

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

Board Meeting Agenda
March 16, 2021
5:15 PM

1. **5:15 PM - Work Session**
 - A. Budget Update 4
Presenter: Michelle Morrison
Time: 5:15 PM, 30 minutes
 - B. High School On-Track Data and Implications 5
Presenter: Dayle Spitzer / Becky Kingsmith
Time: 5:45 PM, 30 minutes
 - C. Chromebook Filtering Information 6
Presenter: Jordan Beveridge
Time: 6:15 PM, 10 minutes
 - D. Return to In-Person Learning Update 7
Presenters: Mike Scott / Travis Reiman / Dayle Spitzer
Time: 6:25 PM, 30 minutes
 - E. Recess Board Meeting
Time: 6:55 PM
2. **7:00 PM - Regular Session**
 - A. Call to Order and Flag Salute
Time: 7:00 PM, 5 minutes
 - B. Land Acknowledgement 8
Presenter: Erika Lopez
Time: 7:05 PM, 5 minutes
 - C. Recognitions and Proclamations
Time: 7:10 PM, 5 minutes
 1. National Volunteer Week 9
Presenter: See Eun Kim
 - D. Approval of Agenda
SAMPLE MOTION: *I move that the Board of Directors approve the Agenda as printed.*
Time: 7:15 PM, 5 minutes
 - E. Audience Time
Time: 7:20 PM, 5 minutes
 - F. Consent Agenda
Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.
SAMPLE MOTION: *I move that the Board of Directors approve the Consent Agenda as printed.*
Time: 7:25 PM, 5 minutes
 1. Approve Minutes of February 23, 2021 Board Meeting 10
 2. Approve Routine Personnel Matters 18
 3. Approve Policies 21
 - a. JHFE: Reporting of Suspected Abuse of a Child 22

4. Adopt 2021-2022 Calendar	25
5. Adopt Drug, Alcohol, and Tobacco Prevention Plan	28
G. Action Items	
1. Appoint CCAC Member	38
Presenter: Travis Reiman	
SAMPLE MOTION: <i>I move that the Board of Directors appoint Maya Muro to the open position on the CCAC.</i>	
Time: 7:30 PM, 10 minutes	
2. Award Contracts	
Presenter: Adam Stewart	
Time: 7:40 PM, 5 minutes	
a. Award Contract for Secure Entry Vestibules at Indian Hills Elementary School, WL Henry Elementary School, Minter Bridge Elementary School, and Tobias Elementary School	39
Presenter: Adam Stewart	
SAMPLE MOTION: <i>I move that the Board of Directors award the contract for construction of secure entry vestibules at Indian Hills Elementary School, WL Henry Elementary School, Minter Bridge Elementary School, and Tobias Elementary School to InLine Construction in the amount of \$321,703.</i>	
b. Award Contract for Century High School EIFS Siding Replacement	41
Presenter: Adam Stewart	
SAMPLE MOTION: <i>I move that the Board of Directors award the contract for Centry High School EIFS Replacement project to 2KG for the base bid amount of \$628,005 and the Bid Alternate #1 bid amount of \$161,235.</i>	
c. Award Contract for Improvements to Rock Road Fronting Indian Hills Elementary School	43
Presenter: Adam Stewart	
SAMPLE MOTION: <i>I move that the Board of Directors award the contract for improvements to Rock Road fronting Indian Hills Elementary School project to Pihl Inc. for the base bid amount of \$129,479.80.</i>	
3. Approve Superintendent's Contract	45
Presenters: Mike Scott / Kona Lew-Williams	
SAMPLE MOTION: <i>I move that the Board of Directors approve the extension of the individual contract with the Superintendent, effective July 1, 2021, through June 30, 2024.</i>	
Time: 7:45 PM, 5 minutes	
4. Approve Inter-District Transfers Plan	46
Presenter: Beth Graser	
SAMPLE MOTION: <i>I move that the Board of Directors adopt the plan presented for inter-district transfers for the 2021-2022 school year.</i>	
Time: 7:50 PM, 5 minutes	
5. Wireless Access Points Purchase Approval	47
Presenter: Jordan Beveridge	
SAMPLE MOTION: <i>I move that the Board of Directors award the contract for the Wireless Access Point and Wireless Management System project to HarborTech Mobility in the amount of \$1,266,546.</i>	
Time: 7:55 PM, 5 minutes	

H. Reports and Discussion	
1. Financial Report (<i>see written report</i>)	49
Time: 8:00 PM, 5 minutes	
2. First Reading - High School Course Approval	54
Presenter: Travis Reiman / Linda Osuna	
Time: 8:05 PM, 15 minutes	
I. Policies - First Reading	59
<i>Policies that are scheduled for first reading are included in the Board meeting packet. Staff members will not formally present the first reading of policies, unless the Board requests information that is not already included in the Board meeting packet. If no public comments or questions are received regarding these policies during the review period, they may be placed on the consent agenda for approval during the next regular meeting.</i>	
Time: 8:20 PM, 5 minutes	
1. I - Instruction	
a. IJ: School Counseling Program	60
Presenter: Travis Reiman	
b. IJ-AR: Child Development Specialist Program	63
Presenter: Travis Reiman	
J. HCU / HEA Reports	
Time: 8:25 PM, 10 minutes	
K. Discussion Time	
Time: 8:35 PM, 10 minutes	
1. Student Representatives' Time	
2. Superintendent's Time	
3. Board of Directors' Time	
L. Adjourn Regular Session	
Time: 8:45 PM	
M. Next Meetings of the Board of Directors	
• April 13, 2021, Work Session	
• April 27, 2021, Work / Regular Session	

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
BUDGET UPDATE

SITUATION

Each year, the District conducts periodic discussions with Budget Committee members about the current and future financial position of the District. This update is in preparation for building the 2021-22 District budget. The Committee members will review the latest information available regarding the 2020-21 budget and discuss assumptions and timelines for the upcoming budget development cycle.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
HIGH SCHOOL ON-TRACK DATA AND IMPLICATIONS

SITUATION

The Office of School Performance will provide information regarding the impact of COVID-19 on high school students and the potential future impact on graduation rates. Data will be shared about the current performance of students, compared to the past, including data by grade level and race. Preliminary plans for addressing “on track” concerns both in the short and long term will be discussed.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to the information and ask questions.

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
CHROMEBOOK FILTERING INFORMATION

SITUATION

The HSD Technology Services Department will provide a general review of filtering that is available on district owned Chromebooks and the archiving of student user account information.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to the information and ask any questions they have.

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
RETURN TO IN-PERSON LEARNING UPDATE

SITUATION

The Board will receive an update concerning our plans to start hybrid learning, including an update on staff vaccinations.

RECOMMENDATION

The Superintendent recommends that the Board of Directors listen to the update and ask any questions they have.

**HILLSBORO SCHOOL DISTRICT 1J
BOARD OF DIRECTORS 2020-2021
LAND ACKNOWLEDGEMENT**

As we gather here today, even in this virtual setting, we would like to take a moment to acknowledge that our district service area is on the occupied traditional homelands of the Atfalati Indigenous people, lands we now call Washington County and the State of Oregon.

We thank them and their ancestors for being the original stewards of this land. We take this opportunity to offer gratitude for the opportunity to learn, work, and be a community on this land.

We also acknowledge the systemic policies of colonization that have led to genocide, relocation and assimilation that have impacted Indigenous and Native families, both past and present, and those who will be affected in the future.

According to Kalapuya tradition, people have lived here since time immemorial. Indigenous people still live here today, having persevered through US sponsored war displacement, genocide, and oppression.

We honor the Indigenous people whose traditional and ancestral homelands we stand on: the Tualatin Kalapuya, Kathlamet, Clackamas, Tumwater, Molalla, bands of the Chinook and many other indigenous nations of the Columbia River.

We believe it is important to acknowledge the ancestors of this place and to recognize that we are here because of the sacrifices forced upon them.

In remembering these communities, we honor their legacy, their lives, and their ancestors. We also recognize the urban Indigenous/Native/First Peoples community living in the metro area, which includes over 400 tribal nations.

PROCLAMATION

The Hillsboro School District recognizes that family and community involvement is a significant factor in the success of schools. By becoming a volunteer, family and community members are providing an invaluable contribution to the education of our students.

The Hillsboro School District appreciates the service of dedicated volunteers to assist professional educators, by offering their time, encouragement, and meaningful contact with students.

The Hillsboro School District acknowledges that volunteers are called upon to assist teachers and staff with the day-to-day activities involved in providing a balanced education for our students and are an important part of a team that strives to ensure that each one of our students succeeds.

