



Hillsboro School District 1J

April 28, 2015 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

April 28, 2015

5:15 PM

1. 5:15 p.m. Executive Session
ORS 192.660(2)(i)--Evaluation of the Superintendent
2. 6:00 p.m. Work Session
 - A. Migrant / English Language Learner – Parent Advisory Council Report 4
Presenter: Olga Acuña
 - B. Discuss Compensation for Nonunion Employees and the Superintendent 5
Presenter: Mike Scott / Debbie Ashley
 - C. Budget Update 6
Presenter: Mike Scott / Adam Stewart
 - D. Board Discussion Time
3. 7:30 p.m. Regular Session
Call to Order and Flag Salute
4. Recognition / Student Presentation
 - A. Recognition: Briana Vega – Community Service and Leadership 7
Presenter: Glenn Miller
5. Approval of Agenda
6. Audience Time
7. Consent Agenda
 - A. Approve Minutes of March 17, 2015, Board Meeting 8
 - B. Approve Routine Personnel Matters 20
 - C. Accept Donations 24
8. Action Items
 - A. Inter-District Transfers 25
Presenter: Beth Graser
 - B. Adopt Resolution for Reimbursement from Lease Proceeds 26
Presenter: Adam Stewart
 - C. Approve Policy Revisions
 1. Policy IE: Organization of Instruction 30
Presenter: Steve Larson
9. Reports and Discussion
 - A. College and Career Pathway Update - Health Services 32
Presenter: Travis Reiman / Brooke Nova
 - B. Adelante Chicas 33

Presenter: Olga Acuña	
C. First Reading – High School Course Proposal: Early Childhood Development Associate (CDA) Certificate	34
Presenter: Travis Reiman	
D. Right Brain Institute Report	43
Presenter: Dayle Spitzer	
E. Smarter Balanced Assessment Consortium (SBAC) Update	44
Presenter: Tom Luba	
F. Achievement Compact Update	45
Presenter: Steve Larson	
G. Boundary Adjustment Update	46
Presenter: Adam Stewart	
H. Financial Report	47
Presenter: Adam Stewart	
I. Policies - First Reading	
1. Policy BFD: Availability of Policy Manual	51
Presenter: Mike Scott	
10. NWRESD / HCU / HEA Reports	
11. Superintendent's Time	
12. Board of Directors' Time	
13. Executive Session	
If needed, the Board may wish to go into Executive Session to discuss matters according to ORS 192.660. (Only used if the Board needs to come back to the Regular Session to take action.)	
14. Adjourn Regular Session	
15. Next Meetings of the Board of Directors	
• May 7, 2015, Budget Committee Meeting	
• May 12, 2015, Work Session	
• May 14, 2015, Budget Committee Meeting (if needed)	
• May 26, 2015, Regular Session	

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
MIGRANT / ENGLISH LANGUAGE LEARNER –
PARENT ADVISORY COUNCIL REPORT

SITUATION

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

The members of the PAC are selected from the various schools in which there are concentrations of eligible migrant students. In order to ensure that more than a majority of the membership is representative of those who benefit from Title I-C / No Child Left Behind (NCLB) projects, the responsibility of recommending members for appointment is delegated to the District or area parent advisory committee from which the member is selected.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
DISCUSS COMPENSATION FOR NONUNION EMPLOYEES
AND THE SUPERINTENDENT

SITUATION

The Superintendent, Cabinet members, administrators, confidential, supervisory, and technical / specialist employees are not included in a bargaining unit. Annually, the Board authorizes their compensation, subsequent to performance review and approval of the planned budget, and after receiving recommendations from the Superintendent. The Board also annually determines the compensation for the position of Superintendent. Per state public meeting laws (42 Op Atty Gen 362 [1982]), salaries for nonunion employees and the Superintendent may not be discussed in executive session. The Board is scheduled to take action regarding compensation for nonunion employees and the Superintendent during the regular session Board meeting on June 9, 2015.

For the 2015-16 school year, it is recommended that the Board approve the following resolution:

The Hillsboro School District 1J Board of Directors hereby resolves that, for 2015-16, the District will increase its total expenditures on the salary and employee benefits of the Superintendent, Cabinet members, administrators, confidential, supervisory, and technical / specialist personnel by the same percentage as it ultimately increases its expenditures on licensed personnel as a result of the collective bargaining process, including in this expenditure the same District insurance contribution that is bargained for licensed employees.

RECOMMENDATION

The Superintendent recommends the Board of Directors hear the report on proposed compensation for the Superintendent, Cabinet members, administrators, confidential, supervisory, and technical / specialist employees.

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
BUDGET UPDATE

SITUATION

The Budget Committee will receive periodic updates on the status of the District budget throughout the remainder of the 2014-15 school year.

During this budget update, Budget Committee members will receive the most recent budget information, and preview elements of the proposed 2015-16 budget.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
RECOGNITION: BRIANA VEGA – COMMUNITY SERVICE AND LEADERSHIP

SITUATION

Hillsboro High School senior Briana Vega is motivated to do great things. Her passion is community service and doing what is in her power to make a positive impact on others.

Ms. Vega has served in leadership positions, such as Key Club president and secretary, Link Crew leader, Student Body president, and Hillsboro Youth Advisory Council member. Serving in these positions has opened many opportunities for Ms. Vega. Most recently, while attending the Oregon Association of Student Councils' Fall Conference, she was selected as one of a group of fifteen student leaders from around the state, embarking on a service trip to the Dominican Republic.

Ms. Vega made the trip during spring break, with community support, sharing leadership and cultural experiences with the rest of the group and the people she met. Her goal is to use these experiences to become a better leader for her community.

Tonight Ms. Vega will provide additional information regarding her trip.

RECOMMENDATION

The Superintendent recommends the Board of Directors recognize Briana Vega for her exceptional ongoing community service and leadership.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

March 17, 2015

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

Board Present:

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

Staff Present:

Mike Scott, Superintendent
Debbie Ashley, Assistant Superintendent, Human Resources
Steve Larson, Assistant Superintendent, School Performance
Adam Stewart, Chief Financial Officer
Beth Graser, Director, Communications
Laurie Boyd, Assistant to the Superintendent
Val Bokma, Assistant to the Board

1. EXECUTIVE SESSION: 5:15 P.M.

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

Board Chair Kim Strelchun called the meeting to order at 5:16 p.m., and moved the Board into executive session under ORS 192.660(2)(d)—labor negotiator consultation. The Board discussed labor negotiations; no action was taken. Board Chair Strelchun moved the Board out of executive session and recessed the meeting at 5:32 p.m.

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
Elaine Fox, Executive Director, Student Services
Travis Reiman, Executive Director, School Performance
Matt Smith, Executive Director, Secondary Education
Dayle Spitzer, Executive Director, Elementary Education
Beth Graser, Director, Communications
Michelle Morrison, Director, Business Services
Laurie Boyd, Assistant to the Superintendent
Val Bokma, Assistant to the Board

Budget Committee Present:

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

Others Present:

Lisa Allen
Frank Angelo
Derek Brown
Tim Carlisle
Andy Duyck
Desi Kurtz
Joel Lupro

Hugh O'Donnell
Carolyn Ortman
Dick Schouten
Devin Hunter, HCU
Maureen Barnhart, HEA
Luke Hammill, The Oregonian
Kathy Fuller, Hillsboro Tribune

2. **WORK SESSION: 5:30 P.M.**

Board Chair Kim Strelchun reconvened the meeting at 5:32 p.m.

Annual Student Achievement Report / Data Analysis

Assistant Superintendent Steve Larson presented a comprehensive review of student performance data for the 2013-14 school year, including the updated *Report of Student Achievement*, and comparison data for districts throughout the state.

Key points of the discussion included:

- Programs and resources that would improve students' chances of success are limited by inadequate funding
- The transition to Smarter Balanced assessments will create challenges for comparing data for next year's report
- It may be helpful to develop different versions of the student achievement report, with different levels of detail, for various functions and audiences
- Additional information was requested regarding details of specific data points
- Board members discussed the advantages and disadvantages of moving forward with goal setting at this early stage in the development of the District's budget

Boundary Adjustment Proposal

Director Glenn Miller presented a proposal for the adjustment of boundaries between the Hillsboro and Beaverton School Districts, suggesting that Hillsboro School District trade an area of South Cooper Mountain to Beaverton School District, in exchange for a similarly-sized area in South Hillsboro. Director Miller clarified that the proposal was his own, and was not reviewed or endorsed by the District's Long-Range Planning Committee.

Key points of the discussion included:

- History of requests for boundary adjustments in South Cooper Mountain
- Needs and desires of the impacted students, families, and communities
- Impact on existing schools
- Proximity, configuration, and capacity of existing schools in the South Cooper Mountain area
- Anticipated population growth
- Funding for school construction and maintenance
- Interest of local City and County officials in the proposal

Board members' opinions ranged from strong disagreement with the proposal and the way it was initiated, developed, and presented, to an interest in considering the potential benefits of the proposal.

