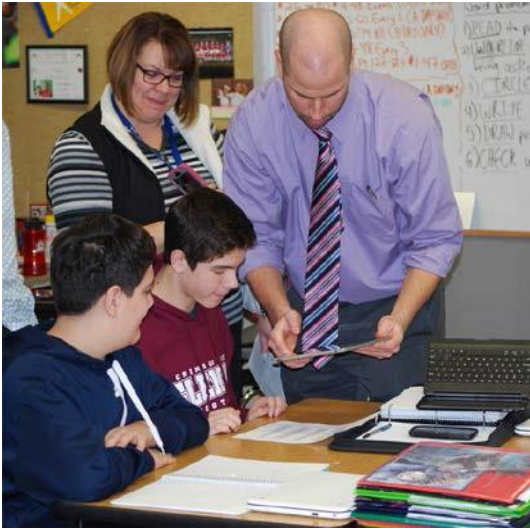




Hillsboro School District 1J

May 26, 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

May 26, 2015

5:15 PM

1. 5:15 p.m. Executive Session
ORS 192.660(2)(i)--Evaluation of the Superintendent
2. 6:15 p.m. Work Session
 - A. Discuss Board Meeting Dates for 2015-16 4
Presenter: Wayne Clift
 - B. Long-Range Planning Calendar / Input 5
Presenter: Adam Stewart
 - C. Board Discussion Time
3. 7:30 p.m. Regular Session
Call to Order and Flag Salute
4. Recognition / Student Presentation
 - A. Student Presentation: Groner Elementary School - Sixth Grade Band
Presenter: Wayne Clift
5. Approval of Agenda
6. Audience Time
7. Consent Agenda
 - A. Approve Minutes of April 7, 2015, Board Meeting 6
 - B. Approve Minutes of April 28, 2015, Board Meeting 10
 - C. Approve Routine Personnel Matters 21
 - D. Accept Donations 23
 - E. Approve Consolidated ESEA Subgrants 24
 - F. Adjust Appropriations 25
8. Action Items
 - A. Approve High School Course Proposal: Early Childhood Development Associate (CDA) Certificate 28
Presenter: Travis Reiman
 - B. Approve Further Exploration of Boundary Adjustment Proposal 37
Presenter: Mike Scott
 - C. Approve Policy Revisions
 1. Policy BFD: Availability of Policy Manual 38
Presenter: Mike Scott
9. Reports and Discussion
 - A. Discuss City View Charter School Draft Contract 40

Presenter: Mike Scott / Adam Stewart

B. Financial Report

41

Presenter: Adam Stewart

10. NWRES D / HCU / HEA Reports

11. Superintendent's Time

12. Board of Directors' Time

13. Executive Session

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

14. Adjourn Regular Session

15. Next Meetings of the Board of Directors

- June 9, 2015, Regular Session
- July 28, 2015, Regular Session (tentative)

HILLSBORO SCHOOL DISTRICT 1J
May 26, 2015
DISCUSS 2015-16 BOARD MEETING DATES

SITUATION

The Board annually sets the schedule of Board meeting dates for the upcoming school year. Board meetings are typically held on the second and fourth Tuesdays of the month, except for the December and March meetings, which may be held on the third Tuesday to accommodate winter break and spring break. Summer months may only have one meeting. Below are draft dates for the 2015-16 school year for Board discussion. The Board is scheduled to approve the 2015-16 meeting dates on June 9, 2015.

July 21, 2015	Regular Session (third Tuesday)
August 17, 2015	Full-day Work Session / Regular Session (third Monday)
September 8, 2015	Work Session
September 22, 2015	Regular Session
October 13, 2015	Work Session
October 27, 2015	Regular Session
November 17, 2015	Regular Session (third Tuesday)
December 8, 2015	Regular Session
January 12, 2016	Work Session
January 26, 2016	Regular Session
February 9, 2016	Work Session
February 23, 2016	Regular Session
March 15, 2016	Regular Session (third Tuesday)
April 5, 2016	Work Session (first Tuesday)
April 26, 2016	Regular Session
May 10, 2016	Work Session
May 24, 2016	Regular Session
June 7, 2016	Regular Session (first Tuesday)

In addition, the following dates are set aside for Budget Committee meetings to consider the 2016-17 Proposed Budget:

May 5, 2016	May 12, 2016 (if needed)
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RECOMMENDATION

The Superintendent recommends the Board of Directors discuss Board meeting dates for the 2015-16 school year.

HILLSBORO SCHOOL DISTRICT 1J
May 26, 2015
LONG-RANGE PLANNING CALENDAR / INPUT

SITUATION

During the 2014-15 school year, the Long-Range Planning Committee has been collecting information regarding District facility needs. This initial process is now complete, and the Board will be presented with a comprehensive list of these needs in seven categories:

- Electrical / Mechanical / Plumbing
- Safety
- Seismic
- Roofing
- Technology
- Asphalt / Concrete
- Other Projects

These lists are organized by building, and intended to be used as a basis for discussion regarding a future school bond issue.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

April 7, 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
Val Bokma, Assistant to the Board

EXECUTIVE SESSION: 5:15 P.M.

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

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)(i)—evaluation of the Superintendent. The Board discussed the Superintendent's evaluation with the Superintendent; no action was taken. Board Chair Strelchun moved the Board out of executive session and recessed the meeting at 6:01 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
Steve Larson, Assistant Superintendent, School Performance
Adam Stewart, Chief Financial Officer
Beth Graser, Director, Communications
Michelle Morrison, Director, Business Services
Laurie Boyd, Assistant to the Superintendent
Val Bokma, Assistant to the Board
Diana Kleintob, Technology Support

Others Present:

Lisa Allen
Chris Barry
Robert Coffman
Maureen Barnhart, HEA

WORK SESSION: 6:00 P.M.

Board Chair Kim Strelchun reconvened the meeting at 6:05 p.m. Chief Financial Officer Adam Stewart introduced Business Office student intern Robert Coffman. ASPIRE (Access to Student assistance Programs In Reach of Everyone) and intern opportunities for students were discussed.

1. Student Representatives at School Board Meetings

Director Janeen Sollman and Superintendent Mike Scott presented a proposal for establishing a Board and Superintendent Advisory Team (BSAT), which would include Student Board Representatives. The proposal included a selection process, guidelines,

and scope of involvement. In developing the proposal, input was gathered from other local school districts with Student Board Representatives, and the City of Hillsboro, where the Mayor's Youth Advisory Council (YAC) model has been successful.

