



Hillsboro School District 1J

September 24, 2013
Board Meeting

Board of Directors

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

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS
Administration Center, 3083 NE 49th Place, Hillsboro, OR

Board Meeting Agenda
September 24, 2013
5:30 PM

1. 5:30 p.m. Work Session
 - A. Education Service District Update and Input 4
 - B. Discuss Budget Committee Applications 5
 - C. Discuss Class Size 6
 - D. Synergy and ParentVue Update 7
 - E. Board Discussion Time
2. 7:30 p.m. Regular Session
Call to Order and Flag Salute
3. Recognition
 - A. Michal Thompson, Hillsboro Argus 8
 - B. Tim Kuskie, National Spanish Spelling Bee Contestant 9
4. Approval of Agenda
5. Audience Time
Public participation in Board meetings is governed by Policy BDDH. Patrons may comment on specific agenda items at the beginning of the meeting or, at the discretion of the Board Chair, may be deferred to the time the item is before the Board as stated in the Agenda. Comments about non-agenda items will be heard during audience time at the beginning of the regular Board meeting.
6. Consent Agenda
The items on the Consent Agenda are considered routine and will all be adopted in one motion unless a Board member requests, before the vote on the motion, to have the item considered separately. If any item is removed from the Consent Agenda, the Board Chair will indicate when it will be discussed in the regular agenda.
 - A. Approve Minutes of August 12, 2013 10
 - B. Approve Minutes of August 13, 2013 12
 - C. Approve Routine Personnel Matters 16
 - D. Accept Donations 27
7. Action Items
 - A. Appoint Citizens' Curriculum Advisory Committee Members 29
Presenter: Travis Reiman
 - B. Approve Alternative Education Programs 30
Presenter: Steve Larson and Stan Esselstrom
 - C. Adopt Board Goals for 2013-14 34
Presenter: Kim Strelchun

D. Appoint Audit Committee Members	36
Presenter: Adam Stewart	
E. Nominate Oregon School Boards Association (OSBA) Members	37
Presenter: Kim Strelchun	
F. Nominate OSBA Legislative Policy Committee Members	38
Presenter: Kim Strelchun	
8. Reports and Discussion	
A. Strategic Plan Performance Update	39
Presenter: Mike Scott	
B. Present Superintendent Goals for 2013-14	40
Presenter: Mike Scott	
C. Financial Report	41
Presenter: Adam Stewart	
D. First Reading--Policy IL: Assessment Program	45
Presenter: Steve Larson	
E. First Reading--Policy DH: Crime Coverage for Employees and Officers	48
Presenter: Adam Stewart	
F. First Reading--Policy GBEC: Drug-Free Workplace	50
Presenter: Debbie Ashley	
G. First Reading--IGBAG-AR: Special Education - Procedural Safeguards and IGBAJ-AR: Special Education - Free and Appropriate Public Education (FAPE)	53
Presenter: Elaine Fox	
H. Summer School Programs Report	73
Presenter: Travis Reiman	
9. NWRES D/HCU/HEA Presidents' Time	
10. Superintendent's Time	
11. Board of Directors' Time	
12. Executive Session	
If needed, the Board may wish to go into Executive Session to discuss matters according to ORS 192.660. (Only used if the Board needs to come back to the Regular Session to take action.)	
13. Adjourn Regular Session	
14. Next Meetings of the Board of Directors:	
• October 1, 2013, joint work session with City Council (at Civic Center)	
• October 22, 2013, regular session	

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
EDUCATION SERVICE DISTRICT UPDATE AND INPUT

SITUATION

Each year, local school districts must approve their education service district's Local Service Plan for the following year. The Northwest Regional Education Service District (NWRESD), in concert with regional superintendents, develops a Local Service Plan to bring to the region's 20 school districts. The District has been conducting an analysis of the current service plan to determine if it is receiving an appropriate value in relationship to the proportion of money that could pass through to the District.

NWRESD services fall into the following areas:

- Programs for children with special needs
- Technology support
- School improvement services
- Administrative and support services
- Other services required under ORS 339.005 to 339.090

Staff will present the initial findings of the analysis that was conducted, and discuss the next steps in the process for determining the District's level of participation with the NWRESD for the 2014-15 school year.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
DISCUSS BUDGET COMMITTEE APPLICATIONS

SITUATION

State law and Policy DBEA provide for the establishment of a Budget Committee to review the proposed budget of the District. The Budget Committee comprises the Board and an equal number of qualified electors. The appointed positions on the Budget Committee are for three-year terms, with staggered expiration dates. Three positions expired June 30, 2013. In addition, one position is vacant due to a member being elected to the Board of Directors. That position will be filled for the remainder of the term (two years).

Openings on the Budget Committee were advertised on the District website and via social media during the summer, with applications due by September 16, 2013. Four new applications and one request for reappointment to the Budget Committee were received. The Board will review Budget Committee applications and discuss the selection process. Formal appointment will be made at the October 22 Board meeting.

RECOMMENDATION

The Superintendent recommends the Board of Directors review and discuss applications for the Budget Committee.

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
DISCUSS CLASS SIZE

SITUATION

On an annual basis, the District adjusts the staffing for schools based on the actual number of students that enroll in the fall. District staff will provide an overview of the process used for projecting enrollment, the manner in which large classes are handled, and a summary of class sizes across the District.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
SYNERGY AND PARENT VUE UPDATE

SITUATION

Starting this school year, staff will be using the new student information system called Synergy. This system replaces eSIS in its entirety. This change is due to the fact that eSIS is no longer supported by the vendor.

In addition to the new information system, teachers will now have access to a consistent grade book. As a result, the District is able to support a parent portal to strengthen families' engagement in their child's learning. Staff will provide the Board with an overview of the parent portal, called "Parent Vue," as well as a brief review of the capabilities of the entire student information system.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
RECOGNITION: MICHAL THOMPSON

SITUATION

For the past 33 years, Michal Thompson has been covering all things Hillsboro as a staff photographer for the *Hillsboro Argus*.

Before settling in Oregon, he earned his Bachelor's degree in Journalism and Master's degree in Human Relations from the University of Oklahoma, then worked for four newspapers in four states in four years! He got married shortly after coming to Hillsboro, and he and his wife raised three children here—one of whom is Sonta Thompson, principal of Lincoln Street Elementary School.

He notes the development of the annual high school graduation section, featuring individual valedictorian photos, as one of his best accomplishments at the *Argus*. "The section came about out of frustration over our newspaper relegating these remarkable young people to one group photo per high school," Michal explains. "The special section gave each valedictorian individual treatment amid lists of graduating seniors and their awards and scholarships. The section cover was one group photo of all our valedictorians to remind readers the best of our students don't simply represent four high schools, but one community."

Recently, Michal participated in Project Dayshoot+30, which was an update of an event he helped organize in 1983 for the Oregon Historical Society. That day, 92 professional photojournalists and documentary photographers took pictures reflecting a "day in the life" in Oregon, and Michael shot for the full 24 hours in locations between the coast and Portland. This year, he photographed Hillsboro and gave himself a bit of a break—taking shots for just 15 hours instead of 24. He reflects, "Throughout my career here I've tried to look at life in our community with intelligence, humor, and even a sense of wonder, and show what matters."

RECOMMENDATION

The Superintendent recommends the Board of Directors thank Michal Thompson for his many years of capturing and conveying important events at our schools and accomplishments of our students and staff, and wish him well in his retirement.

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
RECOGNITION: TIM KUSKIE

SITUATION

Last spring, Tim Kuskie—at the time a sixth grader at W. L. Henry Elementary School—took first place in his school’s Spanish Spelling Bee. This earned him an invitation to the state competition on April 16, where he placed second after a heated competition between himself and Brenda Ramirez from Whitford Middle School. Julissa Kochi from Harritt Elementary School in Salem took third place.

All three finishers were then invited to participate in the national competition at the National Spanish Cultural Center in New Mexico on July 20. Tim’s family began a fundraising campaign on June 2 in hopes of raising enough money for the whole family to attend, and was humbled to receive contributions from friends, family, and neighbors—including \$250 worth of bottles and cans!—that allowed them to fulfill their goal.

Meanwhile, Tim was studying in earnest, going over 100 words per day to get familiar with the list of over 3,000 words for the competition. The previous year, the judges ran out of words, so they were determined not to have that happen again this year. They even created a mystery list, “La Lista Misteriosa,” to which only they would be privy.

At the competition, Tim successfully completed fifteen rounds before stumbling on the word “alguacil” (“sheriff” in English), which put him at 9th place overall.

For all his hard work, excellent accomplishments in the Spanish Spelling Bee events, and positive representation of Hillsboro School District, we are pleased to recognize Tim.

RECOMMENDATION

The Superintendent recommends the Board of Directors talk to Tim Kuskie about his experiences in the Dual Language program at W. L. Henry and at the Spanish Spelling Bee competitions, and recognize him for his outstanding performance.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
August 12, 2013
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

Board Present:

Kim Strelchun, Chair
Monte Akers, Vice Chair
Adriana Cañas
Wayne Clift
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
Marva Wiebe, Assistant to the Board

Others Present:

Greg McKenzie, Window to Leadership
Maureen Barnhart, HEA

Board Chair Kim Strelchun called the work session to order at 3:08 p.m. She explained that Director Adriana Cañas would be arriving late as she was en route from California. Superintendent Mike Scott introduced consultant Greg McKenzie from Window to Leadership.

Mr. McKenzie thanked the Board for inviting him to present leadership and boardsmanship information at their annual retreat. He asked Board members to introduce themselves and share why they are on the Board and what legacy they would like to leave. Board members shared the reasons/interests that led them to Board service, including increasing community involvement, providing more individualized options for students, improving classroom technology, strengthening community partnerships, moving toward a more businesslike approach to running the District where possible, and facilitating every student's basic right to school success.

Mr. McKenzie outlined his goals for the work session: look at group dynamics and how to work successfully in groups, review Board roles/responsibilities and public meeting laws, answer Board questions, and prepare the Board for the work they would do the next day around goal setting.

Board and cabinet members participated in an activity to identify their individual communication styles, then took a look at the strengths and weaknesses of each learning style and the importance of having each style represented and valued in group decision making.

The four styles were:

- Amiable - patient, empathetic, tolerant, collaborative, helpful
- Expressive - optimistic, visionary, sense of humor, enthusiastic, social, creative
- Driver - decisive, confident, risk taker, competitive, leader
- Analytical - punctual, concise, methodical, cautious, organizer

Mr. McKenzie explained that people can generally move comfortably between styles when there is adequate time and no stress but, when under stress or challenged, the styles may appear to others more negatively, such as:

- Procrastinator, indecisive, weak, avoids conflict
- Show off, unrealistic, loud, partier
- Judgmental, pushy, stubborn, bully
- Perfectionist, obstructionist, nit-picker, never satisfied

He shared that by taking the time to listen and respect others' opinions, Board members can help each other have more centered and collaborative communication styles. The book, *The Five Dysfunctions of a Team*, by Patrick Lencioni, was highly recommended for additional information on improving group dynamics.

Mr. McKenzie explained that the Board's primary role is to set policy (the tone and direction of an organization). Administration's role is to develop the details on how to accomplish that direction. The Board reviewed some examples of District policies. (Director Cañas joined the meeting at 4:38 p.m.) Board members discussed the importance of having adequate information in order to make informed, thoughtful decisions, and the challenge of walking the fine line between setting direction and micromanaging. They affirmed the importance of listening respectfully to differing opinions, trusting each other, and not letting issues simmer and become problems.

Superintendent Scott and the Board reviewed last year's Board/Superintendent Working Agreements, and suggested areas they would like to revise. The following revisions were discussed and agreed upon, with formal adoption of the changes scheduled for the August 13 Board meeting.

Information Requests

- *Add:* "A rolling list of outstanding items for follow up will be maintained on the Board's TeamWorks site."

Speaking With One Voice

- Board members will ~~publicly support~~ "accept the" decisions of the majority, ~~after~~ "while" honoring the right of individual members to express opposing viewpoints and vote their convictions.

Superintendent/Board Relations

- The Board Chair and Vice Chair will meet with the Superintendent ~~monthly~~ to plan Board meeting agendas and strategize on how to address key issues.