Superintendent Mike Scott discussed next steps, including:

- Scheduling a meeting between Hillsboro and Beaverton School District leaders
- Obtaining a legal opinion regarding the boundary adjustment proposal
- Estimating potential future growth in the proposed boundary adjustment areas
- Determining the potential impact to the local communities and schools, other areas of the District, the District's budget, and the District's long-range plan
- Obtaining feedback from the impacted communities to determine whether they support the proposal

- Developing a plan and timeline for communicating with stakeholders
 - Superintendent Scott expressed concern because impacted community members will read about the proposal in the newspaper before the District has had an opportunity to communicate with them

Budget Update

Superintendent Mike Scott and Chief Financial Officer Adam Stewart described three possible funding scenarios for the 2015-16 school year (reducing, sustaining, and reinvesting) and shared information regarding the most recent state budget forecast. They explained that advocacy is essential in order to obtain a level of education funding that will allow the District to sustain its current level of services or reinvest in its programs.

Highlights of the discussion included:

- Advocacy is needed before spring break because the legislature is attempting to finalize the education budget quickly – at a level that would result in a \$4.5 million reduction in the District's budget (this would include rolling up current expenditures, increasing salaries, and adding full-day kindergarten)
- Although the proposed state education budget is an increase in absolute dollars, it represents a decrease in the percentage of state funds allocated for K-12 schools – even though the state's revenue has increased
- The District's 2015-16 budget needs to include roll-up costs and the increased expenses of full-day kindergarten (which are not fully funded by the state)
- An additional revenue forecast is expected; having the education budget finalized early may or may not be beneficial – depending, in part, on the funding level that is approved, and whether the kicker will be paid out
- Continuing to define reinvestment strategies will allow the District to show decision-makers the value of increased funding
- Examples of the potential impact of a \$4.5 million dollar reduction on staffing and the school calendar
- Comparison information regarding state funding for education nationwide
- Investment values identified by the Board and the District's administrative team; community input on investment values is currently being gathered
 - Items not identified by survey responders as investment values cannot necessarily be identified as reduction areas, since the value of some essential staff and services are not readily apparent to those who don't interact with them directly, and the survey was presented as a way to identify reinvestment (not "reduction") areas
- Potential cost-saving strategies
- Communication with the community regarding the potential impact on the District of the proposed budget, and the need for advocacy, will continue
- The Board / Budget Committee will be provided additional opportunities for input, as the budget process continues

Board Discussion Time

This discussion did not take place, due to time constraints.

The meeting was recessed at 7:27 p.m.

Board Present:

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

Others Present:

Glencoe High School students
Hillsboro High School students
Lisa Allen
Chris Barry
Aron Carlson
Shellie DeWhitt
Joel Lupro
Marla Lyle
Carissa Martus
Juanita Martus
Kathy Mikitka
Kimberly Scott
Devin Hunter, HCU
Maureen Barnhart, HEA
Paul Peterson, NWRES

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
Olga Acuña, Director, Federal Grants
Beth Graser, Director, Communications
Becky Kingsmith, Coordinator, Teaching and Learning, Secondary
Brooke Nova, Coordinator, College and Career Pathways
Arcema Tovar, Coordinator, Elementary Curriculum / Assessment
Stephanie Blair, TOSA, Secondary Math
Sandie Grinnell, TOSA / Science and STE(A)M Coach Leadership
Laurie Boyd, Assistant to the Superintendent
Val Bokma, Assistant to the Board
Zaida Rosa, Bilingual Interpreter and Translator
Sindy AvilaGutierrez, Parent and Community Engagement Liaison

REGULAR SESSION **7:30 P.M.**

3. Call to Order and Flag Salute. Board Chair Strelchun reconvened the meeting at 7:37 p.m. and led the Pledge of Allegiance.
4. RECOGNITION / PRESENTATION
Student Presentation: Hillsboro High School College Application Week
Hillsboro High School counselor Marla Lyle shared information regarding the school's first annual College Application Week through the Oregon Department of Education's (ODE's) "Gear Up" program. She explained that the event reduces barriers for students by providing them with ample scheduled time to research their post-secondary options, create viable plans, gather their application resources, and complete at least one application to a post-secondary institution. The event also provides staff support to guide students through the financial aid and college entry application processes. Several students discussed the post-secondary opportunities they now have, as a result of their participation in this event. Ms. Lyle said that all of

the District's high schools are committed to participate in College Application Week next year.

5. APPROVAL OF AGENDA

Director Glenn Miller MOVED, SECONDED by Director Erik Seligman, to approve the revised agenda as printed, with the addition of a meeting of the District's Local Contract Review Board (LCRB). The MOTION CARRIED (7-0).

6. AUDIENCE TIME

Board Chair Stelchun explained the procedure for addressing the Board according to policy BDDH: Public Participation in Board Meetings. Two audience members requested to address the Board on nonagenda items.

Kathy Mikitka expressed her ongoing concerns regarding policy IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education. She requested scientific evidence regarding the age appropriateness of teaching materials and Oregon state standards related to human sexuality. She also asked questions about the District's process for notifying parents in advance of sexual education instruction.

Superintendent Scott responded that Ms. Mikitka has not accepted Executive Director Travis Reiman's offers to meet with her to discuss her concerns. He also encouraged Ms. Mikitka to share her concerns with the Oregon Department of Education in Salem, where she can have an impact on the development of the education standards that are imposed throughout the state.

Joel Lupro commended staff members who were involved in the recent Smarter Balanced educational summit, and asked for information regarding the scheduling of Smarter Balanced assessments, and the eleventh grade Oregon Assessment of Knowledge and Skills (OAKS) test for science at Liberty High School.

Executive Director Matt Smith will communicate with Liberty High School principal Greg Timmons to ensure that parents can access these testing schedules.

7. CONSENT AGENDA

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

Consent Agenda items were as follows:

- a. Approve Minutes of February 10, 2015, Board Meeting
- b. Approve Minutes of February 24, 2015, Board Meeting
- c. Approve Routine Personnel Matters
- d. Accept Donations
- e. Authorize 2015 Migrant Summer School Application

8. ACTION ITEMS

a. Approve 2015-16 School Calendar

Assistant Superintendent Debbie Ashley recommended that the Board approve 2015-16 draft calendar B, with school beginning on September 8, after Labor Day, and fall conferences scheduled during the second week of November. She provided the following information:

- Two versions of the 2015-16 school calendar, with an optional alternate schedule for fall conferences, were presented to the Board for first reading during the February 10 meeting
- The recommendation is based on an analysis of the pros and cons of each calendar, and feedback gathered from the Board, District staff, and the community
- Draft calendar B includes 12 school days in June

Board members asked questions and discussed the following aspects of the matter:

- The comparative benefits of both draft calendars
- Decisions made by the District in previous years when Labor Day occurred later in September
- Feedback received from the community
- Options for potential inclement weather make-up days
- The potential impact of inclement weather make-up days on summer programs and university schedules
- The need for students, staff, and community members to be informed of the school-year calendar – and any changes to it – as early as possible

Approval of the 2016-17 school year calendar will be scheduled on an earlier Board meeting agenda in 2015-16.

Director Cañas MOVED, SECONDED by Director Miller, to approve 2015-16 draft calendar B, which begins school on September 8, after Labor Day, and schedules fall conferences during the second week of November. The MOTION CARRIED (7-0).

b. Adopt Mathematics Instructional Materials

Executive Director Travis Reiman presented the Math Study Team's recommendation for the adoption of Houghton Mifflin Harcourt AGA materials as the core instructional materials for high school Algebra, Geometry, and Algebra II; and approval of the District's plan to evaluate and utilize, on an ongoing basis, open educational resources (OERs) for all high school mathematics courses. The first reading of this proposal was presented on February 24. No additional comments or questions were received during the Board review period.

Board members commended everyone who contributed to this effort for their hard work, thoroughness, and transparency.

Director Miller MOVED, SECONDED by Director Seligman, to adopt Houghton Mifflin Harcourt AGA materials as the core instructional materials for high school Algebra, Geometry, and Algebra II; and approve the District's plan to evaluate and utilize, on an ongoing basis, OERs for all high school mathematics courses. The MOTION CARRIED (7-0).

c. Approve Participation in AdvancED Accreditation Process

Assistant Superintendent Larson presented for approval the recommendation to proceed with AdvancED systems accreditation. The first reading of this proposal was presented on February 24. It is anticipated that the assessments and

evaluations intrinsic to this process will be valuable for the District's continuous improvement and development of future strategic plans.

Board members asked questions and discussed the anticipated cost of accreditation (budgeted at \$12,000) and an overview of the process.

Director Monte Akers MOVED, SECONDED by Director Janeen Sollman, to approve the recommendation to proceed with AdvancED systems accreditation. The MOTION CARRIED (7-0).

d. Approve Financing of School Buses

Chief Financial Officer Stewart requested approval to enter into a new five-year lease for the purchase of ten full-sized and seven special needs school buses. He explained that the full-sized buses are needed to support full-day kindergarten, which will require transporting 750-800 additional students on approximately ten additional routes each morning and afternoon, and the special needs buses are required to accommodate growth in the District's special education program.