The Hillsboro School District thanks volunteers for spending innumerable hours serving schools as chaperones, mentors, after-school tutors, club leaders, booster club members, PTA and PTO members, guest speakers, classroom helpers, athletics coaches, and in countless other ways.

The Board of Education of the Hillsboro School District do hereby proclaim the week of April 18 - 24, 2021 to be:

VOLUNTEER APPRECIATION WEEK



We urge all community members to join us in recognizing the many contributions and achievements of Volunteers to the development and prosperity of our community.

Erika Lopez, Board Chair

DRAFT

HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

February 23, 2021

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

1. WORK SESSION

<u>Board Present:</u>	<u>Staff Present:</u>
Erika Lopez, Chair	Mike Scott, Superintendent
Martin Granum, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen	Dayle Spitzer, Assistant Superintendent, School Performance
See Eun Kim	Beth Graser, Chief Communications Officer
Jaci Spross	Kona Lew-Williams, Chief Human Resources Officer
Mark Watson	Michelle Morrison, Chief Financial Officer
	Casey Waletich, Chief Operations Officer
	Jordan Beveridge, Chief Information Technology Officer
<u>Student Representatives Present:</u>	Olga Acuña, Director of Federal Programs
Devlin Knill	Elaine Fox, Executive Director of Student Services
Ilhaam Ikramullah	Saideh Haghighi, Director of Equity and Human Resources
	Audrea Neville, Executive Director of Schools
	Francesca Sinapi, Executive Director of Schools
	Brooke Nova, Director of CCP and Student Support Networks
	Justin Arey, Web Specialist/Designer
	Rose Roman, Executive Assistant to the Board
	Kelli Waibel, Technology Support
	Jeff Jones, Manager of Business Services

Board Chair Erika Lopez called the meeting to order at 5:16 PM

- A. Equity Update
Equity Directors Saideh Haghighi and Francesca Sinapi presented a Leading Change in HSD slideshow and gave an update on equity work in the District.
- B. Drug, Alcohol, and Tobacco Prevention Plan
Chief Operations Officer Casey Waletich and Director of CCP and Student Support Networks Brooke Nova presented the Drug, Alcohol, and Tobacco Prevention Plan.
- C. Fall 2021-22 Kinder Enrollment Plan and Process
Assistant Superintendent Dayle Spitzer and Executive Director of Schools Audrea Neville spoke about the policies and procedure in place for enrolling Kinder and First graders in the Fall of 2021.
- D. Return to In-Person Learning Update
Assistant Superintendent Travis Reiman gave an update on the vaccination progress, the drop in the rate of infection in Washington County, and an instructional model update. Chief Human Resources Officer Kona Lew Williams gave a bargaining update. Chief Communications Officer Beth Graser gave an update on

the live streaming services for athletics and activities and the HSD Return to School 2020-21 Dashboard on the HSD website created by the Communications team.

E. Recess Board Meeting

Board Chair Erika Lopez recessed at 6:38 PM.

2. REGULAR SESSION

<u>Board Present:</u>	<u>Staff Present:</u>
Erika Lopez, Chair	Mike Scott, Superintendent
Martin Granum, Vice Chair	Travis Reiman, Assistant Superintendent, Academic Services
Lisa Allen	Dayle Spitzer, Assistant Superintendent, School Performance
See Eun Kim	Beth Graser, Chief Communications Officer
Yadira Martinez	Kona Lew-Williams, Chief Human Resources Officer
Jaci Spross	Michelle Morrison, Chief Financial Officer
Mark Watson	Casey Waletich, Chief Operations Officer
	Adam Stewart, Capital Projects Officer
<u>Student Representatives Present:</u>	Jordan Beveridge, Chief Information Technology Officer
Devlin Knill	Olga Acuña, Director of Federal Programs
Ilhaam Ikramullah	Elaine Fox, Executive Director of Student Services
	Audrea Neville, Executive Director of Schools
<u>Others Present:</u>	Francesca Sinapi, Executive Director of Schools
Dan Goldman, NWRES D	Justin Arey, Web Specialist/Designer
	Rose Roman, Executive Assistant to the Board
	Kelli Waibel, Technology Support
	Jill Golay, HEA President
	Melody Hansen, HCU President

- A. Call to Order and Flag Salute
Board Chair Erika Lopez reconvened the meeting at 7:00 PM and led the Pledge of Allegiance.
- B. Land Acknowledgement
Board Chair Erika Lopez read a Land Acknowledgement.
- C. Recognitions and Proclamations
Director Jaci Spross read the Classified Employee Appreciation Week Proclamation.
Director Yadira Martinez read the Women's History Month Proclamation.
- D. Approval of Agenda
Director Mark Watson MOVED, SECONDED by Director Lisa Allen, to approve the agenda as printed.

The MOTION CARRIED (7-0). No further discussion took place.
- E. Audience Time
Three audience members requested to address the Board regarding non-agenda items: Amber Morrone, Toon Marquez, and Michael Cunningham. The statements were read by Chief Communications Officer Beth Graser.
- F. Consent Agenda
Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.

Director Jaci Spross moved, SECONDED by Director Mark Watson, to amend the Consent Agenda to remove policy IKFB: Graduation Exercises from the Consent Agenda

The motion was withdrawn after discussion and the following motion occurred:

Director Martin Granum MOVED, SECONDED by Director Jaci Spross, to approve the Consent Agenda as printed.

The MOTION CARRIED (7-0).

Consent Agenda items were as follows:

1. Approve Minutes of January 26, 2021, Board Meeting
2. Approve Minutes of February 9, 2021 Board Meeting
3. Approve Routine Personnel Matters
4. Approve Policies
 - a. GCBDA/GDBDA-AR(1): Federal Family and Medical Leave/State Family Medical Leave
 - b. GCPC/GDPC: Retirement of Staff
 - c. IGBBC: Talented and Gifted Services
 - d. IKFB: Graduation Exercises
 - e. JFCM: Threats of Violence
 - f. JHFE-AR(1): Reporting of Suspected Abuse of a Child
 - g. KL: Public Complaints
5. Approve High School Courses: Exploring Computer Science and Graphic Design
6. Approve Extension and Non-Extension of Temporary, Probationary and Contract Teachers and Administrators

G. Action Items

1. Adopt Resolution Approving Northwest Regional Education Service District Local Service Plan for 2021-22
NWRESD Superintendent Dan Goldman gave an update on the Local Service Plan.

Director Mark Watson MOVED, SECONDED by Director Jaci Spross, that the Board of Directors adopt the resolution approving the Northwest Regional Education Service District Local Service Plan for 2021-2022.

The MOTION CARRIED (7-0). No further discussion took place.

2. Award Contracts
 - a. Award Contract for Butternut Creek Elementary School Improvements
Capital Projects Officer Adam Stewart presented Bond contracts for approval.

Director Martin Granum MOVED, SECONDED by Director Jaci Spross, that the Board of Directors award the contract for Butternut Creek Elementary School improvement project to Par-Tech Construction for the base bid amount of \$2,947,100, Alt #1 amount of \$32,590, and Alt #2 amount of \$73,350 for a total of \$3,053,040.

The MOTION CARRIED (7-0). No further discussion took place.

b. Award Contract for North Plains Elementary School Improvements

Director Jaci Spross MOVED, SECONDED by Director Martin, that the Board of Directors award the contract for the North Plains Elementary School improvement project to Five Star Builders in the amount of \$1,375,246.90.

The MOTION CARRIED (7-0). No further discussion took place.

3. Approve Site Contractor Prequalification

Capital Projects Officer Adam Stewart discussed the pre-qualified site-contractor list.

Director Jaci Spross MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors approve the pre-qualified site-contractor list to include Coffman Excavation, Moore Excavation, Inc., Emory & Sons Construction Group, Pihl Excavating, Ken Leahy Construction, Inc., The Saunders Group, and Kerr Contracts.

The MOTION CARRIED (7-0). No further discussion took place.

4. Approve Dedication Deed and Right of Way Dedication, Donation Agreement and Obligation Agreement

Capital Projects Officer Adam Stewart discussed the dedication deed process.

Director Mark Watson MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors approve the Dedication Deed, Donation Agreement, and Obligation Agreement between Washington County and the Hillsboro School District for the Ladd Acres/SE Johnson Street and SE Cornelius Pass Road Improvement Project.

The MOTION CARRIED (7-0).

Capital Projects Officer Adam Stewart asked the Board members to consider participating in the Boundary Adjustment Committee in North Plains.

5. Accept Gifts and Donations

Chief Financial Officer Michelle Morrison presented the donations during the month of January.