Communication with Staff/Community

- Communications with members of the media "on behalf of the Board" will go through the Communications Director, Superintendent, or Board Chair as appropriate.
- "It is standard practice that" emails sent to the entire Board from stakeholders will be answered by the Board Chair "on behalf of the Board", and copied to all Board members.

The suggestion to release Board packets one full week before each Board meeting was also discussed, but it was determined it would put undue difficulty on staff to have the final version available to the public that far in advance.

Superintendent Scott explained that the Board would be looking at committee participation the next day, and he would be seeking volunteers to help with revision of the Superintendent evaluation tool. In addition, the Board expressed interest in developing a more formal Board evaluation tool. Mr. McKenzie shared that he would be able to assist in that work if the Board would like.

Mr. McKenzie shared information on public meeting laws and referred the Board to the *Attorney General's Public Records and Meetings Manual*, which is available online. The Board asked questions regarding Board meeting participation via telephone conference call, clarification on Board emails and when they could be considered serial Board meetings, and concerns about when a quorum of Board members is present at a community event or public meeting. Mr. McKenzie also reviewed regulations regarding executive sessions and answered Board questions. The Board meeting was adjourned at 8:57 p.m.

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES
August 13, 2013
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

Board Present:

Kim Strelchun, Chair
Monte Akers, Vice Chair
Adriana Cañas
Wayne Clift
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
Marva Wiebe, Assistant to the Board

1. Work Session

Board Chair Kim Strelchun called the meeting to order at 3:04 p.m. Superintendent Mike Scott and members of his cabinet reviewed the Strategic Plan strategies, year two actions, and year three draft goal statements with the Board in preparation for a discussion on goal setting. Board members asked questions regarding managing the District website, the revised hiring protocols, publicizing the need for bilingual teachers, the ability of parents to opt out of ESL services if desired, and the status of the new well at West Union Elementary School. Director Janeen Sollman reminded Superintendent Scott that she would like to serve on the anti-bullying committee that will be convened this year. Director Adriana Cañas recommended including special education representation on the committee. Board members worked in teams to generate ideas for evidence that would show progress in the goal areas. A final list of goal statements and evidence indicators, as well as a monthly Board reporting structure, will be shared at the September 10 work session.

Superintendent Scott then led the Board in a discussion of possible Board goals for the coming year. It was suggested Board members set one group goal and one personal goal aligned with the Strategic Plan. Director Wayne Clift expressed interest in developing a deeper understanding of dual language programs. Director Erik Seligman suggested the Board bring ideas to the September 10 work session. Assistant Superintendent Steve Larson offered to draft a personal goal for each Board member in a Strategic Plan focus area (e.g., technology for Director Miller, anti-bullying for Director Sollman, financial oversight for Director Akers) that they could refine at the work session. Director Clift commented that one of the Board's key responsibilities is the evaluation of the Superintendent; he would like that incorporated into the Board goals. Board members liked the idea of a book study, such as *The Five Dysfunctions of a Team*, for their group goal. Superintendent Scott felt that he listed too many goals last year, and would like to simplify his down to completing the agreed-upon Strategic Plan goals and delivering the desired Board professional development opportunities.

Board Chair Strelchun provided an update on bond campaign activities. A campaign committee has been formed (Citizens for Hillsboro Schools), with Board Chair Strelchun as the chair and Director Monte Akers as the treasurer. The committee has raised \$22,000 of its targeted \$50,000 in campaign funds, some of which have been spent to update the poll that was done last year. Board Chair Strelchun reminded Board members who may be volunteering on the bond campaign that no District equipment or resources may be used for the campaign; all work must be done on their personal devices. She clarified that the District may provide information to the Board as requested, but it must be strictly factual. She added that the District has typically run all bond materials through the Secretary of State's office for approval, and that campaign committee meetings are held every other Monday night at Coyote's on 53rd Street in Hillsboro. For the benefit of new Board members, Communications Director Beth Graser reviewed the process the District used to determine it would place a bond request on the November ballot, and answered Board members' questions regarding planned use of the bond funds.

Superintendent Scott listed the remaining work session discussion items, as it was time to move into the regular Board meeting. The Board agreed to reconvene the work session following the regular Board meeting. The meeting was recessed at 6:35 p.m.

Board Present:

Kim Strelchun, Chair
Monte Akers, Vice Chair
Adriana Cañas
Wayne Clift
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
Marva Wiebe, Assistant to the Board

Others Present:

Maureen Barnhart, HEA
Tami Miller

2. Call to Order and Flag Salute. Board Chair Strelchun reconvened the meeting at 6:44 p.m. and led the pledge of allegiance.
3. Approval of Agenda. Director Seligman moved to approve the agenda. Director Glenn Miller seconded the motion. The motion carried by a vote of 7-0.
4. Audience Time. Board Chair Strelchun explained the procedure for addressing the Board according to Policy BDDH: Public Participation in Board Meetings. No requests were received to address the Board.
5. Consent Agenda. Director Sollman moved to approve the Consent Agenda as printed. Director Seligman seconded the motion. The motion carried by a vote of 7-0. Consent Agenda items were as follows:
 - a. Approve minutes of July 23, 2013
 - b. Accept donations
6. Action Items
 - a. Readopt Board/Superintendent Working Agreements. Board Chair Strelchun explained that the working agreements were discussed and revised during the work session. Director Sollman moved to readopt the working agreements as amended in the work session. Director Miller seconded the motion. The motion carried by a vote of 7-0.
7. Reports and Discussion.
 - a. Financial Report. Chief Financial Officer (CFO) Adam Stewart reported that it is a busy time in the Business Office as staff prepare for benefits open enrollment. In addition, staff is wrapping up the previous fiscal year reports in preparation for the auditors' visit the third week of September. Director Clift asked about the man hours required for open enrollment. CFO Stewart explained that all staff members must re-enroll this year, and there are many new plans. Benefits staff is fielding employee phone calls and scheduling informational meetings throughout the District. Board Chair Strelchun asked if CFO Stewart needed to have the new audit committee members in place by the third week of September. He explained that he will not meet with the audit committee until the field work is completed in mid-November.
8. HCU/HEA Reports. HCU President Eric Weyrauch was not able to attend the meeting. HEA President Maureen Barnhart reported that HEA has three major goals this year:
 1. Collaborating with the District Evaluation Committee on the new evaluation tool, which provides an opportunity to elevate the profession of educators and facilitate the work to support learning communities.
 2. Working with OEA to lay the groundwork for legislation that will help Oregon develop a budget that includes adequate and stable funding for its public school system.
 3. Monitoring HEA's new contract and ensuring that what is implemented is what was agreed as important.

HEA has also committed to supporting the efforts of Citizens for Hillsboro Schools in passing the general obligation bond in November.

9. Audience Time. There were no additional requests to address the Board.
10. Superintendent's Time. Superintendent Mike Scott did not have any additional comments.
11. Board of Directors' Time. Director Adriana Cañas expressed her excitement about the beginning of a new school year.

Director Glenn Miller thanked Superintendent Scott for planning the Board retreat. He expressed appreciation for facilitator Greg McKenzie, and added that the work reinforced what he learned at the OSBA Summer Conference.

Director Erik Seligman recommended that Board meetings be videoed and broadcast so audience members can access them from home. Superintendent Scott reported that the idea was one of the remaining discussion items for the work session.

Director Monte Akers commented that he is very excited about the work the Board is doing this year.

Director Janeen Sollman expressed appreciation for the extended retreat time for the Board to work together. She commented that this was going to be a busy year, and asked when the New Teacher Inservice would be held. Communications Director Graser reported that the first day was next Wednesday, August 21, and that details would be included in the next Board update.

Director Wayne Clift thanked Superintendent Scott for the two-day retreat. He liked the format and appreciated the opportunity to get to know the new Board members better.

Board Chair Strelchun also appreciated the two-day retreat. She shared her excitement about fall and students returning to school. She reported that the bond campaign has consumed a great deal of her time this summer.

12. Work Session Resumed. Board Chair Strelchun recessed the regular Board meeting and reconvened the work session at 7:05 p.m.

Superintendent Scott explained that new legislation allows school districts to pull out a portion of their education service district (ESD) funding and receive it as pass-through dollars. CFO Stewart shared information on how ESD funding is distributed and the services the District receives. The Board asked questions regarding the cost-effectiveness of various services, and whether pulling out funds would have a detrimental effect on small districts who are not able to provide their own services. Superintendent Scott explained that other school districts are having the same discussions, and that more information would be coming. The deadline to inform the ESD of District plans is in November.

CFO Stewart reviewed the Board's budget and answered questions. Board members then brainstormed professional development ideas and topics for the coming year. Board Chair Strelchun commented that she liked the tours of dual language and special education programs. Director Clift would prefer to observe programs, such as the new math program, in a more natural setting for a longer period of time (e.g., a whole day) rather than a shorter large-group visit. Director Sollman reminded Board members they can contact a school principal and schedule an individual visit. Director Akers commented that he would like to sit in on teacher professional development opportunities. Director Seligman suggested visiting a professional learning community (PLC) meeting. Board Chair Strelchun recommended participating in Uniting to Understand Racism (UUR) training for those who have not done it. Other suggestions included the Liberty High School culinary arts program, the FEAST program at Miller Education Center, and a student-led tour like the one provided for Hillsboro Leadership participants.

Superintendent Scott asked for suggestions for activities to increase Board visibility and community engagement. Director Sollman suggested attending the District science fair, LEGO robotics demonstrations, STEM school activities, and the W. L. Henry enchilada night fundraiser. Superintendent Scott asked Board members if they were interested in having t-shirts they could wear to events. Communications Director Graser offered to check prices on t-shirts. Director Clift suggested

including City View Charter School in Board visits and on the recognition schedule. Director Akers suggested having a 4th of July parade entry separate from school marching bands.

The Board discussed the idea of broadcasting Board meetings and the possible methods (mounted stationary camera, providing a staff member for zooming and panning, live streaming, podcasts, and making the audio file available online following the meeting). Communications Director Graser will bring back some options and cost estimates for discussion.

Superintendent Scott described some of the committees on which Board members have participated in the past and the estimated time commitment for each. Board members expressed interest in volunteering for the following committees:

- Superintendent Evaluation – Directors Akers, Clift, and Sollman
- Long-Range Planning Committee – Directors Miller and Strelchun
- Bargaining – Director Strelchun
- Hillsboro Online Academy Steering Committee – Directors Akers, Miller, and Seligman
- School-Based Health Center Steering Committee – Director Cañas (Director Seligman is also interested if the meeting changes)
- Evaluation Committee – Director Strelchun
- Technology Committee – Director Miller
- Audit Committee – Directors Seligman and Miller

Director Akers brought up the topic of moving audience participation time to the beginning of Board meetings. Board members were in favor of the idea and directed administration to draft language changes to the administrative regulation for discussion and vote at the next Board meeting. The Board meeting was adjourned at 9:22 p.m.