Chief Financial Officer Stewart also explained that the District receives funds from the state that are designated for the replacement of school buses, and are not part of the general fund, and that the District will be reimbursed 70 percent of the depreciable cost of the buses.

Board members asked questions and discussed the following aspects of the matter:

- Timeline requirement for purchase of the buses
- Reimbursement / depreciation of the buses
- The District's decision to offer full-day kindergarten
- Other expenses related to full-day kindergarten

Director Akers MOVED, SECONDED by Director Miller, to approve the financing of 17 school buses on a five-year lease, with an annual payment of \$415,462.84. If approved, the Board will be asked on April 28, 2015, to adopt a resolution required by U.S. Bank Government Leasing. The MOTION CARRIED (7-0).

e. Award Bid for Transportation Bus Yard Expansion

Chief Financial Officer Stewart requested that the Board authorize the administration to award a contract for Transportation Bus Yard improvements to Evergreen Pacific, the apparent low bid for this project, in the amount of \$544,416. Chief Financial Officer Stewart shared the following information:

- The paved portion of the Transportation bus yard is currently at capacity, and accommodating additional buses will require improvements to the remaining two acres of land at the Transportation Department
- The City of Hillsboro has requirements regarding the completion of specific improvements, applications for permits, and payment of system development charges
- In order to accomplish the required work during the summer, the District needs to begin applying for permits now

- This project is included on the District's High Priority Maintenance List; it has been budgeted and will be paid for from the Construction Excise Tax fund
- At a future date, as the District continues to grow, the Long-Range Planning Committee may explore the option of constructing a satellite bus yard on property owned by the District near Liberty High School

Director Sollman MOVED, SECONDED by Director Miller, to authorize the administration to award the contract for the improvements to the Transportation Bus Yard to Evergreen Pacific in the amount of \$544,416. The MOTION CARRIED (7-0).

f. Award Bid for Brick Sealer at Eight School Sites

Chief Financial Officer Stewart requested that the Board authorize the administration to award a contract for the application of brick sealer on eight school buildings to Evergreen Pacific, the apparent low bid, in the amount of \$155,250. He explained that this is one of the highest priority items on the Long-Range Planning Committee's High Priority Maintenance list. The original sealer was applied to these buildings at construction, and it is now necessary to remove the original sealer and reapply a new treatment in order to prevent water intrusion into the building envelope. The project will be funded with bond interest.

Director Sollman MOVED, SECONDED by Director Seligman, to award a contract for the application of Brick Sealer on eight school buildings to Evergreen Pacific in the amount of \$155,250. The MOTION CARRIED (7-0).

Board Chair Strelchun called for a motion to revise the agenda, moving item 9a, the College and Career Pathway presentation, forward on the agenda. Director Sollman MOVED, SECONDED by Director Miller, to move item 9a, the College and Career Pathway presentation, forward to the next item on the agenda. The MOTION CARRIED (7-0).

9. REPORTS AND DISCUSSION

a. College and Career Pathway Update – Human Resources

Executive Director Reiman, College and Career Pathways (CCP) Coordinator Brooke Nova, Glencoe High School instructor Shellie DeWhitt, and District students shared information regarding classroom and internship experiences within the Human Resources Career Learning Area (CLA). Key points of the discussion included:

- Career opportunities
- Credit earnings available
- Dual credit cost savings
- The benefits of internships, and the impact these experiences have on students' lives and career plans

Board members and Superintendent Scott commended staff and students for their presentation, the success of the program, creating learning opportunities, and their accomplishments. Executive Director Reiman thanked the members of the College and Career Pathway steering committee for their participation, and

Ms. Nova thanked Board members who attended the recent CCP field trip, stating that their participation is very meaningful for staff.

8. ACTION ITEMS (continued)

- g. Approve Resolution Agreement for Adoption of Amended 403(b) Plan Document
Chief Financial Officer Stewart requested that the Board approve a resolution for adoption of an amended 403(b) plan document, reassigning the District roles of 403(b) plan administrator and coordinator from the Chief Financial Officer position to the Director of Business Services position. This change will align the plan document with business office protocol. In order to reassign these roles, the vendor requires resolution approval by the Board of Directors.

Director Seligman MOVED, SECONDED by Director Sollman, to approve the resolution agreement for adoption of an amended 403(b) plan document. The MOTION CARRIED (7-0).

h. Approve Policy Revisions

1. Policy IKF: Graduation Requirements

Executive Director Matt Smith presented policy IKF: Graduation Requirements for approval, explaining that the changes align with the District's goals for student success. The policy was presented for first reading on February 24. Following the first reading, a correction was made to the number of elective and total credits required for a standard diploma. No public questions or comments were received during the review period.

Board members asked questions about next steps and a communication plan. Director Clift requested a future report on preparations and implementation readiness.

Director Clift MOVED, SECONDED by Director Sollman, to approve the recommended revisions to policy IKF: Graduation Requirements. The MOTION CARRIED (7-0).

2. Policies KL: Public Complaints (revise) and KLD: Public Complaints about District Personnel (delete)

Assistant Superintendent Ashley presented the revision of policy KL: Public Complaints and deletion of policy KLD: Public Complaints about District Personnel, explaining that the District is incorporating the District's current policy KLD: Public Complaints about District Personnel into the revised version of policy KL: Public Complaints, and moving some details to the related administrative regulation, in accordance with guidance from OSBA. The policy revisions were presented for first reading on February 24, and no public questions or comments were received during the review period.

Director Sollman MOVED, SECONDED by Director Seligman, to approve the recommended revisions to policy KL: Public Complaints, and the deletion of policy KLD: Public Complaints about District Personnel. The MOTION CARRIED (7-0).

- i. Approve Declaration of Emergency for Water Damage Repairs and Water Pipe Replacement at North Plains Elementary School and Exemption from Competitive Bidding

Board Chair Strelchun recessed the Board meeting and convened a meeting of the Local Contract Review Board (LCRB) at 9:31 p.m.

Chief Financial Officer Stewart explained the following:

- A hot water line burst and caused flooding at North Plains Elementary School on the evening of March 16
- A sleeve has been applied to the pipe, but a section of the pipe will need to be replaced
- It is anticipated that the cost of repairs may exceed the threshold at which competitive bidding is required
- In order to bypass the bidding process and facilitate repairs immediately, the Board needs to declare an emergency
- In order to minimize disruption to instruction, the repairs should be completed over spring break

Director Clift read the following resolution:

DECLARATION OF EMERGENCY – We, the members of the Hillsboro School District Board of Directors, declare an emergency to facilitate immediate repairs to the District property at North Plains Elementary School as the result of a burst hot water line that happened on March 16, 2015. This resolution is being adopted in conformance with Oregon Public Contracting Statute ORS 279C, dealing with the emergency exception to the competitive bid requirement. This will allow the necessary repairs to be conducted over spring break.

Director Sollman SECONDED the motion. The MOTION CARRIED (7-0).

Board Chair Strelchun adjourned the meeting of the LCRB and reconvened the Board meeting at 9:34 p.m.

9. REPORTS AND DISCUSSION (continued)

- b. Science Adoption Update

Executive Director Reiman introduced the District's Science Study Team leaders, their goals, and their draft timeline. Key points of the discussion included:

- Aspirational and measurable goals
- Educational equity
- Setting high standards for all students
- Providing the necessary supports for all students to excel
- Transition from the OAKS science assessment to the Next Generation Science Standards (NGSS)

Board Chair Strelchun requested information regarding the degree of overlap that exists between NGSS and National Core Art Standards. District staff will research this information.

c. Arts Investment Update

Executive Director Reiman and Quatama Elementary School music teacher Carissa Martus thanked the Board for investing in the arts, and reported on the District's use of budgeted funds. Key points of the discussion included:

- The District's utilization of \$130,000 budgeted for the arts for the 2014-15 school year
- How the District's investment in the arts is benefiting students
- Music honors earned by District students
- Identifying the District's future vision for the arts

Board Chair Strelchun announced that theater students at all four District high schools have qualified for state and national competitions.

d. Strategic Plan Performance Update

Executive management reported on progress that occurred in each area of the District's Strategic Plan during the months of December, January, and February.

e. Financial Report

Chief Financial Officer Stewart presented the monthly financial report and answered Board members' clarifying questions. The report is included in the Board meeting packet.

f. Policies—First Reading

1. Policy IE: Organization of Instruction

Assistant Superintendent Larson presented policy IE: Organization of Instruction for first reading, explaining that the policy revision reflects the Board's February 24 decision to move forward with a K-8 configuration at Groner Elementary School, and allows for future configuration changes, if the Board approves such changes in the future.

The policy will be presented for approval on April 28.