Director Martin Granum MOVED, SECONDED by Director Lisa Allen, that the Board of Directors accept the donation of \$10,000 from Gold Family Farm Inc, to Groner K-8 for the STEM Program, \$10,000 from the Hillsboro Schools Foundation to the Hillsboro School District for Senior Signs - Marketing, \$10,000 from Gold Family Farm Inc, to Farmington View Elementary School for the STEM Program, and \$5,000 from FIRST to Liberty High School for the Robotics Team.

The MOTION CARRIED (7-0).

Erika Lopez thanked the donors for their support of our students and programs.

6. Appoint Budget Committee Member

Chief Financial Officer Michelle Morrison discussed the vacancy on the Budget Committee and recommended Kristine Adams-Wannberg for appointment.

Director SeeEun Kim MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors appoint Kristine Adams-Wannberg to serve on the Budget Committee position 4, expiring June 30, 2021.

The MOTION CARRIED (7-0). No further discussion took place.

7. Adopt Planning Calendar for 2021-22 Budget

Chief Financial Officer Michelle Morrison discussed the planning calendar.

Director Yadira Martinez MOVED, SECONDED by Director Jaci Spross, that the Board of Directors adopt the planning calendar for the 2021-22 budget.

The MOTION CARRIED (7-0). No further discussion took place.

H. Recess Board Meeting; Convene Meeting of the Local Contract Review Board

Chair Erika Lopez recessed the Board Meeting and Convene Meeting of the Local Contract Review Board at 8:10 PM.

I. Public Hearing Authorizing Procurement of Instructional Equipment

Chief Information Technology Officer Jordan Beveridge discussed the need to purchase headsets for CDL and Hybrid Instruction.

1. Public Testimony

No Audience Member requested to submit Public Testimony

2. Authorize Instructional Equipment Purchase

Director Jaci Spross MOVED, SECONDED by Director Yadira Martinez, that the Board of Directors, acting as the Local Contract Review Board, authorize the purchase of instructional equipment from CDW-G under the Oregon IT Hardware VAR Contract (5603) in the amount of \$239,200 for the purposes described and in compliance with policy DJ: District Purchasing.

The MOTION CARRIED (6-0). Director SeeEun Kim did not vote due to technical difficulties. No further discussion took place.

J. Adjourn Meeting of the Local Contract Review Board; Reconvene Board Meeting

Board Chair Erika Lopez adjourned the meeting of the Local Contract Review Board and Reconvene Board Meeting at 8:14 PM.

K. Reports and Discussions

1. Financial Report (see written report)

Chief Financial Officer Michelle Morrison presented the Financial Report and thanked the Business Office for their work.

2. Bond Audit Report

Chief Financial Officer Michelle Morrison discussed the Bond Audit Report, and thanked Capital Projects Officer Adam Stewart and Manager of Business Services Jeff Jones for their work on putting together this report. Adam Stewart added that the report serves to provide accountability to insure our public that we are spending Bond dollars wisely.

3. First Read 2021-2022 Calendar

Chief Human Resources Officer Kona Lew-Williams presented the proposed 2021-2022 Calendar.

L. Policies First Read

1. First Reading - Policies

a. J: Students

1) JHFE: Reporting of Suspected Abuse of a Child

Chief Human Resources Officer Kona Lew-Williams discussed changes to the policy and the need to update.

M. HCU / HEA Reports

HCU President Melody Hansen thanked the Board for Classified Appreciation recognition, gave an update on staff vaccinations, bargaining, and the return to in-person learning for Classified Staff. HEA President Jill Golay thanked the classified staff for their support, gave an update on vaccinations, bargaining, and expressed appreciation for Wednesday asynchronous learning day.

N. Discussion Time

1) Student Representatives' Time

Devlin Knill thanked the parents for their comments and expressed his urgency of returning to in-person learning. Ilhaam Ikramullah declined to comment.

2) Superintendent's Time

Superintendent Mike Scott thanked the Classified Staff for their work and looked forward to celebrating them next week. He also highlighted the HSF Gala last week and thanked the HSF staff for their work and for their continued support.

2) Board of Directors' Time

Director Jaci Spross discussed a review of discipline policy, thanked Rose Roman for her work with sending postcards to students, highlighted student work, and thanked the Equity team for their presentation. Director Lisa Allen highlighted the HSF Gala, thanked the public for their comments and reiterated that the Board is listening, and highlighted vaccination appointments. Director Mark Watson highlighted the HSF Gala, the approval of new high school courses today on the consent agenda, the learning that has happened as a result of COVID-19, looking forward to hearing information on graduation this year, and the need to refill student activity pipelines. Vice Chair Martin Granum highlighted the ways to volunteer at schools and the District, and announced that he will not be running for reelection. Director SeeEun Kim stated that Martin Granum will be missed, expressed optimism of the COVID-19 trend, also expressed interest in looking at discipline data, and thanked Classified Staff for their work.

Director Yadira Martinez expressed interested in discipline data, thanked classified staff, and reminded the Board about the upcoming Centro Cultural Gala where Chair Erika Lopez will be receiving an award. Chair Erika Lopez expressed interest in discipline data, would like to explore access for families to see their kids participating in activities, and thanked Vice Chair Martin Granum for his work for the District.

O. Adjourn Meeting

Chair Erika Lopez adjourned the meeting at 9:00 PM.

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

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

Kathryn Babcock

Assignment: 1.0 FTE Computer Teacher
Location: Evergreen Middle School
Effective Date: June 18, 2021
Years of Service: 18 years

Donald Clemson

Assignment: 1.0 FTE Instructional Coach
Location: Lincoln Street Elementary School
Effective Date: June 18, 2021
Years of Service: 27 years

Sharon Elliott

Assignment: 1.0 FTE 5th Grade Teacher
Location: Patterson Elementary School
Effective Date: June 18, 2021
Years of Service: 20 years

Andrew Lanthrum

Assignment: 1.0 FTE Science Teacher
Location: Glencoe High School
Effective Date: June 18, 2021
Years of Service: 35 years

Cheryl Petersen

Assignment: 1.0 FTE Kindergarten Teacher
Location: West Union Elementary School
Effective Date: June 18, 2021
Years of Service: 27 years

David Reiter

Assignment: 1.0 FTE Community Transition Services
Location: Student Services
Effective Date: June 18, 2021
Years of Service: 34 years

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

Sarah Curl

Assignment: 1.0 FTE 2nd Grade Teacher
Location: Mckinney Elementary School
Effective Date: June 18, 2021

Sonja Grabel

Assignment: 1.0 FTE Pre-School Teacher
Location: Poynter Middle School
Effective Date: June 30, 2021

Christine Johnston

Assignment: 1.0 FTE 1st Grade Teacher
Location: West Union Elementary School
Effective Date: June 18, 2021

Jessica Rohrig

Assignment: 1.0 FTE Science Teacher
Location: Evergreen Middle School
Effective Date: June 18, 2021

Celeena Silva

Assignment: 1.0 FTE 4th/5th Grade Teacher and General Education
Specialist
Location: WL Henry Elementary School
Effective Date: June 18, 2021

Abhianya Srinivasan

Assignment: 1.0 FTE Speech Language Pathologist
Location: Hillsboro Online Academy
Effective Date: June 18, 2021

Emily Stadelman

Assignment: 0.5 FTE Health Teacher
Location: Glencoe High School
Effective Date: June 1, 2021

C. Approve the employment of the following licensed personnel in the 2020-21 school year:

Krista Becker

Education: MA – Portland State University, Portland, OR
Experience: 2 years
Assignment: 1.0 FTE – 1st Grade Teacher – Quatama Elementary

Nicole Heil

Education: MA – Loma Linda University, Loma Linda, CA
Experience: 11 years
Assignment: 0.4 FTE – Speech Language Pathologist

Oluwaseun Sheller

Education: MA – Portland State University, Portland, OR
Experience: None
Assignment: 1.0 FTE Secondary Resources Specialist – Hillsboro High School

Kearston Wiggins

Education: MA – Western Governors University, Salt Lake City, UT
Experience: None
Assignment: 1.0 FTE 3rd Grade Teacher – West Union Elementary

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
APPROVE POLICIES IN SECTION J: STUDENTS

SITUATION

The Hillsboro School District has contracted with Oregon School Boards Association (OSBA) to perform a quarterly review of the District's policy manual, and will be working with OSBA's policy specialist throughout the year to review all of the District's policies and administrative regulations.

Policy language must meet the following criteria:

- Legally mandated or legally wise
- Harmonize with District's existing collective bargaining agreements
- Reflect current District practice

The Superintendent and Cabinet members have reviewed the policy listed below, and have presented it to the Board for first reading on February 23, 2021:

- Policies in Section J: Students
 - JHFE: Reporting of Suspected Abuse of a Child

RECOMMENDATION

The Superintendent recommends that the Board of Directors approve the policy in section J of the District's policy manual.