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

1. **Joan Mauritz**
Assignment: Family & Consumer Science Teacher
Location: Evergreen Middle School
Effective Date: June 14, 2013

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

1. **Robert (Kim) Bliss**
Assignment: Social Studies Teacher
Location: Hillsboro High School
Effective Date: June 14, 2013
2. **Katrina Brown**
Assignment: Counselor
Location: McKinney Elementary School
Effective Date: June 14, 2013
3. **Jacob Bustamente**
Assignment: 2nd Grade Teacher
Location: W. L. Henry Elementary School
Effective Date: June 14, 2013
4. **Janet Collamer**
Assignment: ESL Teacher
Location: Reedville Elementary School
Effective Date: June 14, 2013
5. **Jessica Dehl**
Assignment: 5th Grade Teacher
Location: Witch Hazel Elementary School
Effective Date: June 14, 2013
6. **Brianne Dutton**
Assignment: 3rd Grade Teacher
Location: W. L. Henry Elementary School
Effective Date: June 14, 2013
7. **Stacey Elwood**
Assignment: 2nd Grade Teacher
Location: Witch Hazel Elementary School
Effective Date: June 14, 2013

8. **Krista Geffre**
Assignment: 4th Grade Teacher
Location: Quatama Elementary School
Effective Date: June 14, 2013
9. **Robin Hansteen-Izora**
Assignment: Leave of Absence
Location: Quatama Elementary School
Effective Date: June 14, 2013
10. **Ken Ingraham**
Assignment: PE Teacher
Location: Hillsboro High School
Effective Date: June 14, 2013
11. **Lisa Jenson**
Assignment: Life Skills Teacher
Location: Evergreen Middle School
Effective Date: June 14, 2013
12. **Julie Keyantash Guertin**
Assignment: Language Arts/Social Studies Teacher
Location: Century High School
Effective Date: June 14, 2013
13. **Amber Kuzma**
Assignment: TOSA, Office for School Performance
Location: Administration Center
Effective Date: June 14, 2013
14. **Colleen Mclrvin**
Assignment: 1st Grade Teacher
Location: Lincoln Street Elementary School
Effective Date: June 14, 2013
15. **Amber McCloud**
Assignment: 2nd/3rd Grade Teacher
Location: Farmington View Elementary School
Effective Date: June 14, 2013
16. **Thomas Mehringer**
Assignment: Resource Teacher
Location: Groner Elementary School
Effective Date: June 14, 2013
17. **Tanya Pruett**
Assignment: Bilingual Coach
Location: South Meadows Middle and Hillsboro High Schools
Effective Date: June 14, 2013

- 18. **Jessica Scott**
 Assignment: 4th Grade Teacher
 Location: Mooberry Elementary School
 Effective Date: June 14, 2013
- 19. **Adrienne Smith**
 Assignment: ERC Teacher
 Location: Indian Hills and Lenox Elementary Schools
 Effective Date: June 14, 2013
- 20. **John Stables**
 Assignment: Horticulture/Industrial Ed. Teacher
 Location: Hillsboro High School
 Effective Date: June 14, 2013
- 21. **Ann Tronco**
 Assignment: Teacher Mentor, Office for School Performance
 Location: Administration Center
 Effective Date: June 14, 2013

C. Approve the employment of the following administrative personnel:

- 1. **Jose Barraza**
 Assignment: Assistant Principal
 Location: South Meadows Middle School
 Effective Date: August 7, 2013

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

- 1. **Lyndall O'Bannon**
 Assignment: Desktop Architect, Technology Services
 Location: Administration Center
 Effective Date: September 23, 2013

E. Approve the employment of the following licensed personnel in the 2013-14 school year:

- 1. **TimiSue Abbott**
 Education: MA – Pacific University, Forest Grove, OR
 Experience: Ten years
 Assignment: 0.60 FTE ERC, Farmington View Elementary School
- 2. **Daniel Bauman**
 Education: MA – George Fox University, Newberg, OR
 Experience: None
 Assignment: 0.60 FTE Language Arts, Poynter Middle School
- 3. **Patrick Birkle**
 Education: MA – George Fox University, Newberg, OR
 Experience: Eleven years
 Assignment: 1.0 FTE 5th Grade Dual Language Program (DLP), Minter Bridge Elementary School

4. **Helene Boigeol-Hale**
 Education: MA – Western Oregon University, Monmouth, OR
 Experience: Seven years
 Assignment: 1.0 FTE Life Skills, Lincoln Street Elementary School
5. **Efrain Brito**
 Education: MA – University of California, Los Angeles, CA
 Experience: One year
 Assignment: 1.0 FTE DLP Math, South Meadows Middle School
6. **Ulrick Buhler**
 Education: MA – Portland State University, Portland, OR
 Experience: Six years
 Assignment: 1.0 FTE Technology, South Meadows Middle School
7. **Rosario Burke**
 Education: MA – Portland State University, Portland, OR
 Experience: None
 Assignment: 1st/2nd Grade DLP, W. L. Henry Elementary School
8. **Andres Canales-Reyes**
 Education: MA – Portland State University, Portland, OR
 Experience: Three years
 Assignment: 1.0 FTE Social Studies, South Meadows Middle School
9. **Lisa Carlsson**
 Education: MA – Portland State University, Portland, OR
 Experience: Five years
 Assignment: 0.50 FTE ERC, Lenox Elementary School
10. **Gabrielle Castro**
 Education: MA – Lewis & Clark College, Portland, OR
 Experience: None
 Assignment: 1.0 FTE 1st Grade DLP, Witch Hazel Elementary School
11. **Sania Chavarria**
 Education: BA – Portland State University, Portland, OR
 Experience: None
 Assignment: 1.0 FTE 1st Grade DLP, Reedville Elementary School
12. **Hana Courtney**
 Education: MA – University of Portland, Portland, OR
 Experience: None
 Assignment: 1.0 FTE SCC, Witch Hazel Elementary School
13. **Norma Cusanke**
 Education: MA – Grand Canyon University, Phoenix, AZ
 Experience: None
 Assignment: 1.0 FTE SCC, Witch Hazel Elementary School

14. **Katherine Dearing**
 Education: MA – University of Texas, Austin, TX
 Experience: None
 Assignment: 1.0 FTE Social Studies, Liberty High School
15. **Cheryl Dumbrow**
 Education: MA – Concordia University, Portland, OR
 Experience: None
 Assignment: 1.0 FTE LRC, Poynter Middle School
16. **Kori Dundas**
 Education: MA – Oregon State University, Corvallis, OR
 Experience: One year
 Assignment: 0.833 FTE Ag. Science/Career Ed., Hillsboro High School
17. **Drake Ewing**
 Education: MA – Lewis & Clark College, Portland, OR
 Experience: None
 Assignment: 1.0 FTE LA/Social Studies, South Meadows Middle School
18. **Chariza Franz**
 Education: MA – Lewis & Clark College, Portland, OR
 Experience: Two years
 Assignment: 1.0 FTE Counselor, McKinney Elementary School
19. **Patricia Gallardo**
 Education: BA – Portland State University, Portland, OR
 Experience: None
 Assignment: 1.0 FTE 1st Grade DLP, Lincoln Street Elementary School
20. **Mark Gonzalez**
 Education: MA – Lesley University, Cambridge, MA
 Experience: Twenty-two years
 Assignment: 0.80 FTE Music, Eastwood Elementary School
21. **Daniel Gray**
 Education: BA – Portland State University, Portland, OR
 Experience: One year
 Assignment: 1.0 FTE Speech/Lang. Pathologist (SLP), Free Orchards Elementary School
22. **Sandie Grinnell**
 Education: MA – N. Arizona University, Flagstaff, AZ
 Experience: Seventeen years
 Assignment: 1.0 TOSA STEM/CC Pathways, Administration Center
23. **Mary Helen Gutierrez**
 Education: BA – New Mexico Highlands University, Las Vegas, NM
 Experience: Four years
 Assignment: 0.50 ERC, South Meadows Middle School

24. **Heather Hafner**
 Education: MA – Pacific University, Forest Grove, OR
 Experience: None
 Assignment: 1.0 FTE Life Skills, Glencoe High School
25. **Rachel Herrick**
 Education: MA – Notre Dame University, Baltimore, MD
 Experience: Two years
 Assignment: 1.0 FTE SCC, Liberty High School
26. **Kevin Hertel**
 Education: MA – Southern Oregon University, Ashland, OR
 Experience: Six years
 Assignment: 1.0 FTE LRC, Hillsboro High School
27. **Rebecca Hoppen**
 Education: MA – Southern Oregon University, Ashland, OR
 Experience: Ten years
 Assignment: 1.0 FTE 1st/2nd DLP, Minter Bridge Elementary School
28. **Ryan Hoxie**
 Education: MA – Pacific University, Forest Grove, OR
 Experience: Nine years
 Assignment: 1.0 FTE TOSA-Innovations Strategist, Administration Center
29. **Catherine Jager**
 Education: MA – Lewis & Clark College, Portland, OR
 Experience: None
 Assignment: 1.0 FTE Social Studies/LRC, Hillsboro High School
30. **Tristin Jarmer**
 Education: MA – Pacific University, Forest Grove, OR
 Experience: One year
 Assignment: 1.0 FTE 3rd/4th Grade DLP, Reedville Elementary School
31. **Erin Jasper**
 Education: MA – Lewis & Clark College, Portland, OR
 Experience: One year
 Assignment: 0.80 FTE School Psychologist, Administration Center
32. **Maxine Jennings**
 Education: MA – Willamette University, Salem, OR
 Experience: Nine years
 Assignment: 1.0 FTE ESL, Reedville Elementary School
33. **Margaret Kellar**
 Education: MA – George Fox University, Newberg, OR
 Experience: None
 Assignment: 0.50 FTE Elementary, Hillsboro Online Academy

34. **Amy Kuchar**
 Education: MA – Grand Canyon University, Phoenix, AZ
 Experience: None
 Assignment: 1.0 FTE SLC, Rosedale Elementary School
35. **Michael Leone**
 Education: MA – University of Portland, Portland, OR
 Experience: Eight years
 Assignment: 1.0 FTE Engineering/Construction, Hillsboro High School
36. **Cole Linehan**
 Education: MA – University of Phoenix, Portland OR
 Experience: Two years
 Assignment: 1.0 FTE PE/Health, Hillsboro High School
37. **Juana Luna**
 Education: MA – Pacific University, Forest Grove, OR
 Experience: None
 Assignment: 1.0 FTE DLP Kinder/ED Kinder, Mooberry Elementary School
38. **Andrew Magnuson**
 Education: BA – George Fox University, Newberg, OR
 Experience: None
 Assignment: 0.80 FTE Music, Minter Bridge Elementary School
39. **Madeline Matthews**
 Education: MA – Lewis & Clark College, Portland, OR
 Experience: Two and a half years
 Assignment: 1.0 FTE Language Arts, Poynter Middle School
40. **Emmett McCutchenne**
 Education: MA – Dominican University, San Rafael, CA
 Experience: Sixteen years
 Assignment: 0.80 FTE Music, W. L. Henry Elementary School
41. **Brandi Neumann**
 Education: MA – Ottawa University, Phoenix, AZ
 Experience: Six years
 Assignment: 0.50 Counselor, Miller Education Center
42. **Stephanie Oppenlander**
 Education: MA – Portland State University, Portland, OR
 Experience: None
 Assignment: 1.0 FTE ERC, W. L. Henry/Witch Hazel Elementary Schools
43. **Lauralee Owens**
 Education: BA – University of Central Florida, Orlando, FL
 Experience: Six years
 Assignment: 0.50 ERC, Liberty High School

44. **Katherine Parker**
 Education: MA – Portland State University, Portland, OR
 Experience: One year
 Assignment: 1.0 FTE 1st Grade, Free Orchards Elementary School
45. **Shirley Pate**
 Education: MA – Portland State University, Portland, OR
 Experience: Thirty-eight years
 Assignment: 0.50 FTE Counselor, Patterson Elementary School
46. **Melissa Peters**
 Education: BA – University of Oregon, Eugene, OR
 Experience: One year
 Assignment: 1.0 FTE SLP, Quatama Elementary and Century High Schools
47. **Eric Quillan**
 Education: MA – Pacific University, Forest Grove, OR
 Experience: None
 Assignment: 1.0 FTE Language Arts, Century High School
48. **Lori Shaaban**
 Education: MA – Pacific University, Forest Grove, OR
 Experience: Six years
 Assignment: 0.50 Math, Liberty High School
49. **Jordan Struck**
 Education: MA – University of Portland, Portland, OR
 Experience: One year
 Assignment: 0.50 FTE Social Studies, Century High School
50. **Emily Taylor**
 Education: MA – Eastern Washington University, Cheney, WA
 Experience: None
 Assignment: 1.0 FTE SLP, Imlay Elementary School
51. **Patricia Thomas**
 Education: MA – Portland State University, Portland, OR
 Experience: None
 Assignment: 1.0 FTE SLP, Witch Hazel and Minter Bridge Elementary Schools
52. **Mariela Tyler**
 Education: MA – Portland State University, Portland, OR
 Experience: None
 Assignment: 0.40 FTE Language Arts, Evergreen Middle School
53. **Caitlin Vandehey**
 Education: MA – California State University, San Marcos, CA
 Experience: One and a half years
 Assignment: 1.0 FTE 3rd/4th Grade, Eastwood Elementary School