10. NWRESA / HCU / HEA Reports

Northwest Regional Education Service District (NWRESA) Assistant Superintendent Paul Peterson was present, but did not address the Board.

Hillsboro Education Association (HEA) President Maureen Barnhart spoke about the commitment of District teachers to providing a quality education for students, and their disappointment in Oregon state legislators.

Hillsboro Classified United (HCU) did not address the Board.

11. Superintendent's Time

Superintendent Scott spoke about the District's recent participation in an English Language Learners (ELL) conference, and commended student participants for their outstanding panel discussion regarding the benefits of being bilingual.

12. Board of Directors' Time

Board members shared the following thoughts:

- Director Seligman commended Liberty High School theater students for their engaging production of *The Adams Family*, and said that his daughter thoroughly enjoyed it
- Director Cañas declined the opportunity to share, due to the lateness of the hour
- Director Clift described his enjoyment of this month’s high school theater productions; he also expressed his appreciation for the opportunity to participate in Board focus groups, gaining valuable input from various groups within the community, and he thanked community members for their input
- Director Akers expressed disappointment regarding aspects of the boundary adjustment discussion that took place earlier in the evening; he recommended that Board members review the boundary adjustment proposal professionally, focusing solely on the facts of the matter, and refraining from making discrediting personal remarks
- Director Sollman said she is pleased that the idea of having a student representative to the Board is being explored; she also said that health education is essential for the health, safety, and welfare of students
- Director Miller thanked the audience for attending the meeting, and said that disagreements are part of the decision-making process
- Board Chair Strelchun thanked Superintendent Scott and Director Graser for strongly encouraging advocacy, and urged everyone to continue challenging state legislators for adequate funding; she also expressed appreciation for the display of student art work, a reminder of the Board’s purpose; and she thanked Hillsboro Hops for the work they are doing to bring turf fields to the community

13. Follow-Up Items

Request	Action
Additional information regarding specific data points on the Annual Report of Student Achievement	To be provided in an update
Future report on preparations and implementation readiness for new graduation requirements	To be provided in an update
Information regarding the degree of overlap that exists between NGSS and National Core Art Standards.	To be provided in an update

14. Executive Session. No executive session was called.

15. Adjournment. The meeting was adjourned at 10:30 p.m.

A videotape of the Board meeting regular session is posted on the District’s website at:
<http://www.hsd.k12.or.us/AboutHSD/Governance/BoardofDirectors.aspx>
 (Click on “Meeting Video.”)

The Board meeting agenda and packet materials are also available on this link. (Click on “Meeting Schedule.”)

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Stephen Callaway

Assignment: Principal
Location: Tobias Elementary School
Effective Date: June 30, 2015

- B. Ratify the acceptance of the retirement of the following Supervisor/Technology personnel:

Yvonne Dukart

Assignment: Risk Manager
Location: Administration Center
Effective Date: May 30, 2015

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

Nora K. Cary-O'Brien

Assignment: ERC
Location: Lenox Elementary School
Effective Date: June 16, 2015

Bonnie Henson

Assignment: 1st Grade
Location: North Plains Elementary School
Effective Date: June 16, 2015

Jeff Holliger

Assignment: PE / Technology - Shop
Location: Poynter Middle School
Effective Date: June 16, 2015

LaDona Hughes

Assignment: Transition Services / Student Services
Location: Miller Education Center
Effective Date: June 16, 2015

Diane Kinion

Assignment: 4th Grade
Location: North Plains Elementary School
Effective Date: June 16, 2015

Suzie Strachan

Assignment: District Nurse
Location: Student Services
Effective Date: June 16, 2015

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

Dana Barnhorst

Assignment: 5th Grade
Location: Mooberry Elementary School
Effective Date: June 16, 2015

Robin Brown

Assignment: Language Arts
Location: Hillsboro High School
Effective Date: June 16, 2015

Carissa Gran

Assignment: Instructional Coach
Location: Eastwood Elementary School
Effective Date: June 15, 2015

Jim Lavendar

Assignment: ELL / Case Manager
Location: Eastwood Elementary School
Effective Date: June 16, 2015

Morgan Park

Assignment: 6th Grade
Location: Mooberry Elementary School
Effective Date: June 16, 2015

Anna Riedl

Assignment: Kindergarten
Location: Witch Hazel Elementary School
Effective Date: June 16, 2015

Erin Roby

Assignment: Health / Science
Location: Evergreen Middle School
Effective Date: June 16, 2015

Lee Ann Ross

Assignment: ELL / Case Manager
Location: Lincoln Street Elementary School
Effective Date: June 16, 2015

- E. Approve the employment of the following administrative personnel for the 2015-16 school year:

Sarah Crane

Assignment: Principal
Location: Jackson Elementary School
Effective Date: July 1, 2015

Claudia Ruf

Assignment: Principal
Location: Glencoe High School
Effective Date: July 1, 2015

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

Jacey Ageno

Education: BA – Western Oregon University, Monmouth, OR
Experience: None
Assignment: 1.0 FTE 1st Grade Teacher – Rosedale Elementary School

Kimberly Brinton

Education: MA – Grand Canyon University, Phoenix, AZ
Experience: 5 years
Assignment: 0.75 FTE ERC Teacher – Indian Hills Elementary School

Brett Cunningham

Education: BA – Stetson University, DeLand, FL
Experience: 6 years
Assignment: 1.0 FTE 2nd Grade Teacher – Orenco Elementary School

Jessica Osorio

Education: MA - Warner Pacific University, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE 6th Grade Teacher - Mooberry Elementary School

Susan Peters

Education: MA – Portland State University, Portland, OR
Experience: 6 years
Assignment: 1.0 FTE Science Teacher – Poynter Middle School

Barbara Scott

Education: MA - Emporia State University, Emporia, KS
Experience: 32 years
Assignment: 1.0 FTE Math Teacher – Glencoe High School

Lisa Taylor

Education: MA – Northern Illinois University, DeKalb, IL
Experience: 22 years
Assignment: 1.0 FTE LSC Teacher – Lincoln Street Elementary School

- G. Approve the employment of the following Super / Tech personnel in the 2014-15 school year:

Tim Campbell

Assignment: Facilities Supervisor – Custodial Services
Location: Facilities
Effective Date: April 20, 2015

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
ACCEPT GIFTS AND DONATIONS

SITUATION

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

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

- Donation of \$6,000 from Northwest Health Foundation to be used for general education, and distributed as follows:
 - \$3,000 to Witch Hazel Elementary School
 - \$3,000 to W. L. Henry Elementary School
- Donation of \$7,500 from Trailblazers Foundation to McKinney Elementary School to be used for the 6th grade boat-building program
- Donation of \$8,415.24 from Indian Hills PTO to Indian Hills Elementary School to be used for a new sound system for the gymnasium.

RECOMMENDATION

The Superintendent recommends the Board of Directors accept the donations.

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
INTER-DISTRICT TRANSFERS

SITUATION

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

It is recommended that the District open 40 slots to non-resident students, and approve the release of 40 District students to attend schools in other districts. It is also recommended that approvals be granted through the student's 12th grade year (or graduation), subject to meeting stated attendance and behavior expectations.

Additional details of the plan will be shared during the meeting.

RECOMMENDATION

The Superintendent recommends the Board of Directors adopt the plan presented for inter-district transfers for the 2015-16 school year.

HILLSBORO SCHOOL DISTRICT
April 28, 2015
APPROVE RESOLUTION FOR REIMBURSEMENT FROM LEASE PROCEEDS

SITUATION

During the March 17 meeting, the Board of Directors approved the purchase of 17 school buses, financed by a five-year lease agreement with US Bank. For prior leases, the District has elected to have the lease proceeds held in escrow and paid directly to the vendors. In some cases, this process has delayed payments to vendors.

To improve timely processing without compromising controls, the District recommends a change that would enable the District to pay vendors as buses arrive (rather than after the final bus is received), and receive reimbursement from lease proceeds. As noted in the March 17 Board meeting record, in order to accommodate this change, the lessor, US Bank, requires an authorizing resolution of the Board.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the resolution for reimbursement of lease proceeds.

LEASE PROCEEDS REIMBURSEMENT RESOLUTION

RESOLUTION NO. 042815

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

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

WHEREAS the Lessee has paid, beginning no earlier than July 1, 2015, and will pay, on and after the date hereof, certain expenditures (the "Expenditures") in connection with the capital project (the "Project"), as more fully described in Appendix A attached hereto; and

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

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

Section 1. The Board hereby declares the Lessee's intent to reimburse the Lessee with the proceeds of the Obligations for the Expenditures with respect to the Project made on and after July 1, 2015, the date hereof. The Lessee reasonably expects on the date hereof that it will reimburse the Expenditures with the proceeds of the Obligations.

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

Section 3. The maximum cost of the Project is expected to be \$2,081,055.00.

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

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

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

PASSED AND ADOPTED this 28th day of April, 2015.