Code: JHFE
Adopted:

Reporting of Suspected Abuse of a Child (Version 2)

Any District employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any adult or student** with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child’s care, the child’s age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors², agents³, volunteers⁴, or students will not be tolerated. All District employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

Any District employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

³ “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The District will designate a ⁵licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the Superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Officer who shall also report to the Board chair.

The District will post the name and contact information of the designees for each school building designated to receive reports of suspected abuse and the procedures the designee will follow upon receipt of a report, the contact information for local law enforcement and the local DHS office or its designee and a statement that the duty to report suspect abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support the report, a District employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support the report, a District contractor, agent or volunteer suspected of abuse shall be removed from providing services to the District and the District will take necessary actions to ensure the student's safety.

The District will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The District shall provide training each school year to District employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees.

⁵[Senate Bill 155 (2019) requires the district to designate a licensed administrator and an alternate licensed administrator in the event the licensed administrator is the alleged abuser for each school building to receive these reports.]

The District shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The District shall make available each school year training that is designed to prevent abuse to students attending District-operated schools.

The District shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A District employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The District shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The Superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)

[ORS 418.257 - 418.259](#)

[Senate Bill 155 \(2019\)](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
ADOPT 2021-2022 SCHOOL CALENDAR

SITUATION

Board policy IC: School Year / School Calendar requires that the calendar for the upcoming school year be approved no later than the April Board meeting. This year, a calendar has been drafted for the 2021-2022 school year, with a proposed start date after the Labor Day holiday. The proposed calendar includes key dates and vacation periods to assist families and staff as they plan for the upcoming year.

Key differences from the 2020-21 calendar:

- The school year will begin with a “soft start” on September 7-8 that includes two days for staff to connect and support families and students. The first day of in-person learning for K-12 will begin on September 9. The 2020-21 school year had “soft start” days and we will bring those forward into the 2021-22 calendar.
- With the family and student connection time in September, the October staff development/work day and non-contract day (October 8-9) from 2020-21 have been changed. October 8, 2021 will be the Licensed Non-Contract day. The staff development and work day for elementary and staff development for secondary has been moved to Monday, November 22, 2021.
- For the 2021-22 calendar, Veterans Day, a federal holiday, is observed on Thursday, November 11, 2021. Friday, November 12, 2021, is a no school day for grades K-12.
- The conference dates in November have been scheduled in order to have the least impact on contiguous instruction. K-12 family conference connections are scheduled for November 23-24, 2021 to provide a consistent schedule for families.
- The last day of the school year for students will be on Thursday, June 16, 2022; one day earlier than last year.

Key features of the 2021-22 proposed calendar include the following:

- Potential inclement weather make-up days are reserved
- The calendar complies with the seat-time requirements outlined by the Oregon Department of Education
- Instructional days are balanced as best as possible for each semester

Information regarding the observance of Labor Day is provided below:

2016-17: September 5, 2016
2017-18: September 4, 2017
2018-19: September 3, 2018
2019-20: September 2, 2019
2020-21: September 7, 2020
2021-22: September 6, 2021


RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the proposed 2021-2022 calendar.

2021-2022 Calendar
DRAFT TO BOARD
 ((Adopted Date))

 First Day/End of Quarter/Semester
 Early Release
 No School
 Family/Student Connection

TOTAL STUDENT DAYS:
 Semester 1 = 84 All students
 Semester 2 = 90 All students
 HSD exceeds ODE seat requirements. Click [HERE](#) for more information.

	JULY 2021								JANUARY 2022						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
					1	2	3	17 – NO SCHOOL Licensed Non-Contract Day Martin Luther King Jr. Day 27 – End of 1st Semester 28 – NO SCHOOL Teacher Grade Prep 31 – NO SCHOOL Licensed Prep Day							1
	4	5	6	7	8	9	10		2	3	4	5	6	7	8
	11	12	13	14	15	16	17		9	10	11	12	13	14	15
	18	19	20	21	22	23	24		16	17	18	19	20	21	22
	25	26	27	28	29	30	31		23	24	25	26	27	28	29
									30	31					
25-27 – New Teacher In-Service 30-31 – In-Service	AUGUST 2021							21 – NO SCHOOL Holiday – Presidents' Day	FEBRUARY 2022						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
	1	2	3	4	5	6	7				1	2	3	4	5
	8	9	10	11	12	13	14		6	7	8	9	10	11	12
	15	16	17	18	19	20	21		13	14	15	16	17	18	19
	22	23	24	25	26	27	28		20	21	22	23	24	25	26
29	30	31					27	28							
1 – Staff Development 2 – In-Service 3 – Licensed Non-Contract Day 6 – NO SCHOOL Holiday – Labor Day 7-8 – Connection and Support with Families and Students (K-12) 9 – First Day of School for K-12	SEPTEMBER 2021							21-25 – NO SCHOOL Licensed Non-Contract Days (Spring Break)	MARCH 2022						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
				1	2	3	4				1	2	3	4	5
	5	6	7	8	9	10	11		6	7	8	9	10	11	12
	12	13	14	15	16	17	18		13	14	15	16	17	18	19
	19	20	21	22	23	24	25		20	21	22	23	24	25	26
26	27	28	29	30			27	28	29	30	31				
8 – NO SCHOOL Licensed Non-Contract Day	OCTOBER 2021							7 – End of 3rd Quarter 8 – NO SCHOOL Elementary – Work Day Secondary – Grade Prep	APRIL 2022						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
						1	2							1	2
	3	4	5	6	7	8	9		3	4	5	6	7	8	9
	10	11	12	13	14	15	16		10	11	12	13	14	15	16
	17	18	19	20	21	22	23		17	18	19	20	21	22	23
24	25	26	27	28	29	30	24	25	26	27	28	29	30		
31															
10 – End of 1st Quarter 11 – NO SCHOOL Holiday – Veterans Day 12 – NO SCHOOL Elementary – Work Day Secondary – Grade Prep 22 – NO SCHOOL Elementary – Staff Development and Family Conference Prep Secondary – Staff Development 23-24 – NO SCHOOL Family Conference Connections K-12 25 – NO SCHOOL Holiday – Thanksgiving Day 26 – NO SCHOOL Licensed Non-Contract Day	NOVEMBER 2021							30 – NO SCHOOL Holiday – Memorial Day	MAY 2022						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
		1	2	3	4	5	6		1	2	3	4	5	6	7
	7	8	9	10	11	12	13		8	9	10	11	12	13	14
	14	15	16	17	18	19	20		15	16	17	18	19	20	21
	21	22	23	24	25	26	27		22	23	24	25	26	27	28
28	29	30					29	30	31						
20-31 – NO SCHOOL Licensed Non-Contract Days (Winter Break)	DECEMBER 2021							16 – EARLY RELEASE Last Day of School for K-11 Students 17 – Last Day for Teachers 20-21 – Possible inclement weather make-up days. If the District closes school due to inclement weather during the 2020-21 school year these days could be added to the school calendar as make up days. Graduation dates would not be affected.	JUNE 2022						
	S	M	T	W	Th	F	S		S	M	T	W	Th	F	S
				1	2	3	4					1	2	3	4
	5	6	7	8	9	10	11		5	6	7	8	9	10	11
	12	13	14	15	16	17	18		12	13	14	15	16	17	18
	19	20	21	22	23	24	25		19	20	21	22	23	24	25
26	27	28	29	30	31		26	27	28	29	30				

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
ADOPT DRUG, ALCOHOL AND TOBACCO PREVENTION PLAN

SITUATION

- This report outlines curricular programs and activities that are provided for students as part of the District's comprehensive Drug, Alcohol, and Tobacco Prevention Plan. [Please Click HERE for 2020-2021 Revised Plan for Review.](#)

- Introduction
Students have a right to attend school in an environment conducive to learning. Since student alcohol, drug, and tobacco use is illegal and harmful, and interferes with both effective learning and the healthy development of students, the school has a fundamental legal and ethical obligation to prevent unlawful drug, alcohol, and tobacco use, and to maintain drug-free educational environments. After consulting with stakeholders, the Board will adopt a written plan for a drug, alcohol, and tobacco prevention and intervention program. The plan will be reviewed annually for revision and re-adoption.

- Supporting Laws & HSD Policy
 - [IGEAB](#) - Drug, Alcohol, and Tobacco Prevention, Health Education
 - [JFCG/JFCH/JFCI](#) - Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems
 - [Rule 581-022-2045 Prevention Education in Drugs and Alcohol](#)

RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the Drug, Alcohol and Tobacco Prevention Plan.

