIDS / HIV, Sexually Transmitted Diseases, Health Education are required as a result of the State Board of Education's revisions to Oregon Administrative Rule (OAR) 581-022-1440 – Human Sexuality Education. Oregon School Boards Association (OSBA) has proposed revised language for policy IGAI to bring it into alignment with the new legal requirements.

The Office for School Performance has reviewed the new legal requirements, the Oregon Health Education Standards, the District's current policy, and recommendations received from OSBA, and has proposed a policy revision that updates some of the District's current language and incorporates recommendations from OSBA in order to align policy IGAI with the revised OAR.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policy IGAI: Human Sexuality, AIDS / HIV, Sexually Transmitted Diseases, Health Education.

Hillsboro School District 1J

Code: IGAI
Adopted: 12/08

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The ~~Each District~~ shall ~~teach~~ provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS, and sexually transmitted infections and disease prevention in elementary and secondary schools as an ~~internal~~ integral part of health education and other subjects.

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance students' understanding of sexuality as a normal and healthy aspect of human development. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually for all students in Grades 6-8, and at least twice during Grades 9-12.

Parents, teachers, school administrators, local health department staff, other community representatives, and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The ~~Local school Boards~~ shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality, ~~or~~ AIDS/HIV ~~district~~ instruction. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in ORS 336.035(2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, ~~and~~ accurate information and skills-based instruction on risks and benefits of ~~contraception~~ contraceptives, condoms and other disease-reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices, which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C, and other sexually transmitted infections and diseases;

6. Stresses the high-risks of behaviors such as the sharing of needles in tattooing and body piercing and or syringes for injecting illegal drugs and/or steroids and controlled substances;
7. Discusses the characteristics of the emotional, physical, and psychological consequences of sexual intercourse and unintended pregnancy aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives, including the success and failure rates for prevention of pregnancy, sexually transmitted infections, and diseases;
- 9 8. Stresses that HIV/STDs and Hepatitis B/C can be serious possible hazards of sexual contact;
9. — Advises students of laws pertaining to their financial responsibility for their children;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
110. Advises students of the consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
124. Encourages family communication and involvement and helps students learn to make responsible, respectful, and healthy decisions;
132. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and not to make unwanted physical and verbal sexual advances that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
153. Teaches it is wrong to take advantage of or exploit another person Teaches students how to identify and respond to attitudes and behaviors that contribute to sexual violence;
164. Validates the importance of honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
175. Uses culturally and gender sensitive inclusive materials, language, and strategies that recognize different sexual orientations, gender identities/orientations, and gender roles expression;.
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources.

The comprehensive plan of instruction shall ~~include~~ **emphasize** skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem, and ~~the~~ ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology, and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships, and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to ~~decline unwanted sexual advances, or accept the refusal of unwanted sexual advances, through the use of refusal and negotiation skills~~ **develop and communicate sexual and reproductive boundaries;**
5. Is research based, **evidence based,** or utilizes best practices; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection, and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of ~~other methods~~ **contraceptives and condoms** for preventing unintended pregnancy, HIV infection, hepatitis B/C infection, and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence, while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies and activities, must not in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced ~~sexual abuse, perpetrated, or witnessed sexual abuse and relationship violence.~~

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.107](#)
[ORS 336.455-336.475](#)

[ORS 339.370](#)
[SB 379 \(2007\)](#)
[OAR 581-022-070](#)

[OAR 581-022-0705](#)
[OAR 581-022-1440](#)
[OAR 581-022-1910](#)

HILLSBORO SCHOOL DISTRICT 1J

October 28, 2014

**FIRST READING—POLICY IGBBA: IDENTIFICATION – TALENTED AND GIFTED
AND POLICY IGBBC: PROGRAMS AND SERVICES – TALENTED AND GIFTED**

SITUATION

Oregon School Boards Association has recommended revisions to policies IGBBA: Identification – Talented and Gifted and IGBBC: Programs and Services – Talented and Gifted. These revisions will align the policies with Division 22 requirements.

Included in the OSBA recommendation for policy IGBBC is a list of programs and services that should be made available to meet the needs of Talented and Gifted students. This list has been aligned to District services and has been added to the policy for the Board's review.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of policies IGBBA: Identification – Talented and Gifted and IGBBC: Programs and Services – Talented and Gifted.

Hillsboro School District 1J

Code: IGBBA
Adopted: 07/96
Revised: 12/08

Identification - Talented and Gifted**

In order to serve academically talented and intellectually gifted students in Grades K-12, the District directs the Superintendent / designee to establish a written identification process. This process shall include as a minimum:

1. Behavioral, learning, and/or performance information ~~supplied by classroom teachers and/or parents~~;
2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students;
3. A nationally standardized academic achievement test for assistance in identifying academically talented students.

Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, ~~shall~~ may be identified.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process/placement of their student for the District program for talented and gifted students and wish to request reconsideration.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.411](#)

[OAR 581-021-0030](#)

[OAR 581-022-1310](#) to -1330

[OAR 581-022-1940](#)

Hillsboro School District 1J

Code: IGBBC
Adopted: 12/08

Programs and Services - Talented and Gifted**

It is the mission of the Hillsboro School District to engage and challenge all learners to ensure academic excellence. As a traditionally underserved population of students, the District invests in meeting the unique academic and social-emotional needs of Talented and Gifted students. The District provides appropriately challenging curriculum and individualized instructional pacing to ensure academic excellence. It is our goal to support each student in reaching his or her potential as a learner.