Kim Strelchun
Chair, Board of Directors

Attested by:

Mike Scott
Superintendent

APPENDIX A - DESCRIPTION OF PROJECT

Buses to be purchased will be:

10 – 2015 (84) Passenger buses (Brattain)

7 – 2015 Special Education buses (Western Bus Sales)

Delivery to be made after July 1, 2015, and prior to December 31, 2015.

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
APPROVE REVISIONS TO POLICY IE: ORGANIZATION OF INSTRUCTION

SITUATION

During the February 24 Board meeting, the Board approved moving forward with a K-8 configuration at Groner Elementary School. Updates to policy IE: Organization of Instruction reflect this decision.

The revised policy was presented for first reading during the March 17 Board meeting; no public questions or comments were received during the review period.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the revisions to policy IE: Organization of Instruction.

Hillsboro School District 1J

Code: IE
Adopted: 12/08

Organization of Instruction

~~The District is organized on a K-6, 7-8, 9-12 grade level plan.~~

The grouping and housing of instructional levels in school facilities throughout the District will be according to plans developed by the Superintendent and staff, and approved by the Board.

Multiple-level offerings may be established to meet the needs of students' continuous progress and individualized instruction. Instructional groupings will be organized as heterogeneously as possible to promote the attitudes and skills necessary for democratic citizenship.

~~Any proposed substantial modification or changes in the organization of instruction as adopted by the Board require final Board review and approval.~~

It should be noted that it may be desirable to modify the existing organizational pattern because of increases or decreases in student enrollment, to achieve maximum utilization of facilities, to economize on capital outlay costs, or to strengthen the District's academic program. Flexibility in organization is desirable in order to provide an optimum instructional program, and to achieve the most effective and economical utilization of District resources.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 329.585](#)
[ORS 332.075](#)
[ORS 336.067](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-0606](#)
[OAR 581-022-0807](#)
[OAR 581-022-1020](#)
[OAR 581-022-1130](#)
[OAR 581-022-1140](#)
[OAR 581-022-1210](#)
[OAR 581-022-1340](#)
[OAR 581-022-1610](#)

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
COLLEGE AND CAREER PATHWAYS UPDATE –
HEALTH SERVICES PATHWAY

SITUATION

Vision for College and Career Pathways (CCP):

To create guaranteed clear and viable pathways for all Hillsboro students

Career Learning Area (CLA) Purpose Statement:

To expand opportunities for Hillsboro students to explore career paths through internships, mentorships, and real-world learning

CLA Goals for 2014-15:

1. To create at least five new business / non-profit partnerships for student internship and mentorship opportunities
2. To create roadmaps for Hillsboro students, to guide them from high school to post-secondary education / career

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 all students acquire the college and career readiness skills they need when graduating from the Hillsboro School District.

Tonight's CCP report includes a review of the dual credit opportunities and programs aligned specifically to Health Services, and an opportunity to hear from Hillsboro School District students and a Liberty High School instructor regarding unique classroom and internship experiences within the Health Services pathway.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
ADELANTE CHICAS PROGRAM REPORT

SITUATION

Adelante Chicas is a school-based youth empowerment program for Latina girls, grades 3 through 12. The program helps to assure academic success for approximately 300 girls by addressing their ability to navigate the educational system and their challenges related to gender, race, and class in a comprehensive and proactive manner, during after-school and summer sessions. Adelante Chicas provides 25-week sessions to 11 cohorts of 25-40 Latina girls. The program is offered at 10 schools and 11 sites within the Forest Grove and Hillsboro School Districts. The program offers academic support, early intervention, college readiness preparation, financial literacy, parent involvement, and summer scholastics. For the past three school years, 100 percent of participating high school seniors have graduated from high school and are currently enrolled in a college or university. The program's model of wrap-around services and solid partnerships, including those with the Forest Grove and Hillsboro School Districts, responds to the needs of high-risk students.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
HIGH SCHOOL COURSE PROPOSAL: INTRODUCTION TO THE
CDA (CHILD DEVELOPMENT ASSOCIATE)—FIRST READING

SITUATION

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

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

A new course proposal, entitled "Introduction to the CDA (Child Development Associate)," has been submitted by Jessica Ackerman. Ms. Ackerman is a Career and Technical Education Teacher at Liberty High School, and leader of the Child Services focused program of study. This is the first of three courses that are designed to enable high school students to complete the requirements of the Child Development Associate (CDA) certificate, a national credential, upon high school graduation. The other two courses are already approved and in place in Ms. Ackerman's program.

The complete course proposal is attached. This proposal was presented to the CCAC at their regular meeting on April 6, 2015, and was recommended to go to the Board for consideration by a unanimous vote (10 in favor; 0 in opposition).

If the course is available during the 2015-16 school year, the Board will evaluate its success based on the evaluation presented by teachers to the CCAC in June 2016. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2015-16 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of the proposed new high school course, Introduction to the CDA (Child Development Associate).

Hillsboro School District

Course Modification Proposal

School: Liberty High School

Academic Program Area: Career Technical Education – Elective

Grade Levels: 10-11

Contact Person: Jessica Ackerman

Course Proposal: Introduction to the CDA (Child Development Associate) **Elective:** .5 Credits

Focus Program of Study: An additional introduction course for Child Services that will offer summer internships.

<i>Introduction Courses</i>		<i>Intermediate Course</i>		<i>Advanced Course</i>
Child Development .5		Child Services 1		Child Services 2
Intro to CDA .5	Summer Internship: 150 hrs.	Child Services 1	Summer Internship: 150 hrs	Child Services 2

1. Description of Course:

This is the first of three courses designed for high school students to obtain the requirements for the Child Development Associate Certificate (CDA) national credential upon graduation. The CDA Competency Standards are used to evaluate a caregiver's performance with children and families during the CDA assessment process, which is aligned with the National Association of Education for Young Children (NAEYC), and incorporates Essential Skills.

The purpose of the course will be for students to design a professional portfolio that speaks to all six of the competencies that are broken into thirteen functional areas. This course will be for students who have identified a goal of working in an early childhood setting. Community partnerships will be utilized to offer authentic experiences beyond the onsite career technical preschool. Going off campus will be an integral part of the student's professional development.

2. Rationale for Proposed Course that Implements Best Practices:

A report by the Oregon State Legislature indicated that smaller learning communities, such as career technical programs, have been shown to reduce dropout rates by 3 percent in high schools of more than 1,000 students, and that students are 2 ½ times more likely to be employed while pursuing postsecondary education.

The CDA interlinks with Hillsboro School District Child Services Roadmap – research (Child Development, Introductory Course) and best practice (Child Services), allowing students to apply what they learn and experience to industry-based standards. Emphasizing the six competencies must include a strong education base, practical experience, and mentorships in high-quality early childhood centers.

The CDA credentialing assessment is a coherent sequence of learning, aligned with defined learning outcomes, that integrates Oregon Department of Education's (ODE's) Essential Skills. The comprehensive system of assessment ensures that candidates can demonstrate outcomes in practice, providing true authentic experiences of learning and preparation for career and college.

The CDA credentialing assessment can be conducted in many languages, as long as the early childhood program has identified that language as being needed to support children and families. When a program supports a child's home language and culture, ties between the family and school are strengthened. This proposed course will also allow English Language Learners (ELLs) an opportunity to build their confidence and obtain a summer internship in an environment (such as Migrant Summer School) where their first language is needed.

The CDA values community / family partnerships of the preschool children. The family members of the early childhood program will provide feedback on a CDA candidate's strengths and areas of professional development. Students will be provided authentic experience to ensure field experiences are culturally adequate to work with diverse families.

The CDA is portable, recognized in all 50 states, the District of Columbia, U.S. territories, and military and community colleges. Students who enroll at Portland Community College (PCC) with a CDA will have an entire semester completed in early education and family studies, saving over \$1,000 in tuition.

Based on the meeting hosted at Liberty High School on January 28, we know that there are performance and credibility gaps in the early childhood field. Members from Oregon Child Development Coalition (OCDC), PCC, and Community Action / Head Start will offer additional support to students in a pathway that aligns with the completion of the CDA. Partnerships will assist in providing internships in early childhood settings, as well as financial support for the intern's professional exams.