Key points of the proposal included the following:

- The advisory team would consist of 14 students in grades 10 – 12 (one per grade from each high school, and one each from Hillsboro Online Academy and Miller Education Center)
- Students would be selected via an application process
- The BSAT would nominate and recommend members of their team to serve as Student Board Representatives
- A committee consisting of at least two Board members would interview and select up to two of the recommended students per semester to serve as Student Board Representatives
- Selected Student Board Representatives would:
 - Review the Board packet before each School Board meeting, attend School Board meetings, be prepared to discuss agenda items, and act in an advisory capacity to the Board, expressing the views of students, and acting as liaisons between the Board and District students

Board members discussed the merits of the proposal. Highlights of the discussion included:

- Potential benefits
 - Value of having a student perspective
 - Student peer-to-peer communication
 - Leadership opportunities for students
- Questions and concerns regarding Student Board Representatives
 - The importance of Board members' positions might seem to be minimized
 - The selection process involves a small group versus the community at large
 - Additional voices might increase the length of Board meetings
 - Students might not want this level of involvement
 - Many people who attend Board meetings would also like to have opportunities to contribute
- Next steps
 - Because the Board's consensus was only in favor of establishing a BSAT, and not moving forward with Student Board Representatives, Superintendent Scott will refine the proposal and identify specific, meaningful opportunities for the BSAT. He will present an update to the Board for further discussion at a future meeting.

Item 3, Inter-District Transfer Discussion, was moved forward on the agenda.

3. Inter-District Student Transfer Discussion

Director Graser reported on the results of the District's participation in the House Bill (HB) 3681 open enrollment process in March, and presented a potential plan for participating in the HB 2747 inter-district student transfer process. District staff will

review enrollment projections, gather principal feedback, identify transfer opportunities, and develop a proposal, which will be presented to the Board for action on April 28.

2. Open Enrollment Discussion

Superintendent Mike Scott explained that Director Seligman had requested that the Board discuss establishing a districtwide open enrollment process, wherein any family in the District could request that their students attend any school in the District. Superintendent Scott explained that the purpose of the Board discussion was to determine whether there was a consensus to explore this suggestion further.

Director Seligman explained that a lottery could be conducted if there was more interest in a specific school than could be accommodated, and that the District would provide transportation to all District schools for students who reside within the District boundaries.

Assistant Superintendent Steve Larson shared information gathered from three local districts with broader open enrollment processes than Hillsboro's (Portland Public Schools, Beaverton School District, and Eugene School District).

Board members discussed the merits of this suggestion at length.

Potential Benefits

- Making all District schools / programs available to all students

Concerns

- Burden on the District's transportation system (the three local districts surveyed by staff do not provide districtwide transportation for all students to all schools)
- Length of time that students might have to spend on buses
- Cost of the process / budget restrictions / funding priorities
- Impact on schools in less-affluent neighborhoods
- Spirit of competition / school "shopping"
- Schools might not demographically represent the communities they serve
- Decreased community engagement and support for schools
- Impact on class size / resentment when class sizes increase because of student transfers
- If high-demand schools serve their feeder groups first, there might not be space for many transfer students

The majority of Board members did not support moving forward with the suggestion at this time. Therefore, staff will continue to improve the District's current, liberal transfer process, focusing on making the process easier to understand and navigate, and investigating new possibilities for providing students with options that interest them.

Since the District is currently working with a transportation consultant, Chief Financial Officer Adam Stewart will request that the consultant provide an estimate of the transportation cost that would be required to implement the proposal. This cost estimate will be available for future reference, if needed.

4. Board Discussion Time

Board members discussed the following:

- Director Cañas
 - Equity and affirmative action
- Director Miller
 - Donation opportunities to help South Albany High School recover from the recent fire
- Board Chair Strelchun
 - When essential equipment was stolen from the Franklin High School robotics team ten days before the competition, other robotic teams stepped up to help
- Superintendent Scott and Chief Financial Officer Stewart
 - The \$7.255 billion education budget passed by the State Legislature will require District budget reductions
 - Budget recommendations and options will be presented to the Board and Budget Committee during the April 28 work session
 - One additional quarterly forecast is still forthcoming

The meeting was adjourned at 7:50 p.m.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

April 28, 2015

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

Board Present:

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

Staff Present:

Mike Scott, Superintendent
Val Bokma, Assistant to the Board

Others Present:

Greg McKenzie, Consultant

EXECUTIVE SESSION: 5:15 P.M.

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

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)(i)—evaluation of the Superintendent. Director Akers was unable to attend the meeting.

The Board discussed the Superintendent's evaluation. Consultant Greg McKenzie from Window to Leadership, LLC, facilitated the discussion. Superintendent Mike Scott left the meeting at 5:19 p.m. No action was taken. Board Chair Strelchun moved the Board out of executive session and recessed the meeting at 5:40 p.m.

Board Present:

Kim Strelchun, Chair
Wayne Clift, Vice Chair
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
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
Zaida Rosa, Bilingual Interpreter and Translator
Sindy Avila, Parent and Community Engagement Liaison
Martha MendezBolanos, Migrant Home School Consultant
Diana Kleintob, Technology Support

Budget Committee Present:

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

Others Present

Irma Alonso
Lisa Allen
Heriberta Diaz
Carina Delgado
Noah Froblick

Laura Gomez Martinez
Christian Honl
Javier Leon
Bart Rask
Christian Tunnell

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

1. WORK SESSION: 6:00 P.M.

Board Chair Kim Strelchun called the meeting to order at 6:01 p.m. Director Akers was unable to attend the meeting.

Migrant / English Language Learner – Parent Advisory Council Report

Parent Advisory Committee (PAC) president Irma Alonso, co-vice president Javier Leon, and co-vice president Laura Gomez shared information regarding the PAC's purpose, membership, and activities. Their report included information on how parent engagement benefits students, parent training opportunities that PAC members have engaged in at the District and state levels, and progress toward increasing parent leadership development. They thanked Superintendent Scott and Olga Acuña for their support, offered their continued assistance in identifying ways to improve the delivery of information to parent members, and invited the Superintendent and Board members to attend PAC meetings.

Superintendent Scott and Board members commended PAC members for their commitment to the education of students, and their inspirational level of involvement.