**HILLSBORO SCHOOL DISTRICT 1J
2020-21 DRUG, ALCOHOL, AND TOBACCO PREVENTION PLAN**

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

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Purpose/Introduction

- Introduction

Students have a right to attend school in an environment conducive to learning. Since student alcohol, drug, and tobacco use is illegal and harmful, and interferes with both effective learning and the healthy development of students, the school has a fundamental legal and ethical obligation to prevent unlawful drug, alcohol, and tobacco use, and to maintain drug-free educational environments.

After consulting with parents, teachers, school administrators, local community agencies, and persons from the drug, alcohol, or health service community who are knowledgeable of the latest research information, the Board will adopt a written plan for a drug, alcohol, and tobacco prevention and intervention program. The plan will be reviewed annually for revision and readoption.

- Supporting Laws & HSD Policy

- [IGEAB](#) - Drug, Alcohol, and Tobacco Prevention, Health Education
- [JFCG/JFCH/JFCI](#) - Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems
- [Rule 581-022-2045 Prevention Education in Drugs and Alcohol](#)

Staff Training

- SafeSchools Module

Washington County has created a [Drug, Alcohol and Tobacco module](#) that is accessible to staff on SafeSchools. The module includes current information and is designed to be specific for our county.

- Health Room Protocol

Student Under the Influence Guidelines that inform when to call 9-1-1 if a student is suspected to be under the influence.

Universal Prevention

- CASEL

The Collaborative for Academic, Social, and Emotional Learning is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL defines Social and Emotional Learning as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. CASEL's SEL framework fosters knowledge, skills, and attitudes across five areas of competence and multiple key settings to establish equitable learning environments that advance students' learning and development. The five areas of competence include self management, self awareness, social awareness, relationship skills, and responsible decision making.

- District Health Curriculum

In 2016, revised Oregon Health Education Standards (OHES) and performance indicators were adopted by the State Board of Education. The standards and performance indicators can be reviewed on the [ODE website](#) and on the [District website](#).

Health Education Standards help define the knowledge and skills students will need throughout their K-12 experience. Standards also provide consistency in what is taught to students across the state to ensure equity in education.

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

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

Currently, HSD teachers design and/or curate their own drug and alcohol prevention education curriculum to meet these standards/performance indicators. Additionally, efforts are underway to adopt evidence-based curriculum and increase alignment K-12.

- District SEL Curriculum

- *Second Steps* - This curriculum has been provided to all of our elementary schools. *Second Steps* is a pro-social / emotional curriculum designed to help students learn how to be empathetic, be problem solvers, use impulse control, and manage stress. Lessons can be taught by classroom teachers or school counselors in elementary schools.
- *PAX: Good Behavior Game* - PAX GBG is an Evidence-based Practice that comes recommended by the Substance Abuse and Mental Health Service Administration (SAMHSA), the Washington State Institute for Public Policy, and the Institute of Medicine. PAX Good Behavior Game (PAX GBG) is a school-based, classroom prevention and is a resource available to all elementary teachers and classrooms. PAX teaches students self-regulation, self-control, and self-management in the context of collaborating with others for peace, productivity, health, and happiness.
- *Sanford Harmony* - [Harmony](#) is a social emotional learning program available to all K-6 grade teachers designed to foster communication, connection, and community both in and outside the classroom by engaging

students in lessons and activities that promote empathy, understanding, and respect

- *CharacterStrong* - Middle School students across our district are using CharacterStrong as a prosocial curriculum in advisory classes. CharacterStrong's curriculum braids the core components of Social Emotional Learning (SEL) as [defined by CASEL](#) and character development into one. One of the strengths of the CharacterStrong curriculum is the relationships it builds between students to peers, students and school staff, students and family, and students and the greater community. This is done through intentional relationship building activities that put a daily and weekly focus on skill development and community building.
- *HS Advisory* -
- Screeners/Surveys
 - *Teen Intervene* - The [Teen Intervene](#) curriculum used with our Progressive Discipline Plan is evidence-based and uses an Screening Brief Intervention and Referral to Treatment (SBIRT) structure.
 - *Student Safety Survey* - A student safety survey is administered annually to students to provide data regarding self-reported behaviors with respect to safety and drug / alcohol frequency of use. Results of the survey are used by schools and the District to measure the effectiveness of prevention programs, and the perceptions of students related to drugs and alcohol. In addition, survey information is used to plan future programs to continue reducing students' abuse of illegal substances.

The District uses the Oregon Student Wellness Survey and the Oregon Healthy Teens Survey to examine HSD trends and state rates. The Oregon Student Wellness Survey (grades 6, 8, 11) is administered in even-numbered years, and the Oregon Healthy Teens Survey (grades 8, 11) is administered in odd-numbered years.

- *Healthy Teen aka Oregon Student Health Survey* - Oregon Healthy Teens (OHT) was an anonymous and voluntary research-based survey, conducted among 8th and 11th graders statewide from 2001 to 2019. The OHT survey incorporated two youth surveys that preceded it, the YRBS and the Student Drug Use Survey.

Healthy Teen Survey is used by district staff members to analyze school specific, district, and statewide trends. The survey is administered in odd-numbered years. The results below are a comparison from the 2017 and 2019 Oregon Healthy Teens Survey.

Category	8th 2017	State 8th 2017	8th 2019	State 8th 2019		11th 2017	State 11th 2017	11th 2019	State 11th 2019
Tobacco 30-day use	3.4	3.0	10.2	11.9		14.1	7.7	17.4	23.1
E-cig, vape 30-day use	2.2	6.3	9.5	10.5		9.8	12.9	16	21.4
Alcohol 30-day use	5.9	10.3	10.7	11.3		20.8	26.9	15.7	24.3
Marijuana 30-day use	4.3	6.7	7.2	7.8		16.6	20.9	16.7	20.4

[*Oregon Healthy Teen Graphs](#)

- Standards of Student Conduct and Athletic/Activity Handbook
These [publications](#) provide specific policies regarding the use, possession, or distribution of drugs, alcohol, or tobacco by students at any school site, school-sponsored activity, or school-sponsored sporting events.
- Transition Programming
 - *6th to 7th Transition Programming (WEB)* - Brown, Evergreen, Poynter, and South Meadows Middle Schools offer transition programs for students entering the seventh grade. WEB (Welcoming Everyone Back) training is led by a cadre of eighth grade students who are trained before the beginning of the school year. The purpose of WEB is to provide a smooth entry into middle school by way of regularly planned activities throughout the year with the same student leaders. WEB training is an extension of the transition activities currently offered at all four high schools, based on the LINK Crew program.
 - *8th to 9th Transition Programming (LINK Crew)* - LINK Crew is a research-based program to increase student participation, while decreasing attendance issues and other problems associated with lack of attachment to the school community.

All schools, grades K through 12, are working on greater articulation of transition activities within their feeder-school alignments. The goal is to have seamless transitions between the three school levels and between each grade. An example of this is the transition survey that is given to 6th, 8th and 12th graders each year by the student's counselor.

- Climate & Culture Teams
Each month Climate and Culture leaders from all HSD schools come together to examine, strengthen, and align Climate and Culture efforts in order to ensure district, building, and classroom expectations, procedures, and practices align with our HSD Community core values. This team's mission is to create an environment

that all community members; students, staff, families and those that support them thrive in; by integrating social and emotional skill development and culturally sustaining practices to see our differences as assets and work collectively to meet the needs of our community and those within it.

Targeted Prevention

- [Kid Talk/Action Team](#)
A team of multi-level staff review data of individual students who are still struggling after step 1 interventions. New interventions or changes to the current intervention are determined. Parents are informed and their input to classroom teachers is encouraged.
- [Peer Mediation](#)
(Paused During CDL) This peer-assistance program is available at District high schools, and serves as an informal safety net for students. Peer mediators are identified by students and teachers as individuals to whom students routinely turn for help. These students are provided training by Youth Contact in active listening and other communication techniques. The goal of the program is to provide a caring listener for any student who is troubled, is considering using drugs / alcohol / tobacco, or is putting himself or herself at risk. Peer mediators are not trained to solve problems, but rather to refer their peers to qualified adults.