Outcome for Student Learning:

- Prepare students to work effectively as summer interns with children in preschool settings
- Obtain the three requirements to work in child development: First Aid/CPR, Food Handlers, and Recognizing and Reporting Child Abuse & Neglect Certificate
- Complete 120 hours of training in specific content areas tailored to the student's professional growth needs
- Assemble a professional portfolio that includes writing the competency statements, gathering resources, and composing a professional philosophy statement

Competency Goal 1

To establish and maintain a safe, healthy, learning environment

Contains Functional Areas:

- Safe
- Healthy
- Learning Environments

Competency Goal 2

To advance physically and intellectually

Contains Functional Areas:

- Physical
- Cognitive
- Communication
- Creativity

Competency Goal 3

To support social and emotional development and to provide positive guidance

Contains Functional Areas:

- Self: Responsive relationships
- Social: Opportunities for cooperation, anti-bias curriculum
- Guidance: Environment, Emotions, Self-Regulation, Challenging Behaviors

Competency Goal 4

To establish positive and productive relationships with families

Contains Functional Areas:

- Families
- Creates Open Communication Systems
- Home/School Support

Competency Goal 5

To ensure a well-run, purposeful program that is responsive to participant needs

Contains Functional Areas:

- Program Management
- Observations / Assessment
- Child Care Rules and Program Policy

Competency Goal 6

To maintain a commitment to professionalism

Contains Functional Areas:

- Professionalism
- Advocacy
- Trainings

After completing the proposed course, students will continue to log their hours, working with children in their intermediate and advanced courses. Students who may need additional support beyond what their current Child Services Instructor may be able to offer, could serve as teachers' assistants for the proposed course. The final steps of the CDA process will be completed in their advanced course, listed below.

Distribute and Collect Family Questionnaires: Recommended for students to complete during their second summer internship.

The PD (Professional Development) Specialist: After students have completed the professional portfolio and the 480-training-hour summary, they will submit an application and a fee of \$425 to the Council for Professional Recognition. This should occur prior to the winter break of their senior year, as a Child Services 2 student. Students will choose a PD Specialist, and arrange a site visit at their onsite CTE early childhood program, or the preschool program where the student has been a summer intern.

The Pearson Vue Exam: The final step is the National CDA computer-based exam, which can be completed at PCC Willow Creek.

Academic Content Standards:

National Level: Course will include student learning opportunities and outcomes that address the National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation in Associate Degree Programs. The Standards intentionally cover areas of professional preparation that are required to ensure that all young children will receive the kind of early education they need and deserve. Following are the Standards which are included in the coursework:
STANDARD 1: PROMOTING CHILD DEVELOPMENT AND LEARNING
1a: Knowing and understanding young children's characteristics and needs 1b: Knowing and understanding the multiple influences on development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
STANDARD 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
3a: Understanding the goals, benefits, and uses of assessment 3b: Knowing about and using observation, documentation, and other appropriate assessment tools 3c: Understanding and practicing responsible assessment 3d: Knowing about assessment partnerships with families and other professionals
STANDARD 5: BECOMING A PROFESSIONAL
5a: Identifying and involving oneself with the early childhood field 5b: Knowing about and upholding ethical standards and other professional guidelines 5c: Engaging in continuous, collaborative learning to inform practice 5d: Integrating knowledgeable, reflective, and critical perspectives on early education 5e: Engaging in informed advocacy for children and the profession

State Level: Course will include student learning opportunities and outcomes of the Essential Skills, which are cross-disciplinary skills necessary for success in college and career. Essential Skills are part of the Oregon Diploma, and articulate the skills that all students should have at the end of high school.
STANDARD 1: READ & COMPREHEND A VARIETY OF TEXT
● Demonstrate the ability to read and understand text. ● Summarize and critically analyze key points of text, events, issues, phenomena, or problems, distinguishing factual from non-factual and literal from inferential elements. ● Interpret significant ideas and themes, including those conveyed through figurative language and symbols. ● Follow instructions from informational or technical text to perform a task, answer questions, and solve problems.
STANDARD 2: WRITE CLEARLY & ACCURATELY
● Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology. ● Develop organized, well-reasoned, supported, and focused communications. ● Write to explain, inform, and persuade, including business, professional communications. ● Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.
STANDARD 4: LISTEN ACTIVELY & SPEAK CLEARLY AND COHERENTLY
● Listen actively to understand verbal and non-verbal communication. ● Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems. ● Discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques. ● Use language appropriate to particular audiences and contexts.

STANDARD 5: THINK CRITICALLY & ANALYTICALLY
● Identify and explain the key elements of a complex event, text, issue, problem, or phenomenon. ● Develop a method to explore the relationships between the key elements of a complex event, text, issue, problem or phenomenon. ● Gather, question, and evaluate the quality of information from multiple primary and secondary sources. ● Propose defensible conclusions that address multiple and diverse perspectives.
STANDARD 8: DEMONSTRATE GLOBAL LITERACY
● Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions. ● Apply a global perspective to analyze contemporary and historical issues.
STANDARD 9: DEMONSTRATE PERSONAL & TEAMWORK SKILLS
● Participate cooperatively and productively in work teams to identify and solve problems. ● Display initiative and demonstrate respect for other team members to complete tasks. ● Plan, organize, and complete assigned tasks accurately and on time. ● Exhibit work ethic and performance, including the ability to be responsible and dependable.

Impact on Program:

This course is not expected to have a significant impact on staffing, since this elective will be offered one semester per school year. Currently, most students receive their career-related learning experience, aligned with essential skill standards, through their senior-level focus program or senior seminar. Ideally, this course would be offered to sophomores and juniors, so that real world, practical applications of career exploration in early childhood can begin in the lower grades.

Budget:

The course is not expected to have a specific impact on the District or school budget. In order to add this course, the only direct cost would be one-time start-up supplies that include resource guides and a DVD.

10 copies of CDA Essentials for Working with Young Children	\$49.00 each + shipping
10 copies of CDA Competency Standards Book – Preschool Edition	\$25.00 each + shipping
10 copies of Early Childhood Environment Rating Scale	\$21.95 each + shipping
ECERS-R Training Video	\$64.00 + shipping
Total:	\$1023.50 + shipping costs

Annual transportation costs for five field trips that could be offered to additional students outside of this course.

Joyful Noise Child Development: 333 SW 1st Avenue – Portland, OR 97204

Poise Studio: 4700 SW 185th Avenue – Beaverton, OR 97007

Hillsboro Public Library: 2850 NE Brookwood Parkway – Hillsboro, OR 97124

Portland Children’s Museum – Opal School: 4015 SW Canyon Road – Portland, OR 97221

PSU Early Childhood Program – Helen Gordon: 1609 SW 12th Avenue – Portland, OR 97201

Individual Student Fee & Scholarship Needs:

CDA Workbook	\$25.00 each + shipping
CDA Observation, occurs 2 nd semester of Child Services 2	\$480.00

7. Draft Course Outline

Week	Topic	Readings/Resource File
1-2	<i>Introduction to CDA Process</i> <i>Introduction to ECERS</i> Sense of Self & Guidance The Early Childhood Professional Certificate: Recognize and Reporting Child Abuse & Neglect	<u>Essentials</u> Reading: 1-8, 218, 272 Workbook 85-116 ECERS-R: 60-63 Journal:
3	<i>Introduction to Writing Autobiography</i> <i>Becoming an Objective Observer</i> <i>Learning Environments</i> Field Trip: Joyful Noise Child Development	<u>Essentials</u> Reading: 75-112, 303-324 Workbook: 30-41, 128-137 ECERS-R: 17, 56-57, 64 Journal:
4-5	<i>Physical</i> 1. Principles of Development 2. Gross and Fine Motor Development 3. Principles, Sensory Explore Field Trip: Poise Studio – Yoga with Children	<u>Essentials</u> Reading: 114-134 Workbook: 42 -50 ECERS-R: 18-20, 32, 39, 46-47, 58-59 Journal:
6	Setting Up Your Resource File <i>Writing Competency Statements</i> Early Childhood Professional Training: First Aid & CPR	<u>Essentials</u> Reading: 9-50 Workbook: 4-29 Journal:
7-8	<i>Cognitive</i> 1. Major Learning Theories 2. Play and Learning Styles Field Trip: PSU early childhood program, Helen Gordon	<u>Essentials</u> Reading: 136-148 Workbook: 51-54 ECERS-R: 50-53, 66 Journal:
9-10	<i>Cognitive</i> 1. <i>Encouraging Exploration</i> Thinking & Problem Solving 2. Asking Questions 3. Science and Math The Early Childhood Professional Certificate: Food Handlers	<u>Essentials</u> Reading: 146-160 Workbook: 55-60 ECERS-R: 46-47 Journal:
11	<i>Communication</i> 1. Encouraging Listening and Speaking 2. Supporting Dual-Language Learners 3. Print-Rich Environment 4. Encouraging Writing	<u>Essentials-</u> Reading: 162-185 Workbook: 62-28 ECERS-R: 10, 30, 36, 37, 38 Journal:
12-13	<i>Communication</i> 1. Using Books & Dramatic Play 2. Puppets, flannel boards, poetry Field Trip: Hillsboro Public Library Storytime	<u>Essentials-</u> Reading: 186-197, 212-214 Workbook: 69-73, 80-81 ECERS-R: 34, 48, 65 Journal:
14 -16	<i>Creative</i> 1. Principles of Creative Process 2. DAP Art-Music-Building Field Trip: Children's Museum – Opal School	<u>Essentials-</u> Reading: 198-211 Workbook: 76-80, 82-84 ECERS-R: 40-45 Journal:
17	<i>Professionalism</i>	<u>Essentials-</u> Reading: 325-345 Workbook: 139-146 ECERS-R: 40-45 Journal:

Action Research

1. Identify the goals of the proposed course.

Students will have the academic knowledge and professionalism that will allow them to contribute 480 hours to early childhood settings, and complete the final steps necessary to obtain a CDA upon graduation from high school within three years.