Discuss Compensation for Nonunion Employees and the Superintendent

Superintendent Mike Scott and Assistant Superintendent Debbie Ashley explained that the Board is scheduled to take action regarding compensation for nonunion employees and the Superintendent on June 9, 2015, but the District is still bargaining with both classified and licensed employee groups. Based on the need for consistent, competitive salaries in all employee groups, Superintendent Scott and Assistant Superintendent Ashley recommended that on June 9 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.

Director Erik Seligman asked what the cost savings to the District would be if non-union salaries were frozen. Superintendent Scott said that staff will provide this information, but shared that the District's salaries for these employees are no longer competitive, and for this reason the District is at risk of losing valuable employees. Chief Financial Officer Stewart expressed his support for the proposal presented by Superintendent Scott and Assistant Superintendent Ashley, and explained that, during the past several years, when represented employees have experienced reductions in compensation, the administrative team's compensation level has been subject to the same reductions.

Budget Update

Superintendent Scott and Chief Financial Officer Stewart presented the most recent State budget information, and a preview of the elements of the proposed 2015-16 budget.

Highlights of the discussion included:

- The State Legislature passed a \$7.255 billion budget for education for 2015-16, and approved a 50/50 split between the first and second years of the biennium (historically, the split has been 49/51)
- The Legislature also made adjustments to the assumptions and elements used in the State School Fund (SSF) calculation, and agreed to allocate 40 percent of any additional revenue from the June 2015 revenue forecast (to be released in mid-May) to the SSF
- There are likely to be additional changes to the State budget for education; since SSF estimates are based on projections, and adjusted after actual numbers become available, school districts generally receive six to eight budget estimates for each school year
- The District's five-step (ten-year) reinvestment plan was based on a State education budget of \$7.875 billion; since this level of funding is not available, it will be necessary to prioritize reinvestments
- Because a 50/50 split was approved, there is a projected budget surplus in 2015-16, and a projected shortfall in 2016-17; options for balancing funding between the first and second years of the biennium were discussed; it was recommended that a portion of the 2015-16 surplus be spent in 2015-16 on targeted reinvestments, aligned with the five-step reinvestment plan
- Other areas for reinvestment were suggested, in case additional revenue is received
- Board / Budget Committee members suggested adjustments to the recommended reinvestment amounts
- Next steps include the Budget Committee meeting to approve the proposed budget (May 7), and the budget hearing / Board approval on June 9

Board Discussion Time

Board discussion time was moved to the regular session, due to time constraints.

The meeting was recessed at 7:31 p.m.

Board Present:

Kim Strelchun, Chair
Wayne Clift, Vice Chair
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
Olga Acuña, Director, Federal Grants
Beth Graser, Director, Communications
Brooke Nova, Coordinator, College and Career Pathways
Laurie Boyd, Assistant to the Superintendent
Val Bokma, Assistant to the Board
Zaida Rosa, Bilingual Interpreter and Translator
Sindy Avila, Parent and Community Engagement Liaison
Martha MendezBolanos, Migrant Home School Consultant
Diana Kleintob, Technology Support

Others Present

Jessica Ackerman	Rebecca Griffo	Richard Rice
Scott Ackerman	Damon Heer	Emma Ross
Tami Albertine	Christian Honl	Jacob Sanford
Lisa Allen	Christopher Hoskins	Ashley Schneider
Garth Attaway	Aimee Jones	Butch Self
Ash Bailey	Jacy Jukkala	Bill Smith
Chris Barry	Katie King	Marna Stalcup
Linden Becker	Taylor Loftus	Emily Stonier
Tatum Becker	Theresia Loftus	Briana Vega
Meredith Berry	Tom Luba	Jacob Vice
McKenna Bocanegra	Shelleen McAlister	Jessica Vice
Nancy Brink	Vanessa Merriman	Joe Villa
Kristen Buffaloe	Kathy Mikitka	Ginny Watson
Devlin Burgess	Beth Molenkamp	Mark Watson
Abbi Bushong	Kathi Nees	Kathy Wiechelman
Taylor Butterfield	Sunnie Ochoa	McKenna Wilson
Tim Carlisle	Hayley O'Leary	Brucinda Wisshack
Marla Crowell	Sheila O'Leary	Henry Wisshack
Cristina Delgado	Araceli Ortiz	Joey Wisshack
James Dunlop	Allie Orton	Emily Wisshack
Janamarie Elison	Cynthia Orton	Paul Peterson, NWRES
Dave Erickson	Emma Orton	Devin Hunter, HCU
Cynthia Fabris	Brittany Parks	Maureen Barnhart, HEA
Teresa Fasciana	Bart Rask	Jill Golay, HEA
Kim Fox-Moran	Krista Reiman	Luke Hammill, The Oregonian
Jessica Garcia	Ian Reynoso	Kathy Fuller, Hillsboro Tribune
Cecilia Girón		

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

Call to Order and Flag Salute. Board Chair Strelchun reconvened the meeting at 7:41 p.m. and led the Pledge of Allegiance. Director Akers was unable to attend the meeting.

4. **RECOGNITION / PRESENTATION**

Recognition: Briana Vega – Community Service and Leadership

Hillsboro High School student Briana Vega discussed her recent service trip to the Dominican Republic, and was recognized by the Board for her exceptional, ongoing community service and leadership.

3. **APPROVAL OF AGENDA**

Director Sollman MOVED, SECONDED by Director Cañas, to approve the agenda. The MOTION CARRIED (6-0).

4. **AUDIENCE TIME**

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

Board Chair Strelchun stated that many audience members were in attendance because of their concerns regarding the budget – specifically related to arts, athletics, and activities.

Superintendent Scott provided a summary of the most recent budget information, explaining that the budget passed by the Legislature does not include adequate funding for the District's five-step reinvestment plan, but the District's proposed budget carries forward investments that were included in the 2014-15 budget. He explained that increasing the investment in one area requires decreasing funding in another area because of the District's budget restrictions, and he urged audience members to appeal to their legislators for increased school funding. He also thanked audience members for attending, encouraged their continued attendance and involvement, and invited them to attend the May 7 Budget Committee meeting. He assured them that, although the Board's process for audience time does not include responses from the Board, their input is being heard.