54. **Angela Vargas**
 Education: MA – Portland State University, Portland, OR
 Experience: None
 Assignment: 1.0 FTE DLP, W. L. Henry Elementary School
55. **Anabelle Vargas-Fierro**
 Education: MA – Portland State University, Portland, OR
 Experience: None
 Assignment: 1.0 FTE DLP Kindergarten, W. L. Henry Elementary School
56. **Lindsay Wierdsma**
 Education: MA – Colorado College, Colorado Springs, CO
 Experience: Twelve years
 Assignment: 1.0 FTE ERC, Eastwood Elementary School
57. **Tiffany Windle**
 Education: MA – Concordia University, Portland, OR
 Experience: None
 Assignment: 0.50 FTE 3rd Grade, Lenox Elementary School
58. **Kristin Wise**
 Education: Grand Canyon University, Phoenix, AZ
 Experience: Five years
 Assignment: 1.0 FTE LRC/Math, South Meadows Middle School

J. Approve the employment of the following licensed personnel in the 2013-14 school year who have held temporary status:

1. **Ninon Anker Lagos**
 Education: MA – Portland State University, Portland, OR
 Experience: One year
 Assignment: 1.0 FTE DLP, W. L. Henry Elementary School
2. **Alexis Barker**
 Education: MA – Western Kentucky University, Bowling Green, KY
 Experience: None
 Assignment: 1.0 FTE SLP, Free Orchards Elementary School
3. **Shannon Berkey**
 Education: BA – Seattle Pacific University, Seattle, WA
 Experience: None
 Assignment: 0.50 FTE 3rd/4th Grade, Mooberry Elementary School
4. **Dawnmarie Bronson**
 Education: MA – Long Island University, Brookville, NY
 Experience: Sixteen years
 Assignment: 1.0 FTE SLP, Patterson Elementary and Hillsboro High Schools

5. **Graciela Cerda**
 Education: BA – Linfield College, McMinnville, OR
 Experience: One year
 Assignment: 1.0 FTE DLP Kindergarten, Eastwood Elementary School

6. **Sarah Coyle**
 Education: MA – Eastern New Mexico University, Portales, NM
 Experience: Ten years
 Assignment: 0.50 FTE Social Studies, Hillsboro Online Academy

7. **Maritza Dash**
 Education: MA – Lewis & Clark College, Portland, OR
 Experience: Six years
 Assignment: 1.0 FTE DLP Science Teacher, Hillsboro High School

8. **Adrienne Galvez**
 Education: MA – Oregon State University, Corvallis, OR
 Experience: One year
 Assignment: 1.0 FTE TOSA – Teacher Mentor, Administration Center

9. **Stephanie Henningsen**
 Education: BA - Pacific University, Forest Grove, OR
 Experience: One year
 Assignment: 1.0 FTE 6th Grade, Patterson Elementary School

10. **Kandi Hess**
 Education: MA - George Fox University, Newberg, OR
 Experience: Three years
 Assignment: 1.0 FTE Kindergarten/Resource, Eastwood Elementary School

11. **Shannon Jones**
 Education: BA – Montana State University, Bozeman, MT
 Experience: Nine years
 Assignment: 1.0 FTE 4th Grade, Quatama Elementary School

12. **Erik Nebel**
 Education: MA – Portland State University, Portland, OR
 Experience: None
 Assignment: 1.0 FTE SLP, Rosedale Elementary and South Meadows Middle Schools

13. **Yvonne Norman**
 Education: MA – Pacific University, Forest Grove, OR
 Experience: None
 Assignment: 1.0 FTE 4th Grade, Indian Hills Elementary School

14. **Matt Odman**
 Education: MA – Concordia University, Portland, OR
 Experience: One year
 Assignment: 1.0 FTE 4th Grade, Quatama Elementary School
 2.0

15. **Gustavo Olvera**
Education: MA – George Fox University, Newberg, OR
Experience: Four years
Assignment: 1.0 FTE TOSA, ELL/Migrant Ed, Administration Center
16. **Todd Patterson**
Education: MA – Concordia University, Portland, OR
Experience: One year
Assignment: 1.0 FTE Social Studies, Glencoe High School
17. **Tyler Phelps**
Education: MA – Lewis & Clark College, Portland, OR
Experience: One year
Assignment: 0.50 FTE English, Hillsboro Online Academy
18. **Irma Ramirez**
Education: MA – Portland State University, Portland, OR
Experience: One year
Assignment: 1.0 FTE 1st Grade DLP, Lincoln Street Elementary School
19. **Rachel Sumner**
Education: MA – Portland State University, Portland, OR
Experience: One year
Assignment: 0.60 FTE Math/Science, Poynter Middle School

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
ACCEPT GIFTS AND DONATIONS

SITUATION

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

The purpose of this report is to describe to the Board the donations received that are valued at \$500 or more.

- Donation of school supplies from Monica Cruz to Hillsboro School District to be distributed to students throughout the District. The estimated value of the donation is \$737.
- Donation of \$835 from the City of Hillsboro to be distributed as follows:
 - \$335 to Hillsboro School District to be used for 2013 Kinderfairs
 - \$500 to Miller Education Center for the Youth Advisory program
- Donation of \$5,000 from Elite Dance Studio to Liberty High School to be used as follows:
 - \$2,500 for the drama program
 - \$2,500 for the dance team
- Donation of \$1,464 from Pacific Power Foundation to Century High School for the wrestling program.
- Donation of \$500 from the State of Oregon to Jackson Elementary School for the Reading is an Investment program.
- Donation of \$1,650 from Tobias PTO to Tobias Elementary School for the after-school program.
- Donation of \$750 from University of Oregon to Century High School for the literacy program.
- Donation of \$500 from USA Funds to Evergreen Middle School for general education.
- Donation of \$807.93 from Wells Fargo Community Support Campaign to be used for general education and distributed as follows:
 - \$5.00 to West Union Elementary School
 - \$25.00 to Poynter Middle School
 - \$48.90 to Patterson Elementary School
 - \$76.89 to Mooberry Elementary School
 - \$99.24 to Rosedale Elementary School
 - \$552.90 to Imlay Elementary School

- Donation of \$549.24 from Portland General Electric to be used for general education and distributed as follows:
 - \$105.00 to Imlay Elementary School
 - \$444.24 to Rosedale Elementary School
- Donation of \$1,187.77 from Wells Foundation Educational Matching Gift Program to be used for general education and distributed as follows:
 - \$25.00 to Poynter Middle School
 - \$50.00 to McKinney Elementary School
 - \$38.00 to Indian Hills Elementary School
 - \$76.89 to Mooberry Elementary School
 - \$82.05 to Patterson Elementary School
 - \$130.00 to Century High School
 - \$140.78 to Rosedale Elementary School
 - \$645.05 to Imlay Elementary School

RECOMMENDATION

The Superintendent recommends the Board of Directors accept the donations.

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
APPOINT MEMBERS TO THE
CITIZENS' CURRICULUM ADVISORY COMMITTEE

SITUATION

In accordance with Policy IFF, the Board of Directors established the Citizens' Curriculum Advisory Committee (CCAC) to provide for citizen involvement in the development of the schools' curriculum and instructional programs, and input into those curricular areas identified by the Board. The CCAC consists of 14 parents and/or citizens who reside in the District attendance area. Each Board member appoints two members to the committee. The term of service for CCAC members is two years. Terms are staggered so that one-half of members' terms end each year. Seven terms ended on June 30, 2013. In addition, one position is vacant due to a member being elected to the Board of Directors. That position will be filled for one year only.*

The Board will be asked to reappoint three members and appoint five new members to the committee. The fifth name will be put forward at the Board meeting, following confirmation. The first committee meeting for the year will be Monday, October 7, 2013. The chart below lists the slate of appointees.

Appointee	Appointed by	Term Ends
Terry Alexander	Monte Akers	June 30, 2015
Lisa Allen	Adriana Cañas	June 30, 2015
Jennifer Zohar	Wayne Clift	June 30, 2015
	Glenn Miller	June 30, 2015
Cameron Wilde	Erik Seligman	June 30, 2015
Teri Isaacson	Janeen Sollman	June 30, 2015
Eddie Chavez Bolaños	Kim Strelchun	June 30, 2015
Mary Phelps*	Wayne Clift	June 30, 2014

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the appointees to the Citizens' Curriculum Advisory Committee.

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
APPROVE 2013-14 ALTERNATIVE EDUCATION PROGRAMS

SITUATION

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

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

Focused Program Options. Hillsboro School District students in Grades 11-12 may enroll in the Auto Technology Program held at Hillsboro High School or in Fire Science I and II at Liberty High School. The District provides transportation, and students enroll through their home school's class registration process.

General Equivalency Degree (GED). MEC East offers tutoring services for students seeking to complete the requirements necessary for the GED. Students can be referred from their home school or walk in to be enrolled. When students have demonstrated the skills necessary to pass the five tests (reading, writing, mathematics, social studies, and science), they are referred to the education service district (ESD) for final testing.

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

Hillsboro Online Academy. Hillsboro Online Academy is the newest school in the Hillsboro School District, and the first non-charter, public, online school in Oregon. The Academy features a rigorous yet flexible menu of online learning programs designed to meet the varied needs of students and their families. An individual learning plan is central to the Academy's mission. Also core is connecting students to careers and

community. All online courses are supported by Hillsboro teachers. For more information visit www.hillonlineacademy.org.

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

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

Miller Education Center (MEC) Middle School. The District operates an alternative school for selected sixth, seventh, and eighth grade students. The program focuses on skill attainment in language arts, mathematics, science, and social studies. In conjunction with the high school alternative program, middle school students participate in activities to build self-esteem and responsibility.

Online and Other Credit Options. A variety of online courses is available for students to complete recovery or original credits. The District supports credit recovery courses using PLATO software offered at each high school by District teachers. Other options include various college programs accessed by individual students. Students are asked to use the District process for alternative credits prior to enrolling.

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

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

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

Personalized Education And Real Learning (PEARL 9-12). This MEC program is offered as an alternative option to Grade 9-12 students expelled from their home school. Students participate in a place-based learning environment that encourages personal responsibility and credit attainment. Students attend the program for the duration of their expulsion, providing students with the ability to stay on track with their credits toward graduation and to participate in social-responsibility training. It is a requirement for each student to meet regularly with a counselor.

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

Portland Community College (PCC) Gateway to College. The Gateway to College program at PCC serves at-risk youth, 16-20 years old, who have dropped out of school. Students simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward an associate degree. Ten full-time-equivalent slots are available for the 2013-14 school year.

PCC Tuition Program. Under certain conditions, students may withdraw from a District school, attend PCC classes, and receive tuition reimbursement. In order to receive reimbursement, applications must be submitted and approved in advance by their home school assistant principal. Reimbursement is provided after successfully completing the course. The Office for School Performance approves reimbursement upon receipt of grade card and tuition receipts.

Transitions Options Program (TOPS). TOPS assists a diverse student body with the completion of diploma or GED requirements. Students served in this program include fifth-year seniors with four to six credits needed to graduate from high school. An ESL option is available for students who want to complete requirements for the GED in Spanish. Support is also provided for high school students with limited English

proficiency who are working toward a high school diploma. Credit recovery is now available through the student's home high school.

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

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

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

WorkSystems, Inc. also supports the Connect program for low-income high school students who are currently out of school and desire relevant career pathway training. Participants engage in work readiness skills workshops, job shadows, and internships. Job placement opportunities and career pathway options are encouraged while completing GED or post-secondary placement.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
ADOPT BOARD GOALS FOR 2013-14

SITUATION

The ongoing duties of the Board include resource allocation, formulating policy, and interacting with the community in support of the District mission. At the August 12 and August 13 Board work sessions, goals for 2013-14 were discussed. The Board directed staff to develop draft Board goals for their review based on the discussions. The goals were further discussed and revised in work session on September 10, 2013.

Group Board Goal

The Board will strengthen their ability to work together as a team by reading and discussing the book, *The Five Dysfunctions of a Team*, by Patrick Lencioni. Following discussion, the Board will identify areas of focus and commit to implementing agreed upon strategies for functioning as a team.