2. What data will be collected (include enrollment data)?

- Enrollment data and completion of a CDA will be broken into categories:
 - Gender
 - ESL
 - IEP / 504
 - TAG(If students come from the other 3 schools)
 - LHS students
 - GHS students
 - CHS students
 - HHS students
- Achievement rate to obtain an early childhood teaching position within six months of graduation, if going into the work force was the student's goal
- Attendance rate, comparing Child Services with other focus programs
- Total service hours students of Child Services provided to various early childhood settings

3. When and how will data be collected?

When:

- Beginning of course
- End of the semester course
- End of Child Services 2 – senior year

How:

- Reviewing attendance and collaborating with other Child Services teachers from the three schools will occur at the end of Child Services 2 – senior year
- Emailing a survey to graduated students in January

Classroom Assignments:

“Quick-Write” Assignments: Quick-Write assignments will be given during each class period, and will focus on topics assigned by the instructor. These writing assignments will be designed to develop and refine reading, writing, and comprehension skills. Topics will include, but will not be limited to: assigned readings, current events, and class discussions. The assignment will be 1-2 paragraphs, handwritten (legibly). (Missed quick-writes cannot be made-up.)

Course Portfolio: This portfolio will be a collection of course materials, such as the syllabus, handouts, articles, quick-writes, quizzes, questions, projects, guest speaker information, field trip reflections, etc.

Activities and Projects or PowerPoint: Assignments will be on content material covered. These assignments will be individual and/or group assignments (group assignment: design a learning center; group assignment: PowerPoint).

Article Reviews: Two article review assignments will be completed during this course. Students must summarize the articles (at least 2 paragraphs), and provide their individual opinions and feedback relating to work experience. One article will be the instructor’s choice, connecting to the standard that the student will become the expert on, and the student will choose the other. The instructor must approve the article chosen for review by the student. These literature reviews must show depth in content. Students must be able to verbally share information to the class using a few visuals.

Observations: Each student enrolled in this class is required to complete ten (10) hours of observation in various early childhood settings. The instructor will approve the observation assignments. An observation form must be completed and signed by a program faculty member, if instructor wasn’t able to attend. Students will keep a journal, reflecting on observation experiences (must include an entry for each observation – journal form will be provided). Hours will be due at set times throughout the semester.

Professional Resource File: In addition to the course portfolio, each student who is a candidate for the CDA credential will organize course assignments into their CDA Resource File. This notebook should be in a three-ring binder that is at least two inches in size, separated with tab dividers; pages should be arranged front/back into page protectors. Instruction regarding organization of this notebook will be provided throughout the course.

Field Trip – Guest Speaker Charts & Reflections:

Catch a teachable moment.

The What, So What, Know What

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
RIGHT BRAIN INSTITUTE REPORT

SITUATION

Since its launch in 2007, the Right Brain Initiative has worked to provide equitable arts education and whole brain learning throughout the tri-county region. Hillsboro School District began partnering with Right Brain in 2008, beginning with four schools. Currently eleven elementary schools and one middle school utilize Right Brain strategies in content instruction. The multi-phase program model ensures success by allowing the schools to increase their level of engagement and financial commitment over time. Right Brain's focus on creative and critical thinking skills, diversity, and multi-faceted instructional methods contributes to the goal of educating the whole child.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC) UPDATE

SITUATION

The District has begun the process of testing students with the new Smarter Balanced assessment. The testing window opened for students in grades 3-8 on March 16, and will open on April 28 for 11th grade students. By the end of the school year, the District will test approximately 12,000 students.

Tonight's presentation will provide an update on the District's process and progress with the new assessment, including an overview of the test components, timing, school schedules, District and school communications, school and community feedback, and support that is being provided for school staff.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
ACHIEVEMENT COMPACT UPDATE

SITUATION

With the status of the Oregon Education Investment Board in flux, the structure, frequency, and focus of the Achievement Compacts are under revision, and school districts are expecting a variety of changes to the 2015-16 Achievement Compact.

By May 1 of each year, districts must inform their governing boards of the Achievement Compact Committee's intentions for goal setting. This report will review any updates that are currently available.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
BOUNDARY ADJUSTMENT UPDATE

SITUATION

During the March 17, 2015, Board meeting, Director Glenn Miller proposed an exchange of property between the Hillsboro and Beaverton school districts. The Hillsboro School District's boundary adjustment request / review process includes an outline of questions to be considered during this process. Information gathered in response to these questions will be shared with the Board.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
FINANCIAL REPORT

Business Office. The Business Office is working to strengthen support for District schools and department staff. There is a sense of empowerment and pride as staff identifies ways to directly and indirectly support initiatives to increase student achievement.

Business Office staff members continually work closely with Human Resources, Technology Services, and all support staff to improve services. Periodic meetings are held and “safe” feedback loops are in place to provide support and guidance to everyone, including public stakeholders.

Finance Team – Banking and Accounts Payable. Finance Manager Ann Ballard and the finance team are working with a vendor on a “value-added” (no-risk, charge-by-impact) basis to identify potential opportunities for the District to save money due to the possibility of being overbilled for utilities and telecommunications.

The finance team is considering a partnership with Commerce Bank that would enable the District to pay vendors through a discount Visa card program, which may be an opportunity to streamline payments to vendors and to receive rebates for payments made through the Commerce Bank Visa card program. Before entering into the partnership, staff members are polling District vendors to determine their preferred method of payment.

Payroll Team. Payroll Supervisor Kim Grannis and the payroll team continue to provide stellar payroll services. They have also been working to maximize the utility of the District’s financial software, and develop a streamlined data collection for Transportation Department payroll.

Benefits Team. The benefits team is working to facilitate spring enrollment in the District’s Section 125 Plan for Flexible Spending Accounts (FSAs), Health Savings Accounts (HSAs), and other products. Additionally, the team is partnering with Hillsboro Education Association (HEA) to research and model ideas for implementing Health Reimbursement Arrangements (HRAs) as part of managing the insurance pool. The team members are eager partners in research and discussion regarding options that maximize benefits available to eligible staff members

Grants. Grants Fiscal Planning Specialist Jeff Jones has returned to the office full-time after taking paternity leave. Department staff are glad to have him back in the office reconciling grants, generating expense reports, and collecting reimbursements from the state.

Risk Management. Risk Manager Yvonne Dukart has announced her retirement, effective May 30, 2015. Ms. Dukart has managed the District’s liability and worker’s compensation programs for many years, making significant contributions in this position. The Business Office was recently made aware that, due largely to Ms. Dukart’s

leadership in risk management and safety, the District's rating for worker's compensation has dropped from .88 to .80. Since a rating of 1.0 is "average" for school districts, this is a stellar rating. Ms. Dukart will be missed. Fortunately, she has graciously offered to extend her expertise to the District during the transition to a new risk manager.

Workers' Compensation Report. The District has received 8 new worker's compensation claims since March 1, 2015. Currently, there are 27 open claims; 9 are for medical costs only, and 18 include time loss. There were 4 employees on modified work plans during March.

Worker's Compensation Claims			
	2012-13	2013-14	2014-15
July	2	4	2
August	4	5	7
September	6	3	8
October	7	1	12
November	3	2	1
December	3	7	2
January	4	9	13
February	5	4	5
March	5	7	8
April	10	8	
May	4	5	
June	8	2	
Yearly Total:	61	57	61

Student Accident Report. There were 76 student accidents reported in March.

Student Incident Reports			
	2012-13	2013-14	2014-15
July	2	0	4
August	13	10	1
September	133	141	83
October	149	190	67
November	105	96	59
December	127	87	55
January	92	88	92
February	118	66	95
March	124	47	76
April	108	117	
May	74	73	
June	30	21	
Yearly Total:	1,075	936	532

Vehicle Accidents – March 2015. There was one minor bus accident in March.