Kathy Mikitka (resident)

Kathy Mikitka reminded the Board that parents are the experts on their children, expressed concern that parents might not receive the District's communications, and urged the District to implement an "opt in" process for health education.

Richard Rice (parent)

Richard Rice discussed his concerns regarding his son's ninth grade assignment to write a paper on race, using only specific source material. Mr. Rice described the source material as one-sided and racist, and said that it represents the United States as a nation based on institutional racism, with whites benefiting. Mr. Rice explained that Liberty High School teachers and administrators have been responsive to his concerns, and he will work with them to ensure that balanced material is provided for the assignment next year.

Linden Becker and Vanessa Merriman (staff members)

Linden Becker and Vanessa Merriman shared their concerns regarding the lack of licensed librarians in the schools, explaining that these staff members are vital to student success.

Ms. Becker described the reductions in library staff that she has observed in the District over the past several years, and explained that middle school students arrive at high school severely lacking in research skills. She urged the Board to restore teacher librarians, initially to the middle schools, and eventually to all schools.

Ms. Becker also shared that April 30 is “Poetry in Your Pocket” Day, and distributed print-outs of poems to Board members.

Ms. Merriman, a trained librarian who is working in a classified position, shared that students are lacking in data base skills, explained that her classified role limits the assistance she can provide to students, and emphasized the need for licensed librarians, who can teach students and collaborate with other faculty members.

Devlin Burgess (student)

Devlin Burgess spoke about the importance of new media, and encouraged the District to incorporate new media into the curriculum, and develop an understanding of its value and significance for students.

James Dunlop (staff) and Joey Wisshack (student)

James Dunlop and Joey Wisshack addressed the Board regarding the need for increased, dependable funding for music.

Mr. Dunlop shared that student participation in band at Century High School has significantly increased, while the District’s music budget has significantly decreased; Century High School does not have enough instruments for the students; and most of the school’s instruments are at least 15 years old, and have been used by many students during those years. He also explained that high school bands serve as ambassadors of their school districts.

Mr. Wisshack stated that he was speaking on behalf of all District band students, and described his passion for music, and the benefits of participation in band, including academic success, physical fitness, team membership, and opportunities to travel and compete.

7. CONSENT AGENDA

Director Sollman MOVED, SECONDED by Director Seligman, to approve the Consent Agenda as printed. The MOTION CARRIED (6-0).

Consent Agenda items were as follows:

- a. Approve Minutes of March 17, 2015, Board Meeting
- b. Approve Routine Personnel Matters
- c. Accept Donations

8. ACTION ITEMS.

a. Inter-District Transfers

Director of Communications Beth Graser provided information regarding the inter-district transfer process and timeline, and the slots that are available at specific schools. She 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. She also recommended that approvals be granted through the student's 12th grade year (or graduation), subject to meeting stated attendance and behavior expectations.

Director Sollman MOVED, SECONDED by Director Miller, to adopt the plan presented for inter-district transfers for the 2015-16 school year.

Director Seligman MOVED, SECONDED by Director Miller, to increase the number of students released to attend schools in other districts to 100.

Board and staff members discussed the number of outgoing transfers that were requested last year; legislative changes in the transfer process; the number of students being released by surrounding districts; the Board's ability to take future action to release additional students, if it chooses to do so; and the importance of being flexible, accommodating, and responsible stewards of the District's resources.

The AMENDED MOTION (to release up to 100 students) FAILED (2-4), with Directors Miller and Seligman voting in favor; and Board Chair Strelchun, and Directors Cañas, Clift, and Sollman voting in opposition.

The original motion (to release up to 40 students) CARRIED (5-1), with Director Seligman voting in opposition.

b. Adopt Resolution for Reimbursement from Lease Proceeds

Chief Financial Officer Stewart requested that the Board approve a resolution that would enable the District, as it is purchasing new school buses, to pay for the buses as they arrive (rather than after the final bus is received), and receive reimbursement from lease proceeds. He explained that, for prior leases, lease proceeds have been held in escrow and paid directly to the vendors, and that, in some cases, this process has caused payments to be delayed. The proposed change would improve timely processing without compromising controls.

Director Miller MOVED, SECONDED by Director Sollman, to approve the resolution for reimbursement of lease proceeds. The MOTION CARRIED (6-0).

c. Approve Policy Revisions

1. Policy IE: Organization of Instruction

Assistant Superintendent Steve Larson presented policy IE: Organization of Instruction for approval. The policy was presented for first reading on March 17, and no public questions or comments were received during the review period.

Assistant Superintendent Steve Larson explained that the policy change will accommodate the K-8 configuration that the Board approved at Groner

Elementary School, and allow flexibility for future configuration adjustments, if needed. Future configuration adjustments would be recommended by the Superintendent, and presented to the Board for approval.

Director Sollman MOVED, SECONDED by Director Cañas, to approve the revisions to policy IE: Organization of Instruction. The MOTION CARRIED (6-0).

9. REPORTS AND DISCUSSION

a. College and Career Pathway Update – Health Services

Executive Director Travis Reiman, College and Career Pathways (CCP) Coordinator Brooke Nova, Liberty High School instructor Ramona Toth, and District students shared information regarding classroom and internship experiences within the Health Services Career Learning Area (CLA).

b. Adelante Chicas.

Adelante Chicas' director Cecilia Girón and youth site facilitator Cristina Delgado presented information about the school-based youth empowerment program. The program, which is offered at seven Hillsboro schools, focuses on education, community service, and personal growth; and helps ensure academic success for Latina girls, grades 3 through 12.