Individual Board Member Goals

Director Monte Akers:

- Help District staff evaluate business processes for maximum efficiency
- Help identify annual metrics for program evaluation

Director Adriana Cañas:

- Support District efforts to develop family and community engagement strategies to include families with special needs
- Support District efforts to raise awareness in the area of special education

Director Wayne Clift:

- Support the development of a superintendent evaluation tool that aligns to the Strategic Plan
- Support the development of a District evaluation system to measure return on investment

Director Glenn Miller:

- Support the Tech-Enhanced Classroom Implementation Plan
- Provide guidance and support regarding budget planning and development

Director Erik Seligman:

- Support District efforts to maximize communication efforts to ensure all stakeholders are engaged

- Support District efforts to provide college and career pathways that meet the needs of each individual student

Director Janeen Sollman

- Support District efforts around the areas of bullying and harassment
- Support District efforts to increase volunteerism and community engagement

Director Kim Strelchun:

- Lead general obligation bond work and, if appropriate, the development of an oversight committee
- Actively engage with state and local advocacy regarding District legislative priorities

RECOMMENDATION

The Superintendent recommends the Board of Directors adopt their Board goals for 2013-14

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
APPOINT AUDIT COMMITTEE

SITUATION

The Board appoints an Audit Committee annually to maintain communication between the Board and the District's audit firm. This committee includes two or three Board members and the Chief Financial Officer. The Audit Committee will meet with the auditors before they begin their major field work, and again after they conclude their work in the fall. The second meeting will include a report on the 2012-13 audit and a conversation about the District's fiscal management. The Audit Committee reports to the Board following the second meeting. The Audit Committee may also meet at other times, if needed.

RECOMMENDATION

The Superintendent recommends the Board of Directors appoint two or three Board members to the Audit Committee for the 2013-14 school year.

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
NOMINATE MEMBERS TO OSBA BOARD OF
DIRECTORS—POSITIONS 15 AND 16

SITUATION

Oregon School Boards Association (OSBA) is seeking nominations for the OSBA board of directors. Nominations are open until September 30, 2013.

Washington County school districts (Banks, Beaverton, Forest Grove, Gaston, Hillsboro, Sherwood, and Tigard-Tualatin) are represented by positions 15 and 16, which are staggered, two-year terms. Position 15 is currently vacant due to a prior board member retiring from their local school district board. It will be filled for the remaining one year of the term. Position 16 is open for nominations for the normal two-year term.

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

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

In October, OSBA will distribute official ballots to member boards. Each member board shall have one vote for each open OSBA board position in their geographic area. Newly elected members of the OSBA board officially take office on January 1, 2014.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT
September 24, 2013
NOMINATE MEMBERS TO OSBA LEGISLATIVE
POLICY COMMITTEE—POSITIONS 15 AND 16

SITUATION

Oregon School Boards Association (OSBA) is seeking nominations for the OSBA Legislative Policy Committee (LPC). Nominations are open until September 30, 2013.

The LPC consists of the voting members of the OSBA board of directors and 19 representatives nominated and elected by local school boards from 14 regions throughout the state. Washington County school districts are represented by positions 15 and 16, both of which are up for election. The term of office is two calendar years. Director Monte Akers is currently serving in position 16.

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

- Candidates must be active members of a local board within the represented area.
- Candidates must be members of a local board that is a dues-paying member of OSBA.
- The nomination must be an official action of the local board in the represented area.
- Candidates must complete an OSBA LPC candidate questionnaire and personal/professional resume form.

In October, OSBA will distribute official ballots to member boards. Each member board shall have one vote for each open OSBA LPC position in their geographic area. Newly elected members of the LPC officially take office on January 1, 2014.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
STRATEGIC PLAN PERFORMANCE UPDATE

SITUATION

During the September 10 work session, the Board reviewed the Strategic Plan overview, and confirmed both the metrics and the success indicators that are aligned to each of the Action Plans (with two additions). Each month, staff will prepare an Evidence Report that describes the progress to date on each of the Action Plans of the five Strategic Plan Strategies (Instruction, Engagement, Equity, Facilities, and Safety) using the selected metrics.

The Evidence Report will provide a brief overview of the month's progress on the mutually agreed-upon action plans and links to artifacts for evidence of progress. These artifacts will serve as indicators of District success, and will be limited to the agreed-upon metrics. If the metrics and success indicators suggest the need for improvement, staff will provide this analysis, along with future action plans, within the written report.

This report will be web based and will be available to the public via the District website when the Board packet is released. This month's report includes evidence for both August and September. The report can be viewed at the link below. (Click on each of the strategy areas.)

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

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
PRESENT SUPERINTENDENT GOALS FOR 2013-14

SITUATION

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

Superintendent Goals for 2013-14

- Implement the programs, structures, and instructional strategies necessary to complete the agreed-upon action items for year three of the Strategic Plan in the areas of instruction, engagement, equity, facilities, and safety.
- Provide professional development opportunities for the Board to further understanding of District practices, instructional models, and systems.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
FINANCIAL REPORT

Business Office. The year has started with great anticipation and success. The increased collaboration between Business Office staff and staff in other departments and sites promises to make 2013-14 a great year. Special thanks to Debra Giles, Kathy Wilson, and Jeff Jones for the extra effort in training and providing guidance for new and returning support staff.

Finance Team – Banking and Accounts Payable. The Finance Team is streamlining processes in banking (check scanning and software utilities), and working to automate the liability journal. The team is also preparing for a site visit by the District's independent audit team. The on-site audit is set for the week of September 30 through October 4.

The Finance Team has also been focused on providing support to departments and sites in the use of SchoolBooks student body accounting software and Infinite Visions financial software during the Synergy transition. A new internal controls document for student body accounts is also being rolling out.

Payroll Team. Payroll is gearing up for the first pay cycle of the year when all ten-month employees are paid for the first time. The SmartFind Express sub system hosted by NWRESD will be used again this year to facilitate a paperless payroll system for posting employee leave and paying substitutes.

Benefits Team – Open Enrollment and Benefits Calculator. The Benefits Team has been working very hard to assist and enroll staff in the 2013-14 plan year for benefits. The process is very complex and widely varied, depending on plan choices and eligibility level of staff members. The team extends a special thank you to union leadership for assisting with communications to staff and handling questions about the internal insurance pools. Staff is pleased to report higher enrollment in the Section 125 flexible spending plans this year, resulting in savings for employees and the District. Final participation numbers will be available in October.

Grants. Grants specialist Jeff Jones has been assisting Office for School Performance staff with assembling detailed budgets for projecting and monitoring spending of federal programs and general fund dollars. In addition, the deadline for submitting the annual budget narratives to Oregon Department of Education for federal grants is September 13, 2013.

Systems Review. A select group from Human Resources, Technology Services, and the Business Office will be conducting a systems review to ensure that employee roles align with the accounting software. This type of system maintenance is due after several years of use and implementation of the original Infinite Visions product. We anticipate several efficiencies and process streamlining due to software upgrades and user changes.

Workers' Compensation Report. Since July 1, 2013, we received two new Workers' Compensation claims. There are 34 open claims: 8 are for medical costs only and 26 include time loss. One employee was on a modified work plan during July.

WORKERS' COMPENSATION CLAIMS

	2011-12	2012-13	2013-14
July	0	2	2
August	3	4	
September	7	6	
October	8	7	
November	4	3	
December	2	3	
January	7	4	
February	3	5	
March	5	5	
April	5	10	
May	2	4	
June	2	8	
Yearly Total	48	61	2

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

STUDENT ACCIDENT REPORTS

	2011-12	2012-13	2013-14
July	2	2	0
August	10	13	
September	171	133	
October	133	149	
November	113	105	
December	67	127	
January	91	92	
February	104	118	
March	83	124	
April	113	108	
May	115	74	
June	33	30	
Yearly Total	1,035	1,075	0

Vehicle Accidents – July 2013 – There was one minor bus accident in July.

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
MONTHLY FINANCIAL REPORT - as of August 31, 2013

<i>Revenues</i>	July Actual	August Actual	1st Quarter Actual	Fiscal YTD 2013-14	Budget 2013-14	% of 2013-14 Budget Expended	2012-13 Fiscal YTD	% of 2012-13 Budget Expended
Taxes	\$501.13	\$0.00	\$501.13	\$501.13	\$55,426,177.00	0.00%	\$0.00	0.00%
Interest	\$7,651.64	\$0.00	\$7,651.64	\$7,651.64	\$260,000.00	2.94%	\$20,645.78	8.26%
Local Sources	\$40,598.44	\$31,530.61	\$72,129.05	\$72,129.05	\$1,148,450.00	6.28%	\$31,559.60	2.83%
Total Local	\$48,751.21	\$31,530.61	\$80,281.82	\$80,281.82	\$56,834,627.00	0.14%	\$52,205.38	0.09%
County/ESD	\$64,445.67	\$0.00	\$64,445.67	\$64,445.67	\$885,000.00	7.28%	\$34,510.95	4.60%
State Sources	\$18,357,555.59	\$8,687,289.00	\$27,044,844.59	\$27,044,844.59	\$107,025,258.00	25.27%	\$23,056,045.32	24.28%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000,000.00	0.00%	\$50.00	0.00%
Beginning Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$9,000,000.00	0.00%	\$0.00	0.00%
Total Revenue	\$18,470,752.47	\$8,718,819.61	\$27,189,572.08	\$27,189,572.08	\$175,744,885.00	15.47%	\$23,142,811.65	13.59%
Expenditures								
Instruction								
Salaries	\$33,927.43	\$90,369.22	\$124,296.65	\$124,296.65	\$62,598,059.38	0.20%	\$113,684.20	0.19%
Benefits	\$249.83	\$28,073.00	\$28,322.83	\$28,322.83	\$33,280,201.52	0.09%	\$41,493.34	0.13%
Purchased Service	\$159,708.43	\$172,786.92	\$332,495.35	\$332,495.35	\$2,410,692.28	13.79%	\$361,720.56	13.80%
Supplies/Materials	\$19,686.74	\$94,540.07	\$114,226.81	\$114,226.81	\$1,104,321.27	10.34%	\$50,861.17	3.13%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	-\$8,920.00	\$28,319.05	\$19,399.05	\$19,399.05	\$97,555.72	19.89%	\$34,576.71	26.50%
Total Instruction	\$204,652.43	\$414,088.26	\$618,740.69	\$618,740.69	\$99,490,830.17	0.62%	\$602,335.98	0.63%
Support Services								
Salaries	\$1,304,852.76	\$1,455,756.97	\$2,760,609.73	\$2,760,609.73	\$30,720,710.31	8.99%	\$2,734,411.81	9.05%
Benefits	\$709,168.01	\$751,528.92	\$1,460,696.93	\$1,460,696.93	\$17,266,259.48	8.46%	\$1,362,070.16	8.01%
Purchased Service	\$389,037.45	\$900,020.38	\$1,289,057.83	\$1,289,057.83	\$12,081,705.93	10.67%	\$854,850.09	7.35%
Supplies/Materials	\$126,719.40	\$172,679.75	\$299,399.15	\$299,399.15	\$5,413,997.82	5.53%	\$346,331.25	6.33%
Capital Purchases	\$21,370.25	\$19,878.53	\$41,248.78	\$41,248.78	\$213,401.00	19.33%	\$0.00	0.00%
Other	\$25,051.55	\$1,062,244.38	\$1,087,295.93	\$1,087,295.93	\$1,389,008.30	78.28%	\$970,743.18	75.32%
Total Support	\$2,576,199.42	\$4,362,108.93	\$6,938,308.35	\$6,938,308.35	\$67,085,082.84	10.34%	\$6,268,406.49	9.52%

<i>Expenditures (continued)</i>	July Actual	August Actual	1st Quarter Actual	Fiscal YTD 2013-14	Budget 2013-14	% of 2013-14 Budget Expended	Budget 2012-13	% of 2012-13 Budget Expended
Community Services								
Salaries	\$12,157.65	\$0.00	\$12,157.65	\$12,157.65	\$214,703.34	5.66%	\$23,669.68	11.23%
Benefits	\$6,673.43	\$0.00	\$6,673.43	\$6,673.43	\$110,332.00	6.05%	\$11,272.91	9.28%
Purchased Service	\$19.79	\$0.00	\$19.79	\$19.79	\$40,165.78	0.05%	\$70.04	0.14%
Supplies/Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$3,398.90	0.00%	\$0.00	0.00%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$441.97	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Community Services	\$18,850.87	\$0.00	\$18,850.87	\$18,850.87	\$368,600.02	5.11%	\$35,012.63	8.94%
Debt Service Payment	\$0.00	\$0.00	\$0.00	\$0.00	\$532,800.00	0.00%	\$0.00	0.00%
Transfers	\$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	\$8,267,130.00	0.00%	\$0.00	0.00%
Total Expenditures	\$2,799,702.72	\$4,776,197.19	\$7,575,899.91	\$7,575,899.91	\$175,744,443.03	4.31%	\$6,905,755.10	4.06%

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
FIRST READING—POLICY IL: ASSESSMENT PROGRAM

SITUATION

Subsequent to the No Child Left Behind Act (NCLB) waiver from the U.S. Department of Education, and in consultation with the Oregon Department of Education, certain policies and administrative regulations (AR) have been identified for revision. The primary change is replacing the Adequate Yearly Progress (AYP) designations and sanctions of NCLB, effectively removing school choice language as it relates to AYP. Persistently dangerous designated school choice is still required, as are the Title programs criteria.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of Policy IL: Assessment Program.