Intervention

- [Progressive Discipline Plan](#)
The progressive discipline plan provides support to the student and family to help address the reason a student is using or in possession of an illegal substance. The [Teen Intervene](#) curriculum used is evidence-based and uses an Screening Brief Intervention and Referral to Treatment (SBIRT) structure.
- [Care Teams](#)
Care Teams operate as an intervention strategy in grades K through 12 districtwide. The teams, made up of teachers, counselors, administrators, care coordinators, and school resource officers, identify potential at-risk students, assess the level of risk, and plan interventions. Risk factors include declining grades, erratic attendance, insubordination, frequent disciplinary referrals, disregard for personal appearance, drug talk, and a sudden change in friends. Interventions include parent contact, referral for outside evaluation and counseling, and case management of student progress in school. The link between home, school, and outside resource agencies is an important support for students at risk.
- [Care Coordinator Program](#)
Care coordinators provide outreach to students and parents when high-risk behaviors have been observed. After conducting an informal assessment, care coordinators provide referral and case management services and psycho-education. Families may be referred to community mental health, drug and alcohol treatment, and/or parent education programs. Care coordinators also lead District Flight Teams in response to school tragedies, and train Flight Team members to

identify high-risk students. They coordinate District suicide prevention and intervention activities, including staff awareness trainings, intensive two-day intervention training, and District protocol development. All activities stress the importance of drug and alcohol awareness, as related to suicide risk and prevention. Finally, the care coordinators facilitate parenting classes that are open to District parents of students in grades 7 through 12. Topics include communication, positive discipline, and alcohol and drug prevention.

Community Partner Resources

Our community partners provide professional development and feedback to inform HSD of best practices. The listed partners below attend regular meetings with HSD staff on related topics on drug, alcohol and tobacco prevention and intervention. Some of our key partners are: SARC, Washington County Sheriff's Youth Services, NWRESO, Washington County Health, Washington Youth & Family Services Department, Department of Human Services, and CARES NW.

- LifeWorksNW
Contracted by the District, WPCS provides counseling services for students in 2 of our elementary schools. These counselors work with students who have been identified as needing outside counseling services outside of their school counselor support. This early intervention of counseling services is to work on executive functioning skills and/or social/emotional learning strategies.
- Western Psychological and Counseling Services (WPCS)
Contracted by the District, WPCS provides counseling services for students in 10 of our elementary schools. These counselors work with students who have been identified as needing outside counseling services outside of their school counselor support. This early intervention of counseling services is to work on executive functioning skills and/or social/emotional learning strategies.
- Youth Contact Student Assistance Program
Contracted by the District, Youth Contact provides counseling services for students at all high schools. These counselors work especially with students who have been identified as being at risk of using drugs and/or alcohol, or have used drugs or alcohol and need support to help them stay free from further use. The counselors facilitate support groups, teach students strategies for avoiding risky situations, and reinforce good problem-solving and goal-setting skills. Hundreds of hours of individual and family counseling are provided by Youth Contact counselors.
- BLAST/Zone Programs
The District partners with Hillsboro Parks and Recreation (HPR) to provide after-school tutoring, academic support, and recreational activities for students who attend Brookwood, Butternut Creek, Eastwood, Free Orchards, Groner, W. L. Henry, Imlay, Indian Hills, Jackson, Ladd Acres, Lincoln Street, McKinney, Minter Bridge, Mooberry, Orenco, Patterson, Quatama, Reedville, Rosedale, Tobias, and Witch Hazel Elementary Schools. All middle schools have the opportunity to participate in the Zone program through HPR. The Zone and BLAST programs

include homework support, academic enrichment activities, life skills, and service learning five days per week for approximately 2.5 hours each day.

- Hillsboro Police Department
School Resource Officers (SROs) - SROs assist in prevention by providing information on drug / alcohol / tobacco laws and prevention, in formal classroom settings. They teach students about the legal consequences of drug / alcohol / tobacco use, and assist in investigations referred to them by school administrators.
- Washington County Public Health (Tobacco Prevention Specialist)
Partner in communication and messaging with Hillsboro School District. Created a recommended SafeSchools module on drug, alcohol and tobacco prevention and intervention information specific to our county. Assist with information for outreach events or included in publications.

Action Steps to Strengthen Plan

- Annual Review with Internal and External Partners
- Improved Communication Structure for Health Educators
During CDL, District-wide coordination and communication with/among secondary Health teachers has improved dramatically. Both a middle school and a high school team meet weekly now, essentially as District-wide PLC's - A practice that we plan to continue moving forward. Formalizing this practice will increase communication with and among Health teachers allowing for a more coordinated approach to drug and alcohol curriculum delivery, review/incorporation of updated data, ongoing professional development, etc.

Public Information Program for Family/Student/Staff

Our Hillsboro School District website houses information related to Drug Safety and Awareness [HERE](#).

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
APPOINT COMMUNITY CURRICULUM ADVISORY COMMITTEE MEMBER

SITUATION

In accordance with policy IFF, the Board of Directors has established the Community Curriculum Advisory Committee (CCAC) to provide for community involvement in the development of curriculum and instructional programs and input into those curricular areas identified by the Board. The CCAC consists of parents, community members, and students who reside in the District attendance area. The Board and CCAC seeks to recruit community members with diverse perspectives that reflect the population of the District.

CCAC members are appointed by the Board. The term of service for CCAC members is two years, and terms are staggered so that one-half of members' terms end each year. CCAC members who apply for reinstatement may be appointed by the Board to serve as many consecutive terms as are deemed appropriate.

The Board, in consultation with the CCAC chair and District staff, determines the number of participants that is sufficient to fulfill the responsibilities of the committee. In 2014, the Board agreed that the number of adult members serving on the committee in previous years (14) would serve as a baseline for the CCAC, with a goal of appointing four additional student members. If more or fewer qualified candidates apply, the Board, in consultation with District staff and the CCAC chair, will have the discretion to adjust the number of members, and define the process for appointing them.

Information regarding CCAC applications that have been received is provided below:

- One new student application has been received for one open student position.

CCAC leaders and District staff recommend that one new student member be appointed. Together with committee and student members that have already been appointed, this will result in a committee of 14 members plus four student members.

This evening Board members will review the CCAC application that had been received, meet the applicant, and discussed the appointment process. The new member, if appointed by the Board this evening, will be eligible participate in the next CCAC meeting of the 2020-21 school year on April 5, 2021.

RECOMMENDATION

The Superintendent recommends that the Board of Directors take action on the following motion:

I move that the Board of Directors appoint Maya Muro to the open position on the CCAC.

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
AWARD CONTRACT FOR SECURE ENTRY VESTIBULES AT INDIAN HILLS
ELEMENTARY SCHOOL, WL HENRY ELEMENTARY SCHOOL, MINTER BRIDGE
ELEMENTARY SCHOOL AND TOBIAS ELEMENTARY SCHOOL

SITUATION

One of the projects included in the Hillsboro School District's 2017 Bond Program are Secure Entry Vestibules at Indian Hills Elementary School, WL Henry Elementary School, Minter Bridge Elementary School and Tobias Elementary School.

On January 25, 2021, the District sent an Invitation to Bid for a Contractor for these secure entry vestibule projects to our pre-qualified contractor list. A mandatory pre-bid meeting was held on January 29, 2021, that included visits to each school site. On February 23, 2021, the District received bids from for Pre-Qualified Contractors to perform this work, InLine Construction, Par-Tech Construction, Ross Builders and Russell Construction. Construction Management staff recommends that the contract for Secure Entry Vestibules at Indian Hills Elementary School, WL Henry Elementary School, Minter Bridge Elementary School and Tobias Elementary School be awarded to InLine Construction for the bid amount of \$321,703.

A copy of the Construction Documents and Bid Results are attached to this situation page.

RECOMMENDATION

The Superintendent recommends that the Board of Directors award the contract for construction of Secure Entry Vestibules at Indian Hills Elementary School, WL Henry Elementary School, Minter Bridge Elementary School and Tobias Elementary School to InLine Construction in the amount of \$321,703.

I move that the Board of Directors award the contract for construction of secure entry vestibules at Indian Hills Elementary School, WL Henry Elementary School, Minter Bridge Elementary School and Tobias Elementary School to InLine Construction in the amount of \$321,703.



BID TABULATION FORM

Vestibules - Henry, Indian Hills, Minter Bridge & Tobias						
OPEN: February 23, 2021 @ 2:00pm						
BID PROVIDER	Signed	Addendum 1 -2 Ack.	Bid Bond	1st Tier Disclosure	BASIC QUOTE	
In Line	yes	yes	yes	yes	321,703 ⁰⁰	
Far Tech	yes	yes	yes	yes	437,570 ⁰⁰	
Gross Builders	yes	yes	yes		346,696 ⁰⁰	
Russell Const.	yes	yes	yes		341,259 ⁰⁰	

2/23/2021

OWNER Representative:

Sharon McCarty

WITNESS:

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
AWARD CONTRACT FOR REPLACEMENT OF CENTURY HIGH SCHOOL EXTERIOR
INSULATION AND FINISH SYSTEM (EIFS)

SITUATION

One of the projects that has come to our attention following the passage of the 2017 Bond is the replacement of the EIFS at Century High School. The exterior finish is beginning to fail and must be replaced in order to prevent damage to the school structure.