Hillsboro students Jessica Garcia and Araceli Ortiz discussed the benefits they have experienced as a result of their participation in Adelante Chicas, including developing confidence, learning to recognize opportunities, participation in university visits, and involvement in community and service programs.

c. First Reading – High School Course Proposal: Early Childhood Development Associate (CDA) Certificate

Executive Director Travis Reiman, Liberty High School teacher Jessica Ackerman, Portland Community College (PCC) Dual Credit Manager Beth Molenkamp, and Citizens' Curriculum Advisory Committee (CCAC) Chair Lisa Allen presented the first reading of a new course proposal, entitled "Introduction to the CDA (Child Development Associate)." They explained that the CDA is an internationally recognized credential, and adding the proposed course will allow students to begin working toward this credential in their sophomore years. (This is the first of a series 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.) Ms. Allen reported that the CCAC voted unanimously to recommend that the course proposal be presented to the Board for consideration.

d. Right Brain Institute Report

Executive Director Dayle Spitzer and Right Brain Initiative Program Manager Marna Stalcup presented a report on the Right Brain Initiative, which currently has programs in 12 District schools. The program provides professional development for teachers, and enables students to become agents of their own learning, owners of their own education, and active thinkers. The report included information regarding the program's vision, goals / focus, implementation, funding, and benefits / impact.

e. Smarter Balanced Assessment Consortium (SBAC) Update

Tom Luba, the District's Coordinator of Testing and Evaluation, provided an update on the District's process and progress with the new Smarter Balanced Assessment Consortium (SBAC) testing, and answered Board members' questions. Key points of the discussion included:

- Overview of the required assessments and their components
- Supports and communication tools that have been implemented for students, parents, and staff members
- Scheduling challenges
- Opt out requests
- Current progress toward the completion of testing (6 weeks into the 12-week window, approximately half of the testing has been completed)
- Summary of feedback received from students and staff members
- Perspectives on test scores / suggestions for alleviating stress / maintaining a focus on student achievement and identified metrics
- Importance of communications regarding test scores
- One-year reprieve on accountability because the test is new

f. Achievement Compact Update

Assistant Superintendent Larson explained that by May 1 of each year, districts must inform their governing boards of their plans for the Achievement Compact, which must be submitted to the Oregon Education Investment Board in October. Although the Achievement Compact might be going away by the end of June, the May 1 requirement currently remains in place. In accordance with this requirement, Assistant Superintendent Larson reported that the committee's intention is to comply with the new rules; set three-year goals, using the same metrics that were previously established; and continue using the same calculator that was presented to the Board in the past, but apply to it to three-year goals, rather than an annual goal.

g. Boundary Adjustment Update

Key points of the boundary adjustment discussion included the following:

- Director Glenn Miller's boundary adjustment request involves an exchange of property between Hillsboro and Beaverton School Districts
- The property is located in South Cooper Mountain and South Hillsboro
- Chief Financial Officer Stewart provided information that was gathered in accordance with the District's boundary adjustment discussion process, including:
 - The number of acres involved in the proposed boundary adjustment
 - The number of students and families living in these areas
 - Anticipated future growth in these areas
 - Potential impact on:
 - Local communities and other portions of the District
 - Schools within and adjacent to the areas
 - Debt service bonded debt associated with the boundary adjustment request areas
 - The District's long-range plan
 - The District's budget

- Actions that have been taken to date
 - Director Miller provided the Board with his calculations of the potential cost if the District chooses not to engage in the proposed boundary adjustment (including an estimate of school construction costs), and an April 23 news article indicating that Beaverton School District is willing to consider a proposal; he requested that the Board authorize District staff to negotiate with Beaverton School District on behalf of the Board
 - Board Chair Strelchun said that Beaverton School District has not responded to Hillsboro School District's telephone calls to schedule a meeting
 - Board members discussed the merits of the proposal
 - Potential cost savings
 - Concerns regarding:
 - Whether the proposal is in the best interest of students
 - Whether the areas of land in the proposal are the best choices
 - The history of boundary adjustment requests for larger pieces of land in this area, and concern that future requests will be made
 - The roles of Board members
 - The importance of complying with the Board's boundary adjustment discussion process
 - The need for adequate communication
 - The need for additional information, including:
 - Input from impacted Beaverton School District students and families
 - Input from Beaverton School District officials
 - Whether the cost of additional students was calculated into Beaverton School District's construction bond
 - Public input from city officials
 - Estimated impact on construction excise taxes
 - Per-student expenses, and their impact on the calculated cost / benefit analysis
 - Superintendent Scott observed that the majority of Board members appear to be interested in pursuing the matter in some way; therefore, he will work with staff to draft a statement to present to the Board for approval, with language that will not lock in a specific proposal, but will allow a conversation to begin, exploring possibilities, if approved by the Board
- h. Financial Report
Chief Financial Officer Stewart presented the monthly financial report. The report is included in the Board meeting packet.
- i. Policies—First Reading
1. Policy BFD: Availability of Policy Manual
Superintendent Scott presented policy BFD: Availability of Policy Manual for first reading. He explained that school districts are no longer required to

maintain policy manuals in every building, and that the District's online policies are searchable.

The policy will be presented for approval on May 26.

10. NWRES D/HCU/HEA Reports

HEA President Maureen Barnhart reminded everyone to register for the May 16 5K fun run and walk (TeamUpForStudents.com).

HCU President Devin Hunter explained that the annual salaries of classified staff members are based on their hourly pay rates, their hours worked per day, and their days worked per year; and many ten-month classified employees earn only \$19,000 per year, which is less than the \$20,000 federal poverty rate for a family of three. He urged Board members to consider reinvesting in classified staff.

11. Superintendent's Time

Superintendent Scott invited everyone to the coffee chat scheduled for the morning of April 29.

12. Board of Directors' Time. Board members shared the following thoughts:

- Directors Miller, Seligman, and Cañas did not share additional comments
- Director Sollman thanked staff and students for their presentation, and said that she was looking forward to the April 29 wax museum event at Free Orchards Elementary School
- Director Clift encouraged everyone to attend the Hillsboro School District Science Fair on April 30
- Board Chair Strelchun invited everyone to attend high school drama events

13. Follow-Up Items

Request	Action
• Cost savings the District would experience if non-union salaries were frozen for 2015-16 • Estimated impact of the boundary adjustment proposal on construction excise taxes • Per-student expenses, and how this impacts the calculated cost/benefit analysis of the boundary adjustment proposal	Items to be provided in a future update

14. Executive Session. No executive session was called.

15. Adjournment. The meeting was adjourned at 11:20 p.m.

HILLSBORO SCHOOL DISTRICT 1J
May 26, 2015
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Pam Bloomer

Assignment: Language Arts
Location: Poynter Middle School
Effective Date: June 16, 2015

Jan Burkhardt

Assignment: 2nd/3rd Grade
Location: Eastwood Elementary School
Effective Date: June 16, 2015

Candace Foster

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

Marie Kolstad

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

Terri McHargue

Assignment: PE
Location: Brown Middle School
Effective Date: June 16, 2015

Donna Mikenis

Assignment: 1st Grade
Location: Indian Hills Elementary School
Effective Date: June 16, 2015