Assessment Program**

The District's assessment program shall be designed to determine District and school program improvement and individual student needs, and to meet the requirements of Oregon Administrative Rules (OAR) 581-022-0606, 581-022-1210, and 581-022-1670. Each year the District shall determine each student's progress toward reaching federal, state, and local achievement goals.

Accordingly, the District shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments, and other valid methods required by state and federal regulations;
2. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;
3. Assessments by individual teachers;
4. Optional schoolwide and grade-level assessments, as recommended by the Superintendent/designee and as approved by the Board.

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards. District, school, and individual results shall be reported to the Board, parents, and the community, as prescribed by law.

The District shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I monies that have been identified as in need of improvement, ~~corrective action, or restructuring~~ by ODE will receive the necessary supports to address the specific areas of concern ~~be provided supplemental services and public school options as required by law.~~

The District shall not discriminate in the methods, practices, and materials used for testing, evaluating, and counseling students on the basis of race, color, religion, sex, sexual orientation, parental status, national origin, marital status, disability, or age. Discrimination complaints shall be processed in accordance with established procedures.

The annual assessment of student and District progress is a vital component of the instructional process. It is the District's intention to include every student as specified by the state and District in the annual assessment program.

The assessment program will include:

1. Staff training in the use of designated tests and interpretation of test results.
2. A periodic review and evaluation of the District's assessment program.
3. An annual report detailing student achievement progress.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 329.485](#)

[ORS 336.187](#)

[ORS 659.870](#)

[OAR 581-021-0030](#)

[OAR 581-022-0606](#)

[OAR 581-022-0610](#)

[OAR 581-022-1140](#)

[OAR 581-022-1210](#)

[OAR 581-022-1510](#)

[OAR 581-022-1670](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006~~11~~); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~20611~~).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).

Elementary and Secondary Education Act (ESEA) Flexibility Waiver; July 18, 2012

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
FIRST READING—POLICY DH: CRIME COVERAGE FOR
EMPLOYEES AND OFFICERS

SITUATION

Oregon Revised Statute 332.525 requires that “persons authorized to handle district funds shall be bonded in an amount to be determined by law and by the district school board.” This obligation can also be met by insuring these District staff with equivalent coverage under the District’s crime insurance policy. This option has proven to be less expensive than providing individual fidelity bonds, and has been the method used by the Hillsboro School District for the past several years.

In July 2013, the District increased the limits on the crime policy from \$750,000 to \$1,000,000, per the recommendation of our independent auditor.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of Policy DH: Crime Coverage for Employees and Officers.

Hillsboro School District 1J

Code: DH
Adopted: 07/96
Revised: 04/08

Crime Coverage for Bonded Employees and Officers

~~In compliance with Oregon Revised Statutes and Administrative Rules, the Superintendent and Chief Financial Officer will have fidelity bond coverage. The District will pay the cost of such bonds.~~

~~All other employees of the District shall be covered by a blanket bond.~~

All District employees responsible for funds, fees, cash collections, or inventory control will be bonded/insured to protect the District against loss in an amount determined by the Board and upon recommendation of the District's agent-of-record. In compliance with Oregon statutes and administrative rules, the Superintendent, custodian of funds, and other individuals as deemed necessary by the Board will have individual fidelity bond coverage or equivalent crime coverage. The District will pay the cost of such coverage.

END OF POLICY

Legal Reference(s):

[ORS 328.441](#)

[ORS 332.525](#)

[OAR 581-022-1720](#)

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
FIRST READING—POLICY GBEC: DRUG-FREE WORKPLACE

SITUATION

Policy GBEC: Drug-Free Workplace has language addressing employees who use alcohol or illegal drugs at work, but does not specifically address employees who come to work under the influence of alcohol or illegal drugs. A minor revision to Policy GBEC is being recommended to clarify that employees may not be under the influence of alcohol or illegal drugs in the workplace.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of Policy GBEC: Drug-Free Workplace.

Drug-Free Workplace *

The District believes that illegal use of alcohol and other drugs is a problem that dramatically affects the physical, social, and emotional health of the individual, the family, and our educational system.

The District believes that school employees are responsible for acting as role models for students and as representatives to the community of the District's commitment to combat drug and alcohol abuse.

In order to ensure the highest standards of learning, safety, health, and well being for students and employees, the District endorses substance abuse policies which help students and employees avoid alcohol and other drug use.

The District will take corrective disciplinary actions when necessary, and may recommend appropriate aftercare. Aftercare will not be incumbent upon the District.

1. Responsibilities Regarding Drugs and Alcohol in the Workplace:

- a. No District employee shall manufacture, distribute, dispense, possess, and/or use or be under the influence of alcohol or illegal drugs or controlled substances in the workplace.
 - (1) "Drugs" shall include any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or other controlled substance as defined in schedules I through V of Section 202 of the controlled substance act (21 U.S.C 8120 and as further defined by regulation at 21 C.F.R 1308.11-1308.15). Alcohol shall include any form of alcohol for consumption, including beer, wine, wine coolers, or liquor.
 - (2) "Workplace" shall mean the site of the performance of work done for the District. This includes any District building or District building premises, any District-owned vehicle, or any other District-approved vehicle (including the employee's own vehicle) while used to transport students off school property during any District-sponsored or District-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the District.
 - (3) The legal/medical use of controlled substances is exempt from this policy.
- b. Employees who are convicted of any violation of criminal drug statutes occurring in the workplace are required to notify the Superintendent no later than five days after such conviction.**

- c. No District employee shall knowingly sell, market, or facilitate the sale, use, or distribution of steroid or performance enhancing substances to Grades K-12 students, or knowingly endorse or suggest the use of such substances.
2. Notice to Employees:
- a. Principals and/or supervisors will annually provide employees with the following information:
 - (1) The dangers of drug and alcohol abuse in and outside the workplace;
 - (2) The terms of this District policy;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs. (The District provides an employee assistance program as specified through the employee agreements);
 - (4) The penalties an employee can incur for any infraction of this policy.
 - b. Annual notification may be made by distributing copies of this policy and supplementary material at a staff meeting and/or publishing this policy and related material, as described in a. above, in a staff handbook or other communication to all staff members.
3. District Action in Case of Violation of this Policy by Employees:
- a. As a condition of employment with the District, all employees are required to abide by the terms of this policy and any implementing administrative rules.**
 - b. If the District's investigation determines that an employee has violated this policy and/or implementing administrative rules, the District will take appropriate disciplinary action(s), including reprimand, suspension, and/or termination of employment. Disciplinary sanctions short of termination may include that the employee satisfactorily complete an appropriate substance abuse program of rehabilitation.**
 - c. Through implementation of this policy, the administration will strive to maintain a drug-free workplace, and to fulfill the District's role in educating students and the community on the dangers of drug and alcohol abuse and modeling appropriate behavior.

** Districts directly receiving grants or contracts of \$100,000 or more from the federal government are required to meet this obligation.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 336.222
ORS Chapter 475

ORS 657.176
ORS 809.260
SB 517 (2007)

OAR 581-022-0416
OAR 584-020-0040(5)(e)

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 701-707 (2006); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 85.600 - 85.645 (2006).
 Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11 - 1308.15 (2006).
 Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
FIRST READING—IGBAG-AR: SPECIAL EDUCATION –
PROCEDURAL SAFEGUARDS AND IGBAJ-AR: SPECIAL EDUCATION –
FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

SITUATION

IGBAG-AR: Special Education – Procedural Safeguards. The Oregon Administrative Rules (OARs) have been revised to reflect minor changes in semantics related to sending parents a Prior Written Notice form. This form is an official special education form that is required by law. The purpose of the form is to communicate any proposed or actual change the District is making to a student's Individualized Education Plan (IEP). This change in policy will not result in any change in the District's current practice.

IGBAJ-AR: Special Education – Free and Appropriate Public Education (FAPE). In April 2013, the State Board of Education adopted revisions to OARs to implement recent federal changes in IDEA, Part B, regarding the need to notify parents and obtain consent to use their public or private insurance to support special education and related services.

Revisions are recommended to align District policies with these new regulations. The Board normally only approves policy revisions; however, federal regulations require Board approval of these administrative regulations.

RECOMMENDATION

The Superintendent recommends the Board of Directors review the first reading of IGBAG-AR: Special Education – Procedural Safeguards and IGBAJ-AR: Special Education – Free and Appropriate Public Education (FAPE).

Special Education - Procedural Safeguards**

1. Procedural Safeguards

- a. The District provides procedural safeguards to:
 - (1) Parents, guardians (unless the guardian is a state agency), or persons in parental relationship to the student;
 - (2) Surrogate parents; and
 - (3) Students who have reached the age of 18, the age of majority, or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called “eligible students”).
- b. The District gives parents a copy of the Procedural Safeguards Notice, published by the Oregon Department of Education (ODE):
 - (1) At least once a year; and
 - (2) At the first referral or parental request for evaluation to determine eligibility for special education services;
 - (3) When the parent (or adult student) requests a copy;
 - (4) To the parent and the student one year before the student’s 18th birthday or upon learning that the student is considered emancipated.
- c. The Procedural Safeguards Notice is:
 - (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
 - (2) If the native language or other mode of communication of the parent is not a written language, the District takes steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in his/her native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the District has met these requirements.

2. Content of Procedural Safeguards Notice

The procedural safeguards notice includes all of the content provided in the Procedural Safeguards Notice published by the ODE.

3. Parent or Adult Student Meeting Participation

- a. The District provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education program (IEP), and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
- b. The District provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - (1) States the purpose, time, and place of the meeting and who is invited to attend;
 - (2) Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - (3) Advises the parents or adult student that the team may proceed with the meeting even if they are not in attendance;
 - (4) Advises the parents or adult student who to contact before the meeting to provide information if they are unable to attend; and
 - (5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
 - (a) Indicates that the student will be invited; and
 - (b) Identifies any agencies invited to send a representative.
- c. The District takes steps to ensure that one or both of the parents of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
- d. If neither parent can participate, the District will use other methods to ensure participation, including, but not limited to, individual or conference phone calls, or home visits.
- e. The District may conduct an evaluation planning or eligibility meeting without the parents or adult student if the District provided meeting notice to the parents or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The District may conduct an IEP or placement meeting without the parents or adult student if the District is unable to convince the parents or adult student that they should participate. Attempts to convince the parents to participate will be considered sufficient if the District:
 - (1) Communicates directly with the parents or adult student and arranges a mutually agreeable time and place and sends written notice to confirm the arrangement; or
 - (2) Proposes a time and place in the written notice stating that a different time and place might be requested and confirms that the notice was received.