On February 10, 2021, the District sent an Invitation to Bid for a Contractor for this improvement project to our pre-qualified vendor list. A mandatory pre-bid meeting was held at Century High School on February 16, 2021. On March 4, 2021, the District received bids from three contractors to perform this work. Construction Management staff recommends that the contract for Century High School EIFS Replacement be awarded to 2KG Star Builders for the bid amount of \$628,005 and Bid Alternate #1 bid amount of \$161,235.

A copy of the Construction Documents and Bid Results are attached to this situation page.

RECOMMENDATION

The Superintendent recommends that the Board of Directors award the contract for Century High School EIFS Replacement project to 2KG for the base bid amount of \$628,005 and Bid Alternate #1 bid amount of \$161,235.

I move that the Board of Directors award the contract for Century High School EIFS Replacement project to 2KG for the base bid amount of \$628,005 and Bid Alternate #1 bid amount of \$161,235.



BID TABULATION FORM

Century EIFS Project						
OPEN: March 4, 2021 @ 2:00pm						
BID PROVIDER	Signed	Addendum 1 Ack.	Bid Bond	1st Tier Disclosure	Alternate #1	BASIC QUOTE
RKG	Yes	Yes	Yes	Yes	161,235 ⁰⁰	628,005 ⁰⁰
InLine	Yes	Yes	Yes		904,923 ⁰⁰	1,337,351 ⁰⁰
Ross Builders	Yes	Yes	Yes	Yes	293,000 ⁰⁰	742,000 ⁰⁰

Christy DeLa
OWNER Representative:

Sharon McCarty
WITNESS: 3/4/21

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
AWARD CONTRACT FOR IMPROVEMENTS TO ROCK ROAD FRONTING
INDIAN HILLS ELEMENTARY SCHOOL

SITUATION

One of the projects included in the Hillsboro School District's 2017 Bond Program is improvements to Indian Hills Elementary School. All of the interior project scope, along with the addition of the new modular building and playground were completed during the summer of 2020. However, improvements along Rock Road fronting the school still need to complete as required by Washington County.

On February 11, 2021, the District sent an Invitation to Bid for a Contractor for the improvement project to our pre-qualified site contractor list. A mandatory pre-bid meeting was held at Indian Hills Elementary School on February 19, 2021. On March 11, 2021, the District received bids from five contractors to perform this work. Construction Management staff recommends that the contract for Improvements to Rock Road fronting Indian Hills Elementary School be awarded to Pihl Inc. for the base bid amount of \$129,479.80.

A copy of the Construction Documents and Bid Results are attached to this situation page.

RECOMMENDATION

The Superintendent recommends that the Board of Directors award the contract for Improvements to Rock Road fronting Indian Hills Elementary School project to Pihl Inc. for the base bid amount of \$129,479.80.

I move that the Board of Directors award the contract for improvements to Rock Road fronting Indian Hills Elementary School project to Pihl Inc. for the base bid amount of \$129,479.80.



BID TABULATION FORM

Indian Hills Rock Road Project						
OPEN: March 11, 2021 @ 2:00pm						
BID PROVIDER	Signed	Addendum 1-2 Ack.	Bid Bond	1st Tier Disclosure	BASIC QUOTE	
Coffman Excavation	Yes	Yes	Yes	Yes	180,102. ⁶⁷	
Kerr	Yes	Yes	Yes		160,015. ⁰⁰	
Ken Leahy	Yes	Yes	Yes		189,613. ⁰⁰	
Moore Excavation	Yes	Yes	Yes		145,500. ⁰⁰	
Phil Inc	Yes	Yes	Yes		129,479. ⁸⁰	

[Signature]

OWNER Representative:

Sharon McCarty *3/11/21*

WITNESS:

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
APPROVE EXTENSION OF SUPERINTENDENT’S CONTRACT

SITUATION

In accordance with Policy CBC: Superintendent’s Contract and Benefits, the terms and conditions of the Superintendent’s appointment are included in a written contract that meets the requirements of state law and is mutually acceptable to the Board and Superintendent.

RECOMMENDATION

The Board Chair recommends that the Board of Directors take action on the following motion:

I move that the Hillsboro School District Board of Directors approve the extension of the individual contract with the Superintendent, effective July 1, 2021, through June 30, 2024.

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
APPROVE INTER-DISTRICT TRANSFERS PLAN

SITUATION

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

It is recommended that the District participate in this process, both to accept transfers to the District and release students to attend other districts.

Details of the proposed plan will be shared during the meeting.

RECOMMENDATION

The Superintendent recommends that the Board of Directors adopt the plan presented for inter-district transfers for the 2021-22 school year.

I move that the Board of Directors adopt the plan presented for inter-district transfers for the 2021-22 school year.

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
WIRELESS ACCESS POINTS AND WIRELESS MANAGEMENT SYSTEM

SITUATION

One of the projects included in the Hillsboro School District's 2017 Bond Program is replacement of the wireless access points and the district wireless management system.

On February 8, 2021, the district posted a request for proposal to the District Bond Site and filed a Federal E-rate Form 470 to alert vendors of this need.

On March 9, 2021, the District received proposals from five vendors for the equipment and services for this work. CDW-G, CVE Technology Group, HarborTech Mobility, Northwest Towers and Xiologix submitted proposals. Technology Services staff recommend that the contract for the Wireless Access Points and Wireless Management System be awarded to HarborTech Mobility for the proposal amount of \$1,266,546.00. A copy of the RFP Scoring Matrix is attached to this situation page.

RECOMMENDATION

The Superintendent recommends that the Board of Directors award the contract for the Wireless Access Point and Wireless Management System project to HarborTech Mobility in the amount of \$1,266,546.00.

I move that the Board of award the contract for the Wireless Access Point and Wireless Management System project to HarborTech Mobility in the amount of \$1,266,546.

2021 Erate Wireless Access Points and Wireless Management System RFP

RFP Scoring Matrix							
	Eligible Cost (30%)	Ineligible & Years 6,7,8 (10%)	WAP (20%)	Manage (20%)	Services (15%)	Reference (5%)	Total
Northwest Towers	8.5	3.1	16.0	15.3	13.0	0.9	56.8
CDW-G	24.5	5.1	8.7	10.7	5.5	2.2	56.7
HarborTech Mobility	25.0	8.2	16.0	20.0	15.0	2.9	87.1
CVE Technologies	24.0	10.0	10.7	9.3	12.5	4.1	70.6
Xiologix	30.0	9.1	17.3	15.3	13.0	0.0	84.8

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
FINANCIAL REPORT

Business Office – General Update

The Business Office collaborates with all departments in the District Office to provide a system of support for schools, so that principals can focus their attention on instructional leadership. Financial reports in upcoming months will feature examples of this collaboration, which promotes a culture of continuous improvement, learning, and responding to the changing needs of schools.

Example 46: Substitute Staff Creative Contract Administration

Central office services are designed to anticipate and proactively meet the needs of each school. Business office staff are working closely with Human Resources to align the contract services for the provider of substitute staff align with the needs of school operations during COVID 19. This includes training and protocols for Comprehensive Distance Learning, Health and Safety Positions, Tech Support, and Childcare and other services of the Hybrid instructional model. Activities include coordination and access to the Communications Department tools for substitute recruitment and access to vaccinations.

Finance Team – Accounts Payable, Banking, and Student Body Accounting

Finance Manager Jennifer Zavatsky has been working with our Department Support, Alejandra Avila-Huacal, to develop the Voucher program that would enable administrators to support students and families to access emergency items at local Fred Meyer stores (prohibited items excluded, no cash value). The program controls have been reviewed by the District's independent auditors and is ready to pilot with family outreach and Miller Education Center. If the pilot is successful for the remainder of the current year, it may be expanded to Title I and other schools next year.

Finance Team – Financial Reporting, Contracts and Grants

Manager of Business Services Jeff Jones has assumed a leadership role in the Business Office Equity Training Plan. All supervisors are facilitating activities but Jeff's experience in the Administrative Equity Training Sessions give a higher level of experience to guide this work.

Fiscal Specialist Christy Woodard has completed the High Cost Disability Grant submission to the Oregon Department of Education. This report impacts the general fund revenue stream and requires intense collaboration with Student Services to link costs to students, a link that is not clear in the accounting and student information systems.

Payroll Team and Employee Benefits

Payroll Supervisor Kim Grannis is preparing to administer Child Care as a taxable fringe benefit. This will be impacting payrolls through July 2021, for staff accessing district-provided childcare services.