Suzanne Paroulek

Assignment: Counselor
Location: Tobias Elementary School
Effective Date: June 16, 2015

Suzanne Reed

Assignment: Kindergarten
Location: Indian Hills Elementary School
Effective Date: June 16, 2015

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

Kira Hufnagl

Assignment: 4th Grade
Location: Indian Hills Elementary School
Effective Date: June 16, 2015

Sarah J. Liddell

Assignment: Spanish & Leadership
Location: Evergreen Middle School
Effective Date: June 16, 2015

John Monteverde

Assignment: Drama
Location: Hillsboro High School
Effective Date: May 15, 2015

Debbie Reaume

Assignment: Family and Consumer Science
Location: Century High School
Effective Date: June 16, 2015

Patty White

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

- C. Approve the employment of the following supervisor-specialist-technical personnel:

Leah McCarthy

Assignment: Risk Manager
Location: Administration Center
Effective Date: May 1, 2015

HILLSBORO SCHOOL DISTRICT 1J
May 26, 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 a 1997 Freightliner fire truck from Portland Community College to Hillsboro School District for the Liberty High School dual credit fire science program; estimated value of the donation is \$25,000.

RECOMMENDATION

The Superintendent recommends the Board of Directors accept the donation.

HILLSBORO SCHOOL DISTRICT 1J
May 26, 2015
APPROVE CONSOLIDATED ESEA SUBGRANTS

SITUATION

The District is allocated consolidated federal funds to operate the subgrant programs under the Elementary and Secondary Education Act (ESEA) during the 2014-15 school year. The following figures are final allocations approved by Oregon Department of Education (ODE) from the subgrant application submitted in September 2014.

Name of Title Program	Allocation
Title I-A	\$4,058,886
Title I-C - Preschool Program	\$38,782
Title I-C - Regular School Program	\$458,932
Title I-D - Neglected & Delinquent	\$18,483
Title II-A - Highly Qualified & Professional Development	\$538,959
Title III - English Language Acquisition	\$402,231
Perkins Basic	\$170,011
Oregon Mentoring Program	\$590,156
Priority Focus Improvement - Brookwood	\$80,201
Priority Focus Improvement - Reedville	\$71,259
Total	\$6,427,900

The District submitted all of the components of the NCLB Budget Narrative Spending Workbook by the September 30, 2014, due date. Individual grant departments at ODE approved their particular sections. The final approvals were received in January 2015. Details of the project goals and narrative were submitted to ODE in September and are available for review.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the consolidated federal funds for 2014-15.

HILLSBORO SCHOOL DISTRICT 1J
May 26, 2015
ADJUST APPROPRIATIONS: SPECIAL REVENUE FUNDS

SITUATION

As a result of the decision to opt out of the Northwest Regional Education Service District (NWRES D) for the 2014-15 school year, the District is receiving more NWRES D pass-through funds than originally budgeted, and is spending more on salaries/benefits and contracted services.

In addition, the District is eligible to apply for a variety of grants. Estimates of these grants and other special revenue funds are included in the annual spring budget process, and are adjusted as needed.

RECOMMENDATION

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

FUND	DESCRIPTION		ADJUSTED APPROPRIATION	PREVIOUS APPROPRIATION	TOTAL ADJUSTMENT
100	General Fund	Increase ESD Pass-through Revenue	\$2,525,000.00	\$625,000.00	\$1,900,000.00
100	General Fund	Decrease Instructional Services	\$107,770,219.00	\$108,770,219.00	-\$1,000,000.00
100	General Fund	Increase Support Services	\$75,776,643	\$73,214,143	\$2,562,500
100	General Fund	Increase Debt Services	\$867,350	\$529,850	\$337,500
141	Oregon First Robotics	Increase Support	\$20,000.00	\$0.00	\$20,000.00
146	Enhancement IDEA	Increase Support	\$13,867.00	\$12,731.00	\$1,136.00
153	Synergy Conference Grant	Increase Support	\$30,000.00	\$0.00	\$30,000.00
154	Confucius Classroom	Increase Instruction	\$20,000.00	\$0.00	\$20,000.00
161	Chess For Success	Increase Instruction	\$10,165.00	\$7,680.00	\$2,485.00

164	Aspire	Increase Support	\$15,835.00	\$5,000.00	\$10,835.00
173	Mentor Grant	Increase Support	\$590,156.00	\$450,000.00	\$140,156.00
180	Center on Teaching and Learning	Increase Instruction	\$20,000.00	\$0.00	\$20,000.00
198	Oregon Department of Human Services	Increase Instruction	\$146,982.00	\$109,019.00	\$37,963.00
199	Regional Autism Services	Increase Instruction	\$484,638.00	\$430,000.00	\$54,638.00
201	Professional Learning Team	Increase Support	\$251,422.00	\$0.00	\$251,422.00
203	Title I Summer Migrant	Increase Instruction	\$267,265.00	\$265,000.00	\$2,265.00
204	Targeted Summer School Grants	Increase Instruction	\$95,640.00	\$0.00	\$95,640.00
205	Title VII	Increase Instruction	\$22,365.00	\$0.00	\$22,365.00
212	Title IC (Migrant)	Increase Instruction	\$630,901.00	\$512,700.00	\$118,201.00
213	Title 1C Preschool-Migrant	Increase Instruction	\$53,073.00	\$35,000.00	\$18,073.00
216	Focus Reading	Increase Instruction	\$80,000.00	\$40,000.00	\$40,000.00
218	Title III	Increase Support	\$438,398.00	\$390,000.00	\$48,398.00
221	Title IIA Improve Teacher Quality	Increase Support	\$693,282.00	\$512,700.00	\$180,582.00
222	Title I/Perkins Vocational Technology	Increase Instruction	\$184,896.00	\$170,011.00	\$14,885.00
242	McKinney Vento	Increase Support	\$74,250.00	\$60,000.00	\$14,250.00
243	Common Core State Standards Math Instructional Grant	Increase Support	\$6,352.00	\$0.00	\$6,352.00
245	Child Care and Development / Teen Mom Grant	Increase Instruction	\$143,780.00	\$76,000.00	\$67,780.00
250	Migrant Retention Grant	Increase Support	\$32,525.00	\$25,000.00	\$7,525.00
251	Quatama Crossing - Oregon Zoo	Increase Instruction	\$14,310.00	\$0.00	\$14,310.00
252	Oregon Metro Connects	Increase Support	\$56,255.00	\$0.00	\$56,255.00