- g. If the District proceeds with an IEP meeting without a parent or adult student, the District must have a record of its attempts to arrange a mutually agreed upon time and place such as:
 - (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents and any responses received; and
 - (3) Detailed records of visits made to the parents' home or place of employment and the results of those visits.
- h. The District takes whatever action is necessary to ensure that the parents or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents or adult students who are deaf or whose native language is other than English.
- i. After the transfer of rights to an adult student at the age of majority, the District provides written notice of meetings to the adult student and parents, if the parents can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the District.
- j. An IEP meeting does not include:
 - (1) Informal or unscheduled conversations involving District personnel;
 - (2) Conversations on issues such as teaching methodology, lesson plans, or coordination of service provision if those issues are not addressed in the student's IEP; or
 - (3) Preparatory activities that District or public personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

4. Surrogate Parents

- a. The District protects the rights of a student with a disability, or suspected of having a disability, by appointing a surrogate parent when:
 - (1) The parent cannot be identified or located after reasonable efforts;
 - (2) The student is a ward of the state or an unaccompanied homeless youth and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
 - (3) The parent or adult student requests the appointment of a surrogate parent.
- b. The District secures nominations of persons to serve as surrogates. The District appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- c. The District will only appoint a surrogate who:
 - (1) Is not an employee of the District or the ODE;

- (2) Is not an employee of any other agency involved in the education or care of the student;
 - (3) Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
 - (4) Has the necessary knowledge and skills that ensure adequate representation of the student in special education decisions. The District will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- d. The District provides all special education rights and procedural safeguards to appointed surrogate parents.
- e. A surrogate will not be considered an employee of the District solely on the basis that the surrogate is compensated from public funds.
- f. The duties of the surrogate parent are to:
 - (1) Protect the special education rights of the student;
 - (2) Be acquainted with the student's disability and the student's special education needs;
 - (3) Represent the student in all matters relating to the identification, evaluation, IEP, and educational placement of the student; and
 - (4) Represent the student in all matters relating to the provision of a FAPE to the student.
- g. A parent may give written consent for a surrogate to be appointed.
 - (1) When a parent requests that a surrogate be appointed, the parent shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the District appoints a surrogate at parent request, the District will continue to provide to the parent a copy of all notices and other information provided to the surrogate.
 - (2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The District will treat the surrogate as the parent unless and until the parent revokes consent for the surrogate's appointment.
 - (3) If a parent gives written consent for a surrogate to be appointed, the parent may revoke consent at any time by providing a written request to revoke the surrogate's appointment;
- h. An adult student to whom rights have transferred at the age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The District will treat the surrogate as the parent unless and until the adult student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.

- i. The District may change or terminate the appointment of a surrogate when:
 - (1) The person appointed as surrogate is no longer willing to serve;
 - (2) Rights transfer to the adult student or the student graduates with a regular diploma;
 - (3) The student is no longer eligible for special education services;
 - (4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
 - (5) A foster parent or other person is identified who can carry out the role of parent;
 - (6) The parent, who previously could not be identified or located, is now identified or located;
 - (7) The appointed surrogate is no longer eligible;
 - (8) The student moves to another school district; or
 - (9) The student is no longer a ward of the state or unaccompanied homeless youth.
- j. The District will not appoint a surrogate solely because the parent or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

5. Transfer of Rights at Age of Majority

- a. When a student with a disability reaches the age of majority, marries, or is emancipated, rights previously accorded to the student’s parents under the special education laws, transfer to the student. A student for whom rights have transferred is considered an “adult student” under OAR 581-015-2000(1).
- b. The District provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
 - (1) At least one year before the student’s 18th birthday;
 - (2) More than one year before the student’s 18th birthday, if the student’s IEP team determines that earlier notice will aid transition; or
 - (3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The District provides written notice to the student and to the parent at the time of the transfer.
- d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- e. After transfer of rights to the student, the District provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.

- f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the District.

6. Prior Written Notice

- a. The District provides prior written notice to the parent of a student, or student, within a reasonable period of time, ~~when~~ before the District:

- (1) ~~p~~ Proposes to initiate or change, ~~or refuses to initiate or change,~~ the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child; or
- (2) ~~b. The District provides prior written notice after a decision is made and a reasonable time before that decision is implemented.~~ Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child.

- b. The content of the prior written notice will include:

- (1) A description of the action proposed or refused by the District;
- (2) An explanation of why the District proposed or refused to take the action;
- ~~(3) A description of any options that the IEP team considered and reasons why those options were rejected;~~
- (3) A description of each evaluation procedure, test, assessment, record or report used as a basis for the proposal or refusal;
- ~~(4) A description of any other factors that are relevant to the District's proposal or refusal;~~
- (4) A statement that the parents of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the *Procedural Safeguards Notice* may be obtained; ~~and~~
- (5) Sources for parents to contact to obtain assistance in understanding their procedural safeguards;
- (6) A description of other options the IEP team considered and the reasons why those options were rejected; and
- (7) A description of other factors that are relevant to the agency's proposal or refusal.

- c. The prior written notice is:

- (1) Written in language understandable to the general public; and
- (2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so;
- (3) If the native language or other mode of communication of the parent is not a written language, the District shall take steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication;
 - (b) The parent understands the content of the notice; and

- (c) There is written evidence that the requirements of this rule have been met.

~~d. If the proposed action requires prior written notice and written consent, the District may give notice at the same time consent is requested.~~

7. Consent¹ – Initial Evaluation

- a. The District provides notice and obtains informed written consent from the parent or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the District to provide special education and related services.
- b. The District makes reasonable efforts to obtain informed consent from a parent for an initial evaluation to determine a child’s eligibility for special education services. If a parent does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the District may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The District does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

8. Consent – Initial Provision of Special Education Services

- a. The District provides notice and obtains informed written consent from the parent or adult student before the initial provision of special education and related services to the student.
- b. The District makes reasonable efforts to obtain informed consent, but if a parent or adult student does not respond or refuses consent for initial provision of special education and related services, the District does not convene an IEP meeting, develop an IEP, or seek to provide special education and related services through mediation or due process hearing procedures. The District will not be considered to be in violation of the requirement to make FAPE available to the student under these circumstances. The District stands ready to serve the student if the parent or adult student later consents.

9. Consent – Reevaluation

- a. The District obtains informed parent consent before conducting any reevaluation of a child with a disability, except:

¹“Consent” means that the parent or adult student: a) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary of the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

- (1) The District does not need written consent for a reevaluation, if, after reasonable efforts to obtain informed consent, the parent does not respond. However, the District does not conduct individual intelligence tests or tests of personality without consent.
 - (2) If a parent refuses to consent to the reevaluation, the District may, but is not required to, pursue the reevaluation by using mediation or due process hearing procedures.
- b. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

10. Consent – Other Requirements

- a. The District documents its reasonable efforts to obtain parent consent, such as phone calls, letters, and meeting notes.
- b. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the reevaluation, or if the parent does not respond to a request for consent, the District:
 - (1) Does not use mediation or due process hearing procedures to seek consent; and
 - (2) Does not consider the child as eligible for special education services.
- c. If a parent or adult student refuses consent for one service or activity, the District does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.
- d. If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the District:
 - (1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
 - (2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
 - (3) The District will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
 - (4) The District is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

11. Exceptions to Consent

- a. The District does not need written parent or adult student consent before:
 - (1) Reviewing existing data as part of an evaluation or reevaluation;

- (2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;
 - (3) Conducting evaluations, tests, procedures, or instruments that are identified on the student's IEP as a measure for determining progress; or
 - (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.
- b. The District does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
- (1) Despite reasonable efforts to do so, the District has not been able to find the parent;
 - (2) The parent's rights have been terminated in accordance with state law; or
 - (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
- c. The District does not need written parental consent if an administrative law judge (ALJ) determines that the evaluation or reevaluation is necessary to ensure that the student is provided with a FAPE.

12. Independent Educational Evaluations

- a. A parent of a student with a disability has a right to an independent educational evaluation (IEE) at public expense if the parent disagrees with an evaluation obtained by the District.
- b. If a parent requests an IEE at public expense, the District provides information to parents about where an IEE may be obtained, and the District criteria applicable for IEEs.
- c. If a parent requests an IEE at public expense, the District, without unnecessary delay, either:
- (1) Initiates a due process hearing to show that its evaluation is appropriate; or
 - (2) Ensures that an IEE is provided at public expense unless the District demonstrates in a hearing that the evaluation obtained by the parent did not meet District criteria.
- d. The District criteria for IEEs are the same as for District evaluations including, but not limited to, location, examiner qualifications, and cost.
- (1) Criteria established by the District do not preclude the parent's access to an IEE.
 - (2) The District provides the parents the opportunity to demonstrate the unique circumstances justifying an IEE that does not meet the District's criteria.
 - (3) A parent may be limited to one IEE at public expense each time the District conducts an evaluation with which the parent disagrees.

- e. If a parent requests an IEE, the District may ask why the parent disagrees with the public evaluation. The parent may, but is not required to, provide an explanation. The District may not:
 - (1) Unreasonably delay either providing the IEE at public expense or initiating a due process hearing to defend the public evaluation;
 - (2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an IEE at public expense.
- f. The District considers an IEE submitted by the parent, in any decision made with respect to the provision of a FAPE to the student, if the submitted independent evaluation meets District criteria.

13. Dispute Resolution – Mediation

- a. The District or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The District acknowledges that:
 - (1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques, and may not be used to deny or delay a parent’s right to a due process hearing or filing a complaint.
 - (2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
 - (3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - (a) States the terms of the agreement;
 - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - (c) Is signed by the parent and a representative of the District who has the authority to bind the District to the mediation agreement.
 - (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
 - (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

14. Dispute Resolution – Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a school district or ESD is violating or has violated the Individuals with Disabilities Education Act or associated regulations within one year before the date of the complaint. Upon receiving a

parent complaint, the ODE forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.

- b. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.
- d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligations in a timely manner.
- f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

15. Due Process Hearing Requests

- a. The District acknowledges that parents may request a due process hearing if they disagree with a District proposal or refusal relating to the identification, evaluation, educational placement, or provision of a FAPE to a student who may have a disability and be eligible for special education.
- b. The District may request a due process hearing regarding the identification, evaluation, educational placement, or provision of a FAPE to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the District or the attorney representing the District provides notice to the parent and to ODE.
- d. The party, including the District, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the District's proposal or refusal, the District, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
 - (1) An explanation of why the District proposed or refused to take the action raised in the hearing request;
 - (2) A description of other options that the District considered and the reasons why those options were rejected;

- (3) A description of each evaluation procedure, assessment, record, or report the District used as the basis for the proposed or refused action; and
- (4) A description of the factors relevant to the District's proposal or refusal.

16. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the District will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- b. This meeting will include a representative of the District who has decision-making authority for the District.
 - (1) The District will not include an attorney unless the parent brings an attorney.
 - (2) The District will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the District has an opportunity to resolve the dispute.
 - (3) The District and parent may agree in writing to waive the resolution meeting. If so, the 45 day hearing timeline will begin the next business day, unless the District and parent agree to try mediation in lieu of the resolution session.

17. Time Limitations and Exception

- a. A parent must request a due process hearing within two years after the date of the District act or omission that gives rise to the parent's hearing request.
- b. This timeline does not apply to a parent if the District withheld relevant information from the parent or incorrectly informed the parent that it had resolved the problem that led the parent's hearing request.

18. Hearing Costs

- a. The District reimburses the ODE for costs related to conducting the hearing, including pre-hearing conferences, scheduling arrangement, and other related matters.
- b. The District provides the parent with a written or, at the option of the parent, an electronic verbatim recording of the hearing, within a reasonable time of the close of the hearing.
- c. The District does not use IDEA funds to pay attorney's fees or other hearing costs.

19. Discipline and Placement in Interim Alternative Setting

See Board policy JGDA - Discipline of Disabled Students.

Special Education - Free Appropriate Public Education

1. Free Appropriate Public Education (FAPE) and Age Ranges

The District provides special education and related services to all resident school-age students with disabilities, including students enrolled in public charter schools located in the District, except as provided below:

- a. "School-age children" are children who have reached 5 years of age but have not yet reached 21 years of age on or before September 1 of the current school year.
- b. The District will admit an otherwise eligible student who has not yet reached 21 years of age on or before September 1 of the current school year.
- c. An otherwise eligible person whose 21st birthday occurs during the school year will continue to be eligible for FAPE for the remainder of the school year.
- d. The District provides FAPE to students with disabilities who have been suspended or expelled from school in accordance with the special education discipline rules.

2. Nonacademic Services

- a. The District provides equal opportunity for students with disabilities for participation in nonacademic and extracurricular services and activities.
- b. Nonacademic and extracurricular services and activities may include meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the District and assistance in making outside employment available.
- c. The District ensures that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of each individual child.