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
MONTHLY FINANCIAL REPORT - as of March 31, 2015

	1st Quarter	2nd Quarter	January	February	March	3rd Quarter	Fiscal YTD	Budget	% of 2014-15	2013-14	% of 2013-14
Revenues	Actual	Actual	Actual	Actual	Actual	Actual	2014-15	2014-15	Budget Expended	Fiscal YTD	Budget Expended
Taxes	\$116,529.82	\$55,162,773.82	\$404,227.52	\$389,122.73	\$1,553,809.94	\$2,347,160.19	\$57,626,463.83	\$57,526,623.00	97.47%	\$54,173,271.94	98.30%
Interest	\$46,096.79	\$62,529.05	\$29,576.79	\$25,592.16	\$0.00	\$55,168.95	\$163,794.79	\$273,000.00	50.62%	\$131,252.86	52.50%
Local Sources	\$105,566.47	\$625,619.67	\$108,686.20	\$211,485.77	\$38,819.08	\$358,991.05	\$1,090,177.19	\$1,182,905.00	92.16%	\$767,001.13	68.79%
Total Local	\$268,193.08	\$55,850,922.54	\$542,490.51	\$626,200.66	\$1,592,629.02	\$2,761,320.19	\$58,880,435.81	\$58,982,528.00	99.83%	\$55,071,525.93	97.52%
County/ESD	\$1,946,988.00	\$1,623,468.08	\$210,460.96	\$317,998.75	\$0.00	\$528,459.71	\$4,098,915.79	\$2,125,000.00	192.89%	\$1,628,310.25	217.11%
State Sources	\$38,012,347.86	\$28,656,830.18	\$9,482,058.00	\$9,709,313.85	\$9,482,058.00	\$28,673,429.85	\$95,342,607.89	\$114,000,960.00	83.63%	\$88,589,072.75	93.29%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$157.50	\$969.50	\$50.00	\$25.00	\$267.50	\$342.50	\$1,469.50	\$0.00	0.00%	\$16,582.81	0.33%
Beginning Balance	\$14,456,891.66	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14,456,891.66	\$16,664,788.00	86.75%	\$9,101,596.73	96.89%
Total Revenue	\$54,684,578.10	\$86,132,190.30	\$10,235,059.47	\$10,653,538.26	\$11,074,954.52	\$31,963,552.25	\$172,780,320.65	\$191,773,276.00	90.10%	\$154,407,088.47	90.70%
Expenditures											
Instruction											
Salaries	\$5,449,320.95	\$17,134,586.70	\$5,723,362.86	\$5,743,198.22	\$5,806,807.97	\$17,273,369.05	\$39,857,276.70	\$69,498,018.90	57.35%	\$37,222,562.67	61.40%
Benefits	\$2,795,224.11	\$8,604,672.03	\$2,872,100.30	\$2,868,926.60	\$2,904,124.41	\$8,645,151.31	\$20,045,047.45	\$35,129,973.95	57.06%	\$19,170,768.70	62.13%
Purchased Service	\$621,325.35	\$624,570.80	\$278,239.79	\$193,460.90	\$216,410.02	\$688,110.71	\$1,934,006.86	\$2,214,069.50	87.35%	\$1,724,413.13	65.80%
Supplies/Materials	\$323,804.62	\$415,244.27	\$125,267.56	\$93,588.26	\$82,664.92	\$301,520.74	\$1,040,569.63	\$1,263,490.44	82.36%	\$723,252.38	44.46%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$84,451.58	\$72,889.54	\$3,393.50	\$4,462.57	\$314.45	\$8,170.52	\$165,511.64	\$145,331.65	113.89%	\$119,374.36	91.48%
Total Instruction	\$9,274,126.61	\$26,851,963.34	\$9,002,364.01	\$8,903,636.55	\$9,010,321.77	\$26,916,322.33	\$63,042,412.28	\$108,250,884.44	58.24%	\$58,960,371.24	61.51%
Support Services											
Salaries	\$5,897,349.91	\$8,614,661.25	\$2,837,700.34	\$2,898,991.59	\$2,941,419.93	\$8,678,111.86	\$23,190,123.02	\$32,481,507.33	71.39%	\$21,244,829.18	70.29%
Benefits	\$3,205,475.03	\$4,958,515.72	\$1,648,299.71	\$1,627,729.42	\$1,625,748.08	\$4,901,777.21	\$13,065,767.96	\$19,223,685.00	67.97%	\$12,351,697.19	72.66%
Purchased Service	\$4,023,984.18	\$3,304,594.70	\$1,095,903.10	\$1,132,039.90	\$680,197.98	\$2,908,140.98	\$10,236,719.86	\$13,074,277.03	78.30%	\$7,883,536.34	67.79%
Supplies/Materials	\$1,444,630.03	\$1,232,722.23	\$423,480.89	\$713,746.74	\$379,879.86	\$1,517,107.49	\$4,194,459.75	\$6,221,385.53	67.42%	\$2,821,693.75	51.60%
Capital Purchases	\$9,014.25	\$0.00	\$0.00	\$0.00	\$50,267.50	\$50,267.50	\$59,281.75	\$684,588.00	8.66%	\$436,610.44	188.22%
Other	\$1,163,577.38	\$89,058.49	-\$50,784.53	\$3,116.06	\$1,984.34	-\$45,684.13	\$1,206,951.74	\$1,419,359.97	85.03%	\$1,162,237.12	90.18%
Total Support	\$15,744,030.78	\$18,199,552.39	\$5,954,599.51	\$6,375,623.71	\$5,679,497.69	\$18,009,720.91	\$51,953,304.08	\$73,104,802.86	71.07%	\$45,900,604.02	69.71%

<i>Expenditures (continued)</i>	1st Quarter Actual	2nd Quarter Actual	January Actual	February Actual	March Actual	3rd 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	\$42,129.93	\$54,010.17	\$19,373.36	\$19,391.46	\$23,256.10	\$62,020.92	\$158,161.02	\$222,812.70	70.98%	\$150,858.54	71.58%
Benefits	\$23,696.02	\$33,198.82	\$10,624.93	\$10,632.91	\$11,331.54	\$32,589.38	\$89,484.22	\$129,862.05	68.91%	\$78,110.88	64.33%
Purchased Service	\$1,603.76	\$9,430.02	\$1,153.03	\$967.53	\$3,739.98	\$5,860.54	\$16,894.32	\$47,168.55	35.82%	\$13,127.09	26.96%
Supplies/Materials	\$968.32	\$330.88	\$7.50	\$95.66	\$1,285.35	\$1,388.51	\$2,687.71	\$6,789.03	39.59%	\$3,439.55	32.48%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$700.00	\$460.37	0.00%	\$500.00	0.00%
Total Community Services	\$68,398.03	\$97,669.89	\$31,158.82	\$31,087.56	\$39,612.97	\$101,859.35	\$267,927.27	\$407,092.70	65.81%	\$246,036.06	62.85%
Capital Projects											
Purchased Service	\$0.00	\$21,045.57	\$24,859.45	\$0.00	\$11,878.23	\$36,737.68	\$57,783.25	\$0.00	0.00%	\$25,922.64	0.00%
Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$8,486.00	0.00%
Total Community Services	\$0.00	\$21,045.57	\$24,859.45	\$0.00	\$11,878.23	\$36,737.68	\$57,783.25	\$0.00	0.00%	\$34,408.64	0.00%
Debt Service Payment	\$349,593.76	-\$3.14	\$0.00	\$474,925.00		\$474,925.00	\$824,515.62	\$529,850.00	155.61%	\$532,800.00	100.92%
Transfers	\$0.00	\$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	\$0.00	\$9,480,646.00	0.00%	\$0.00	0.00%
Total Expenditures	\$25,436,149.18	\$45,170,228.05	\$15,012,981.79	\$15,785,272.82	\$14,741,310.66	\$45,539,565.27	\$116,145,942.50	\$191,773,276.00	60.56%	\$105,674,219.96	62.07%

HILLSBORO SCHOOL DISTRICT 1J
April 28, 2015
FIRST READING—POLICY BFD: BOARD POLICY IMPLEMENTATION

SITUATION

House Bill 3075 amended Oregon Revised Statute 332.505, and removed the requirement for districts to maintain a copy of the board's policy manual in each school library or school business office. The proposed revision to policy BFD: Board Policy Implementation includes language recommended by Oregon School Boards Association to align the policy with the new legal requirements.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of policy BFD: Board Policy Implementation.

Hillsboro School District 1J

Code: BFD
Adopted: 07/96
Revised: 06/07

Board Policy Implementation

Effective Date of Policies

All new or amended policies will become effective on the day after adoption by the Board, unless a specific date is included in the motion for adoption.

Policy Implementation

The Superintendent and administrative staff will implement Board policies. The Superintendent may formulate administrative regulations and procedures to assist policy implementation.

It will be the Board's duty to evaluate the effectiveness of the policy and the effectiveness of the administration's implementation of the policy.

Policy Dissemination

The written policies that govern the District will be maintained in a policy manual, to be updated by District staff as new policies are developed or existing policies are revised or repealed.

Board policy documents ~~shall be printed and~~ shall be available electronically. When additions, deletions, or amendments are made to Board policy, the ~~corrected copy~~ revised policy will be ~~printed and~~ updated electronically.

~~Each Board member will be provided with a current policy manual.~~

~~Each school shall provide at least one copy of the Board's policy manual in the school's library and one copy in the business office. Each employee will be specifically notified of the existence and availability of personnel policies. The Board's policy manual~~ Board policies and administrative regulations will be considered a public record, and will be open available to the public and District employees for inspection at the District office during regular working hours at all times on the District's website.

The Superintendent will provide channels for disseminating appropriate policies to the community.

END OF POLICY

Legal Reference(s):

ORS 192.410(4)
ORS 332.107
ORS 332.505
OAR 581-022-1610
OAR 581-022-1720