A District written plan will be developed for talented and gifted programs and services. All required written course statements shall identify the academic instructional programs and services to be provided which address the assessed levels and accelerated rates of learning in identified talented and gifted students. The Superintendent / designee may remove any administrative barriers that exist which restrict students' access to appropriate services and will develop program and service options. These options may include, but are not limited to, the following:

- | | |
|--|--|
| 1. Early Entrance | 9. Independent Study/Projects |
| 2. Whole Grade Acceleration | 10. Credit by Proficiency |
| 3. Cluster Grouping in Regular Classes | 11. Concurrent Enrollment |
| 4. Continuous Progress | 12. Mentorship/Internship |
| 5. Cross Grade Grouping | 13. Academic Competitions |
| 6. Compacted/Accelerated Curriculum | 14. Flexible Pacing |
| 7. Advanced Placement Classes | 15. Flexible Grouping with Interest-Area |
| 8. Honors Classes/Options | and/or Learning-Style Emphasis |

The Board has established an appeals process for parents to utilize if they are dissatisfied with the programs and services recommended for their identified talented and gifted student and wish to request reconsideration.

The Board has established a complaint procedure to utilize if an individual has a complaint regarding the appropriateness of programs and services provided for identified talented and gifted students.

END OF POLICY

Legal Reference(s):

[OAR 581-022-1330](#) 1310 to -1330

[OAR 581-022-1940](#)

HILLSBORO SCHOOL DISTRICT 1J
October 28, 2014
FIRST READING—POLICY JGAB: USE OF RESTRAINT AND SECLUSION

SITUATION

The State Board of Education has added new reporting requirements for data regarding seclusion rooms. This data must be included in the District's annual report to the Superintendent of Public Instruction regarding the use of physical restraints and seclusion. Oregon School Boards Association has proposed revised language for policy JGAB: Use of Restraint and Seclusion, to bring it into alignment with the new requirements.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy JGAB: Use of Restraint and Seclusion.

Use of Restraint and Seclusion

The Board is dedicated to the development and application of best practices within the District's public educational/behavioral programs. It is the intent of the Board to establish a policy that defines the circumstances that must exist and the requirements that must be met prior to, during, and after the use of physical restraint or seclusion as an intervention with District students.

Definitions

1. "Physical restraint" means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student. "Physical restraint" does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity. The definition of "physical restraint" does not include the use of mechanical, chemical, or prone restraint of a student as these methods are prohibited by Oregon law.
2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.

Seclusion does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control, in a setting from which the student is not physically prevented from leaving.

3. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
4. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

"Mechanical restraint" does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
5. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that has not been prescribed by a licensed health

professional or other qualified health care professional acting under the professional's scope of practice.

6. "Prone restraint" means a restraint in which a student is held face down on the floor.

The use of physical restraint or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious physical harm to the student or others.

Except in the case of an emergency, only staff current in the required training in accordance with the District-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint or seclusion may also be used by a school administrator, teacher, or other school employee as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint or seclusion under these circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious physical harm to themselves or to others. Any student being restrained or secluded within the District, whether in an emergency or as a part of a plan, shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must fulfill all legal requirements of OAR 581-021-0568, as provided by Board policy JGAB-AR – Restraint and Seclusion.

The District shall utilize the Oregon Intervention System (OIS) training program of physical restraints for use in the District. As required by state regulation, the selected program shall include behavioral support, prevention, de-escalation, and crisis response techniques. Any program selected by the District must be in compliance with state and federal law with respect to the use of restraint or seclusion.

An annual review of the use of physical restraint and seclusion during the preceding school year shall be completed and submitted to the Superintendent of Public Instruction to ensure compliance with District policies and procedures. The results of the annual review shall be documented and shall include at a minimum:

1. The total number of incidents of physical restraint;
2. The total number of incidents of seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in physical restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
7. The total number of students placed in physical restraint or seclusion more than ten times in a school year and an explanation of what steps have been taken by the district to decrease the use of physical restraint and seclusion for each student;

8. The total number of physical restraint and seclusion incidents carried out by untrained individuals;
9. The demographic characteristics of all students upon whom physical restraint or seclusion was imposed;
10. The total number of rooms available for use by the District for seclusion of a student and a description of the dimensions and design of the rooms.

This report shall be made available to the Board and to the public at the District's main office and on the District's website.

At least once each school year the public shall be notified as to how to access the report.

The District shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL and KL-AR: Public Complaints.

The Superintendent / designee shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of physical restraint or seclusion by District personnel.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)

[ORS 339.250](#)

[OAR 581-021-0550](#)

[OAR 581-021-0553](#)

[OAR 581-021-0061](#)

[OAR 581-021-0556](#)

[OAR 581-021-0559](#)

[OAR 581-021-0563](#)

[OAR 581-021-0566](#)

[OAR 581-021-0568](#)

[OAR 581-021-0569](#)

[OAR 581-021-0570](#)