3. Graduation

- a. A student graduating with a regular high school diploma is no longer entitled to FAPE.
- b. The District provides prior written notice a reasonable time before a student with a disability graduates with a regular high school diploma.
- c. The District is not required to conduct a reevaluation before terminating eligibility due to graduation with a regular high school diploma.
- d. Graduation with an alternative document:

- (1) The District may award an alternative document meeting the criteria of the State Board of Education to a student with a disability.
 - (2) Graduation with an alternative document does not terminate eligibility, require an evaluation, or require prior written notice.
- e. The District may, but is not required to, provide special education and related services to a student who has graduated with a regular diploma.

4. Incarcerated Youth

- a. The District has a plan, approved by the local Board, to provide or cause to be provided, appropriate education for children placed in a local or regional correctional facility located in the District.
- b. The District provides FAPE for students with disabilities ages 18 through 21 incarcerated as adults in an adult correctional facility if, in the last educational setting before their incarceration:
 - (1) Were identified as students eligible for special education; and
 - (2) Had an Individualized Education Program (IEP).
- c. The District's provision of FAPE does not include:
 - (1) The requirements relating to participation of children with disabilities in statewide and District assessments.
 - (2) For students whose eligibility for services will end before their release, the requirements related to transition planning and transition service do not apply. The District makes this determination based on considerations of the sentence and eligibility for early release. Requirements relating to transition planning and transition services, with respect to the students whose eligibility will end, because of their age, before they will be eligible to be released from adult correctional facilities, are based on consideration of their sentence and eligibility for early release.
 - (3) The IEP team may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. Least restrictive environment requirements do not apply with respect to these modifications.
 - (4) The public agency responsible for the special education of students in an adult correctional facility is not required to provide notice of meetings to the parent after rights transfer to the student.

5. Residential Placement

If the IEP team determines that placement in a public or private residential program is necessary to provide FAPE to a student with a disability, the District ensures that the

program, including nonmedical care and room and board, is provided at no cost to the parents of the student.

6. Physical Education

- a. The District makes physical education services, specially designed if necessary, available to every child with a disability receiving FAPE, unless the school enrolls children without disabilities and does not provide physical education to children without disabilities in the same grade.
- b. The District provides the opportunity to each child with a disability to participate in the regular physical education program available to nondisabled children unless the child needs specially designed physical education as prescribed in the child's IEP.
- c. If specially designed physical education is included in the child's IEP, the District must provide the services directly or make arrangements for those services to be provided through other public or private programs.
- d. If the child with a disability is enrolled full time in a separate facility, the District must ensure that the child receives appropriate physical education services.

7. Public Charter Schools

- a. The District serves ~~resident~~ children with disabilities attending public charter schools located in the District in the same manner and in accordance with applicable laws and rules governing the District's provision of services to children with disabilities in its other schools.
- b. The District shall, in consultation with the student's parent, guardian, or person in parental relationship, provide FAPE to the student, in accordance with OAR 581-015-2230(1), until the District implements the IEP from the previous district or develops, adopts, and implements a new IEP that meets acceptable requirements. If the information received was in effect in a previous district in another state, the District will implement the IEP in accordance with OAR 581-015-2230(2).
- c. The District provides supplementary and related services on site at a District charter school to the same extent to which the District has a policy or practice of providing such services on the site to its other public schools.
- d. A school district in which a public charter school is located must provide IDEA funds to that charter school on the same basis as the school district provides those funds to other public schools in the district, including proportional distribution based on relative enrollment of children with disabilities, at the same time as funds are distributed to other public schools in the district.
- e. If a child with a disability enrolls in a charter school, the charter school is considered the school the child would attend if not disabled. Enrollment in any charter school is by parent choice. Enrollment in any out-of-district charter school does not require an inter-district transfer agreement.

When a student enrolls in a public charter school, the district in which the public charter school is located shall:

- a. Provide written notification of the student's enrollment to the district in which the student resides;

- b. Request, in accordance with applicable confidentiality provisions in state and federal laws, the records of the student, including all information related to an individualized education program developed for the student;
- c. Provide written notification to the student’s parent, guardian or person in parental relationship to provide information about:
 - (1) The district’s responsibility to identify, locate and evaluate to determine a student’s need for special education and related services and to provide those special education services in the public charter school; and
 - (2) The methods by which the district may be contacted to answer questions or provide information related to special education and related services.

When a student no longer is enrolled in a public charter school for any reason other than graduation, the district in which the public charter school is located shall notify:

- a. The district in which the student resided to provide notice that:
 - (1) The student no longer is enrolled in the public charter school; and
 - (2) The district will provide the student education records including all information related to the student’s IEP if the student seeks enrollment or services from the district in which the student resides.
- b. The student’s parent, guardian or person in parental relationship to provide information about:
 - (1) The responsibility of the school district in which the student resides to identify, locate and evaluation students and implement services;
 - (2) The methods by which the student’s resident district may be contacted to answer questions or provide information about special education and related services; and
 - (3) The responsibility of the district to provide student records, including information related to the student’s IEP, if the student seeks enrollment or services from another district, including the parent’s resident district.

8. Recovery of Funds for Misclassified Students

The District ensures that students identified on the special education child count under Part B of the Individuals with Disabilities Education Act (IDEA) are limited to students who:

- a. Meet eligibility requirements under OAR 581-015-2130 to 2180;
- b. Have a current IEP that is being implemented;
- c. Are receiving a FAPE.
- d. Are enrolled in the District.

~~9. Students with Disabilities Covered by Public Insurance~~

~~With regard to services required to provide FAPE to a student with disabilities, the District:~~

- a. ~~Will not require a parent to sign up for or enroll in public insurance programs in order for their student with disabilities to receive FAPE under Part B of the IDEA;~~
- b. ~~Will not require parents to incur an out of pocket expense in order for their student with disabilities to receive FAPE under Part B of the IDEA; and~~
- c. ~~Will not use the student's benefits under a public insurance if that use would:

 - (1) ~~Decrease available lifetime coverage or any other insured benefit;~~
 - (2) ~~Result in the family paying for services that would otherwise be covered by the public insurance program and that are required for the student outside the time the student is in school;~~
 - (3) ~~Increase premiums or lead to the discontinuation of insurance; or~~
 - (4) ~~Risk the loss of eligibility for home and community-based waivers, based on aggregate health related expenditures.~~~~

10. ~~Students with Disabilities Covered by Private Insurance~~

- a. ~~Each time the District proposes to access a parent's private insurance proceeds, the District will:

 - (1) ~~Obtain parent consent as defined in OAR 581-015-2090; and~~
 - (2) ~~Inform the parents that their refusal to permit the District to access the private insurance does not relieve the District of its responsibility to ensure that all required services are provided at no cost to the parent(s).~~~~
- b. ~~The District may use its IDEA Part B funds for a specified service required to ensure FAPE if the District is unable to obtain consent to use a child's private insurance.~~
- c. ~~If the parent would incur a cost for the school District's use of private insurance, the District may use its Part B funds to pay the cost the parents otherwise would have to pay to use the private insurance (e.g. the deductible or co-pay amounts).~~

9. Students with Disabilities under IDEA Enrolled in Public Benefits or Insurance

A district may use the State's Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for special education and related services required under IDEA, and permitted under the public benefits or insurance programs as specified below.

With regard to services required to provide FAPE to a child with disabilities under IDEA, a district:

- a. May not require parents to sign up for or enroll in public benefits or insurance programs in order for their child with disabilities to receive FAPE under the IDEA, but may pay the cost that the parent otherwise would be required to pay; and
- b. May not use the child's benefits under a public insurance program if that use would:
 - (1) Decrease available lifetime coverage or any other insurance benefit;

- (2) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program, and that are required for the child outside of the time the child is in school;
- (3) Increase premiums or lead to the discontinuation of insurance; or
- (4) Risk loss of eligibility for home and community-based waiver, based on aggregate health-related expenditures; **and**

Prior to accessing a student’s or parent’s public benefits or insurance for the first time, and annually thereafter, the District must provide prior written notification to the student’s parents and must obtain written consent¹ that:

- a. States the personally identifiable information that may be disclosed (e.g. records or information about the services that may be provided to the student);
- b. States the purpose of the disclosure (e.g. billing for services under IDEA);
- c. Names the agency to which the disclosure may be made (e.g. Medicaid);
- d. Specifies that the parent understands and agrees that the public agency may access the parent’s or student’s public benefits or insurance to pay for services under IDEA;
- e. Acknowledges the district may not require parents to incur an out-of-pocket expense (i.e. payment of a deductible or co-payment incurred in filing a claim for special education or related services), but may pay the cost that the parent otherwise would be required to pay; and
- f. Acknowledges the District may not use the student’s benefits under a public insurance program, if that use would:
 - (1) Decrease available lifetime coverage of any other insured benefit;
 - (2) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;
 - (3) Increase premiums or lead to the discontinuation of insurance; or
 - (4) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

4110. Accessible Materials

- a. Districts must ensure the timely provision of print instructional materials, including textbooks that comply with the National Instructional Materials Accessibility Standards (NIMAS) for students who are blind or print disabled.
- b. Districts must ensure the timely provision of instructional materials in accessible formats to children who need instructional materials in accessible formats, including those children who are not blind or print disabled.

¹“Consent” means that the parent or adult student a) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary of the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

1211. Extended School Year (ESY) as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR

1312. Assistive Technology as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR

HILLSBORO SCHOOL DISTRICT 1J
September 24, 2013
2013 SUMMER SCHOOL PROGRAMS

SITUATION

Each summer the Hillsboro School District offers a variety of opportunities for students to engage in meaningful learning opportunities. The following programs were in place during the summer of 2013.

Dual Language Summer Academy. The Dual Language Summer Academy was a bilingual program offered for students in Dual Language Programs around the District. This summer, seven elementary schools were represented. The four-week Culture and Arts program was funded by tuition paid by parents, donations from PTA/PTOs, and proceeds from the fundraiser, "End of the Year Dance Party for the Dual Language Summer Academy," held at Minter Bridge Elementary School. A total of 95 students attended the program, which was held at Lincoln Street Elementary School. Students were placed in one of three classrooms: kindergarten/first grade, first/second, and second-sixth grade. Classroom teachers taught four separate one-week units of study centered on a country. Many times guest speakers from the different countries came to visit the classrooms to share about their culture. Students learned about that country's culture and language in this authentic way, while also gaining language skills in English and Spanish. Students' families were responsible for paying the weekly tuition of \$35.00 if they did not apply for a scholarship. This helped to cover the costs of teachers' salaries and materials. There is a strong interest in continuing and developing the Dual Language Summer Academy in the future. Most of the students who attended the program were part of Dual Language programs at their home schools; however, some students participated who were not. This was a great opportunity for these students to enrich their native English or Spanish, while also allowing them to progress in their second language. All students can benefit greatly from enriching their academic language in both Spanish and English, while also receiving a multicultural education.

Student Services Extended School Year. The Extended School Year (ESY) program is a summer learning opportunity for Hillsboro special education students, ages 5-21, who meet eligibility criteria. The purpose of ESY is to maintain skills during the summer in order to mitigate severe regression and lack of recoupment after returning to school. In the summer of 2013, the District had 109 students who accessed ESY services at Quatama Elementary School. There were also seven students who attended an ESY program outside of the District for specific behavioral or mental health needs.

Migrant Summer School. The 2013 Migrant Summer School program served 713 migrant students in Grades preK-12 from June 19 through July 24 – 522 students at Lincoln Street Elementary and 191 at Glencoe High School. Of the secondary students served, 85 were high school students, 28 were out-of-school youth, and 78 were

seventh and eighth graders. Eighty-three percent of the students in K-12 with regular attendance demonstrated improvement in literacy and mathematics assessments.

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

In July of 2013, State Migrant Director Jonathan Fernow made an on-site visit to both summer school sites and the Administration Center. After an extensive review of documentation, interviews with staff, students, directors, principals, and visits to sites, the Mr. Fernow found strong evidence that supported federal and state compliance. He commended the summer school staff and the District for providing a high-quality summer school program, and for partnering with outside organizations and volunteers to enhance instruction and services provided to students.

Summer Food Program. Nutrition Services contributed to the success of our summer programs by providing meals to our students. At Lincoln Street Elementary School's Migrant Summer School, 5,448 breakfasts and 8,005 lunches were served. At Glencoe High School's Migrant Summer School, 1,189 dinners were served.

RECOMMENDATION

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