253	Formative / Interim Assessment	Increase Instruction	\$69,322.00	\$0.00	\$69,322.00
254	Educator Institute Grant	Increase Support	\$400.00	\$0.00	\$400.00
257	ELP Standards and Professional Learning	Increase Support	\$25,985.00	\$0.00	\$25,985.00
270	Nike, Inc.	Increase Instruction	\$6,665.00	\$0.00	\$6,665.00
284	Washington County – Family Resource Center	Increase Instruction	\$91,361.00	\$75,386.00	\$15,975.00
285	PAX Good Behavior Grant	Increase Support	\$30,000.00	\$0.00	\$30,000.00
286	Intel Foundation Grants	Increase Instruction	\$50,000.00	\$40,000.00	\$10,000.00

HILLSBORO SCHOOL DISTRICT 1J
May 26, 2015
APPROVE HIGH SCHOOL COURSE PROPOSAL:
INTRODUCTION TO THE CDA (CHILD DEVELOPMENT ASSOCIATE)

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). The Board reviewed the first reading of the course proposal during the April 28, 2015, Board meeting.

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 approve 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
May 26, 2015
APPROVE FURTHER EXPLORATION OF BOUNDARY ADJUSTMENT PROPOSAL

SITUATION

During the March 17, 2015, Board meeting, Director Glenn Miller proposed an exchange of property between the Hillsboro and Beaverton school districts; and during the April 28, 2015, Board meeting, Board members reviewed and discussed information that was gathered regarding the potential impact of the proposed boundary adjustment, in accordance with the District's boundary adjustment request process. During tonight's meeting, the Board will determine whether to approve further exploration of possibilities related to boundary adjustments between the Hillsboro and Beaverton school districts.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve further exploration of possibilities related to boundary adjustments between the Hillsboro and Beaverton school districts.

HILLSBORO SCHOOL DISTRICT 1J
May 26, 2015
APPROVE REVISIONS TO 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.

Policy BFD was presented for first reading during the April 28 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 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

HILLSBORO SCHOOL DISTRICT 1J
May 26, 2015
DISCUSS CITY VIEW CHARTER SCHOOL DRAFT CONTRACT

SITUATION

On February 24, 2015, the Board approved City View Charter School's (CVCS's) charter renewal for a period of ten years, increasing the enrollment cap to 432 students, charging District staff to work with CVCS to identify additional services that can be provided to assist them, up to the value of five percent of current City View per pupil ADMw, and reserving the right to negotiate other terms and conditions of the contract.

During tonight's meeting, the Board will receive a report on the draft contract that has been developed. The City View Charter School Board of Directors approved this agreement during its May 20, 2015, board meeting.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
May 26, 2015
FINANCIAL REPORT

Business Office. Business Office staff members have experienced exciting developments this month, as the benefits of the system improvements developed and implemented this year are becoming apparent. School and department support staff have been outstanding partners in the systems improvement process, and will be important partners in the continual improvement of efficiencies and controls in District practices. More than ever, the Business Office is "Proud to be HSD!"

Current office projects include the Long-Range Planning Committee, budget development, reviewing electronic and analog systems, improving transportation payroll and bus routing, collaborating with peer school districts, legislative fiscal impact statements, reviewing employee benefits options, energy and conservation strategies, ongoing professional development for staff, and fiscal year rollover.

Finance Team – Banking and Accounts Payable. Finance Manager Ann Ballard and the finance team have developed exceptional procurement practices that align with District policy for both District funds and school student body accounts. In addition to guidance, training, and system implementation, the finance team has begun on-site school audits to monitor controls and provide additional assistance to support staff and administrators. The District's independent auditors were on-site April 27-30, 2015, for the interim site review. In the audit team's exit interview, the District received favorable comments about team members' preparedness and the level of controls in place across all areas of work.

Payroll Team. Payroll Supervisor Kim Grannis and the payroll team continue to work closely with Human Resources to ensure that all current staff members and new hires are paid correctly and on time. The recent bond sale to offset the PERS unfunded actuarial liability (UAL) has decreased the PERS rate paid by the District, but will not affect District employees' PERS benefits. In addition to their other accomplishments, Payroll team members continue to provide feedback on areas of negotiation that impact the payroll process.

Benefits Team. The benefits team is planning for 2015-16, which will bring changes to eligible-only and optional employee benefits. Participation in open enrollment for fall 2015 benefits will be mandatory for all District employees. Employees will be required to log into the Oregon Educators Benefit Board (OEBB) web portal to make plan selections, even if they choose to opt out of benefits. Additionally, in order to ensure that everyone insured under OEBB is eligible by state statute, OEBB will require dependent eligibility verification for all dependents during open enrollment. The goal is to save the system money and keep insurance rates from increasing as quickly as they have in previous years; however, the process will be challenging. If employees do not prove that their dependents meet eligibility requirements, their dependents will lose coverage until the next open enrollment period in 2016. The benefits team is working with union representatives and communications staff members to provide early notice to employees regarding the new requirements.

Risk Management. The Business Office is excited to welcome Leah McCarthy as the new District Risk Manager. Ms. McCarthy brings a wealth of industry experience and is a proud parent of two District students.

Worker's Compensation Report. The District has received 10 additional worker's compensation claims in April 2015. Currently, there are 24 open claims; 10 are for medical costs only, and 14 include time loss. There were 4 employees on modified work plans during April.

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	11
April	10	8	10
May	4	5	
June	8	2	
Yearly Total:	61	57	71

Student Accident Report. There were 98 student accidents reported in April.

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	98
May	74	73	
June	30	21	
Yearly Total:	1,075	936	630

Vehicle Accidents – April 2015. There five bus accidents in April.

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

	1st Quarter	2nd Quarter	3rd Quarter	April	4th Quarter	Fiscal YTD	Budget	% of 2014-15	2013-14	% of 2013-14
<i>Revenues</i>	Actual	Actual	Actual	Actual	Actual	2014-15	2014-15	Budget Expended	Fiscal YTD	Budget Expended
Taxes	\$116,529.82	\$55,162,773.82	\$2,347,160.19	\$169,534.44	\$169,534.44	\$57,795,998.27	\$57,526,623.00	100.47%	\$54,372,987.75	98.66%
Interest	\$46,096.79	\$62,529.05	\$81,550.81	\$0.00	\$0.00	\$190,176.65	\$273,000.00	69.66%	\$150,588.28	60.24%
Local Sources	\$105,566.47	\$625,619.67	\$358,991.05	\$44,163.20	\$44,163.20	\$1,134,340.39	\$1,182,905.00	95.89%	\$874,059.38	78.39%
Total Local	\$268,193.08	\$55,850,922.54	\$2,787,702.05	\$213,697.64	\$213,697.64	\$59,120,515.31	\$58,982,528.00	100.23%	\$55,397,635.41	98.09%
County/ESD	\$1,946,988.00	\$1,623,468.08	\$738,920.67	\$0.00	\$0.00	\$4,309,376.75	\$4,755,531.52	90.62%	\$1,766,742.90	235.57%
State Sources	\$38,012,347.86	\$28,656,830.18	\$29,673,975.08	\$10,045,476.00	\$10,045,476.00	\$106,388,629.12	\$114,000,960.00	93.32%	\$98,319,122.75	103.54%
Federal Sources	\$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	\$342.50	\$157.50	\$157.50	\$1,627.00	\$0.00	0.00%	\$16,595.31	0.33%
Beginning Balance	\$14,456,891.66	\$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	\$33,200,940.30	\$10,259,331.14	\$10,259,331.14	\$184,277,039.84	\$194,403,807.52	94.79%	\$164,601,693.10	96.68%
<i>Expenditures</i>										
Instruction										
Salaries	\$5,449,320.95	\$17,134,586.70	\$17,272,521.27	\$5,704,026.89	\$5,704,026.89	\$45,560,455.81	\$69,835,586.10	65.24%	\$42,522,294.13	70.14%
Benefits	\$2,795,224.11	\$8,604,672.03	\$8,644,998.90	\$2,783,085.12	\$2,783,085.12	\$22,827,980.16	\$35,311,740.95	64.65%	\$21,899,510.47	70.98%
Purchased Service	\$621,325.35	\$628,924.79	\$723,418.21	\$147,886.64	\$147,886.64	\$2,121,554.99	\$2,214,069.50	95.82%	\$1,862,392.32	71.06%
Supplies/Materials	\$323,804.62	\$415,244.27	\$317,554.64	\$97,683.37	\$97,683.37	\$1,154,286.90	\$1,248,490.44	92.45%	\$798,513.93	49.08%
Capital Purchases	\$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	\$8,170.52	\$2,045.00	\$2,045.00	\$167,556.64	\$160,331.65	104.51%	\$120,524.36	92.36%
Total Instruction	\$9,274,126.61	\$26,856,317.33	\$26,966,663.54	\$8,734,727.02	\$8,734,727.02	\$71,831,834.50	\$108,770,218.64	66.04%	\$67,203,235.21	70.11%
Support Services										
Salaries	\$5,897,349.91	\$8,614,661.25	\$8,660,448.14	\$2,844,987.62	\$2,844,987.62	\$26,017,446.92	\$32,617,578.13	79.77%	\$23,887,563.33	79.03%
Benefits	\$3,205,475.03	\$4,958,515.72	\$4,896,341.94	\$1,592,690.02	\$1,592,690.02	\$14,653,022.71	\$19,296,953.83	75.93%	\$13,867,271.15	81.57%
Purchased Service	\$4,023,606.16	\$3,300,240.71	\$2,903,486.99	\$1,201,604.45	\$1,201,604.45	\$11,428,938.31	\$14,974,808.55	76.32%	\$8,986,982.48	77.28%
Supplies/Materials	\$1,440,940.59	\$1,231,686.21	\$1,547,542.98	\$340,963.66	\$340,963.66	\$4,561,133.44	\$6,071,385.53	75.13%	\$3,141,627.80	57.45%
Capital Purchases	\$9,014.25	\$0.00	\$50,267.50	\$0.00	\$0.00	\$59,281.75	\$684,588.00	8.66%	\$446,090.44	192.30%
Other	\$1,163,577.38	\$89,058.49	-\$45,383.68	\$84,717.46	\$84,717.46	\$1,291,969.65	\$1,569,359.97	82.32%	\$1,201,402.15	93.22%
Total Support	\$15,739,963.32	\$18,194,162.38	\$18,012,703.87	\$6,064,963.21	\$6,064,963.21	\$58,011,792.78	\$75,214,674.01	77.13%	\$51,530,937.35	78.26%

<i>Expenditures (continued)</i>	1st Quarter Actual	2nd Quarter Actual	3rd Quarter Actual	April Actual	4th 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	\$62,020.92	\$19,353.10	\$19,353.10	\$177,514.12	\$223,674.71	79.36%	\$169,244.71	80.30%
Benefits	\$23,696.02	\$33,198.82	\$32,589.38	\$9,772.94	\$9,772.94	\$99,257.16	\$130,326.21	76.16%	\$87,265.61	71.87%
Purchased Service	\$1,603.76	\$9,430.02	\$5,865.34	\$1,785.06	\$1,785.06	\$18,684.18	\$47,168.55	39.61%	\$14,458.64	29.70%
Supplies/Materials	\$968.32	\$330.88	\$1,712.76	\$0.00	\$0.00	\$3,011.96	\$6,789.03	44.37%	\$3,768.76	35.59%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$700.00	\$0.00	\$0.00	\$0.00	\$700.00	\$460.37	0.00%	\$500.00	0.00%
Total Community Services	\$68,398.03	\$97,669.89	\$102,188.40	\$30,911.10	\$30,911.10	\$299,167.42	\$408,418.87	73.25%	\$275,237.72	70.31%
Capital Projects										
Purchased Service	\$0.00	\$21,045.57	\$36,737.68	\$17,401.19	\$17,401.19	\$75,184.44	\$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%	\$8,486.00	0.00%
Total Community Services	\$0.00	\$21,045.57	\$36,737.68	\$17,401.19	\$17,401.19	\$75,184.44	\$0.00	0.00%	\$34,408.64	0.00%
Debt Service Payment	\$349,593.76	-\$3.14	\$474,925.00	\$0.00	\$0.00	\$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	\$25,432,081.72	\$45,169,192.03	\$45,593,218.49	\$14,848,002.52	\$14,848,002.52	\$131,042,494.76	\$194,403,807.52	67.41%	\$119,576,618.92	70.24%