Lynette Coffman, Benefits Supervisor, and Risk Manager Leah McCarthy, have been meeting with staff as requested for various leaves and accommodations. The volume of requests is significantly higher this year. These interactions serve as opportunities to education staff about the Employee Assistance Program benefits that are available but may not be accessed during “normal” periods. Strategies for accessing workspaces safely are also shared (ventilation, face coverings, traffic flows, etc.).

General Functions

The Business Office Recovery Team is working to track all COVID-19 related expenses and potential funding sources to recovery outlay wherever possible. Although the economic impact of the Coronavirus is yet to be determined, the Recovery Team is an ad-hoc work group aligned with the Business Office imperative to 1) minimize waste, and 2) maximize opportunities. If you would like more information or to discuss these or other Business Office items, please contact Michelle Morrison at 503-844-1527 or morrisom@hsd.k12.or.us.

Workers’ Compensation Report

In order to ensure accurate reports to the Board, and allow adequate time for the claims submitted each month to be fully processed, there is a one-month delay in reporting workers’ compensation claims to the Board. The table below includes workers’ compensation claims reported in January 2021.

The District received no workers’ compensation claims in January. As of January 31, 2021, there were 12 open claims; five were for medical costs only, and seven included time loss. There were two employees on modified work plans during January.

Workers’ Compensation Reports			
	2018-19	2019-20	2020-21
July	1	3	0
August	2	2	3
September	11	15	6
October	14	15	5
November	5	10	2
December	13	18	2
January	7	14	0
February	8	17	
March	13	3	
April	11	0	
May	15	2	
June	11	0	
Yearly Total:	111	99	18

Student Incident Report

There is a one-month delay in reporting student incidents to the Board, in order to allow adequate time to ensure that these reports are complete and accurate. There was one student athlete incident reported in January.

Student Incident Reports						
	2019-20 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport	2020-21 Total Incidents	Average Incidents Per School Day	Serious Injuries With 911 Transport
July	2	N/A	0	0	N/A	0
August	6	N/A	0	0	N/A	0
September	149	7.5	1	0	N/A	0
October	131	6.2	3	0	N/A	0
November	77	4.8	1	0	N/A	0
December	91	6.1	4	1	N/A	0
January	95	5.4	0	1	N/A	0
February	74	4.1	3			
March	43	4.3	0			
April	0	N/A	0			
May	0	N/A	0			
June	0	N/A	0			
Yearly Total:	668		12	2		0

Vehicle Accidents

There is a one-month delay in reporting vehicle accidents to the Board, in order to allow adequate time to ensure that monthly reports are accurate and complete. There were no bus accidents in January.

Hillsboro School District 1J
MONTHLY FINANCIAL REPORT - as of February 28, 2021

	1st Quarter	2nd Quarter	January	February	3rd Quarter	Fiscal YTD	Budget		Fiscal YTD	
Revenues	Actual	Actual	Actual	Actual	Actual	2020-21	2020-21	% of Budget	2019-20	% of Budget
Taxes	\$140,003.08	\$76,083,723.46	\$1,347,709.43	\$563,154.87	\$1,910,864.30	\$78,134,590.84	\$82,507,072.02	94.70%	\$74,957,323.35	98.88%
Interest	\$71,188.29	\$88,836.71	\$47,323.98	\$41,516.64	\$88,840.62	\$248,865.62	\$1,200,000.00	20.74%	\$670,122.59	51.23%
Local Sources	\$37,207.75	\$224,035.32	\$7,333.05	\$38,824.80	\$46,157.85	\$307,400.92	\$2,765,323.98	11.12%	\$2,421,686.11	124.46%
Total Local	\$248,399.12	\$76,396,595.49	\$1,402,366.46	\$643,496.31	\$2,045,862.77	\$78,690,857.38	\$86,472,396.00	91.00%	\$78,049,132.05	98.72%
County/ESD	\$1,197,603.00	\$1,034,602.55	\$299,401.00	\$415,508.50	\$714,909.50	\$2,947,115.05	\$3,790,112.00	77.76%	\$2,916,220.05	79.25%
State Sources	\$46,473,409.28	\$35,098,571.73	\$11,554,063.57	\$12,937,253.94	\$24,491,317.51	\$106,063,298.52	\$143,160,594.00	74.09%	\$126,954,178.64	90.57%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other Sources	\$44,025.66	\$0.00	\$0.00	\$58,352.53	\$58,352.53	\$102,378.19	\$42,833.00	0.00%	-\$134.20	0.00%
Beginning Balance*	\$11,973,234.59	\$0.00	\$0.00	\$0.00	\$0.00	\$11,973,234.59	\$9,409,091.00	127.25%	\$10,090,542.29	112.13%
Total Revenue	\$59,936,671.65	\$112,529,769.77	\$13,255,831.03	\$14,054,611.28	\$27,310,442.31	\$199,776,883.73	\$242,875,026.00	82.26%	\$218,009,938.83	94.01%
Expenditures										
Instruction										
Salaries	\$6,915,558.20	\$20,683,974.79	\$6,861,474.54	\$6,767,983.52	\$13,629,458.06	\$41,228,991.05	\$79,447,168.00	51.89%	\$41,979,078.73	53.89%
Benefits	\$3,882,050.87	\$11,534,353.69	\$3,834,017.96	\$3,762,622.83	\$7,596,640.79	\$23,013,045.35	\$45,544,715.00	50.53%	\$23,735,765.80	53.72%
Purchased Service	\$691,964.33	\$1,210,711.95	\$296,358.92	\$446,495.23	\$742,854.15	\$2,645,530.43	\$14,371,079.00	18.41%	\$4,698,424.02	40.35%
Supplies/Materials	\$527,853.70	\$463,732.04	\$100,843.57	\$91,842.76	\$192,686.33	\$1,184,272.07	\$4,720,747.00	25.09%	\$1,155,742.04	37.75%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$57,703.00	\$57,703.00	\$57,703.00	\$0.00	0.00%	\$19,859.00	0.00%
Other	\$148,304.74	\$4,089.20	\$0.00	\$0.00	\$0.00	\$152,393.94	\$975,637.00	15.62%	\$322,527.27	31.40%
Total Instruction	\$12,165,731.84	\$33,896,861.67	\$11,092,694.99	\$11,126,647.34	\$22,219,342.33	\$68,281,935.84	\$145,059,346.00	47.07%	\$71,911,396.86	52.18%
Support Services										
Salaries	\$6,700,756.33	\$9,500,645.70	\$3,121,098.79	\$2,985,854.62	\$6,106,953.41	\$22,308,355.44	\$47,237,641.00	47.23%	\$24,232,907.78	50.96%
Benefits	\$4,314,611.96	\$6,029,316.90	\$2,023,509.53	\$1,937,534.18	\$3,961,043.71	\$14,304,972.57	\$27,079,944.00	52.82%	\$14,949,358.78	55.43%
Purchased Service	\$3,219,892.17	\$2,327,446.77	\$1,101,009.32	\$620,023.92	\$1,721,033.24	\$7,268,372.18	\$8,544,746.00	85.06%	\$9,448,421.78	132.92%
Supplies/Materials	\$1,515,275.73	\$1,342,115.01	\$303,454.26	\$464,862.08	\$768,316.34	\$3,625,707.08	\$2,806,858.00	129.17%	\$3,607,164.17	193.01%
Capital Purchases	\$5,772.50	\$40,404.14	\$44,511.92	\$24,849.98	\$69,361.90	\$115,538.54	\$0.00	N/A	\$62,170.63	0.00%
Other	\$1,412,380.54	\$58,740.41	\$77,292.01	\$4,056.93	\$81,348.94	\$1,552,469.89	\$580,094.00	267.62%	\$1,507,835.63	240.52%
Total Support	\$17,168,689.23	\$19,298,668.93	\$6,670,875.83	\$6,037,181.71	\$12,708,057.54	\$49,175,415.70	\$86,249,283.00	57.02%	\$53,807,858.77	63.96%
Community Services										
Salaries	\$55,702.87	\$92,593.48	\$32,483.26	\$32,580.20	\$65,063.46	\$213,359.81	\$313,488.00	68.06%	\$203,983.07	52.36%
Benefits	\$32,673.03	\$51,130.25	\$19,358.20	\$19,088.60	\$38,446.80	\$122,250.08	\$179,714.00	68.02%	\$130,636.54	59.13%
Purchased Service	\$745.00	\$0.00	\$0.00	\$0.00	\$0.00	\$745.00	\$56,706.00	1.31%	\$24,613.60	42.27%
Supplies/Materials	\$0.00	\$0.00	\$31.37	\$1,272.17	\$1,303.54	\$1,303.54	\$18,627.00	7.00%	\$2,566.48	16.76%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,850.00	0.00%	\$0.00	0.00%
Total Community Services	\$89,120.90	\$143,723.73	\$51,872.83	\$52,940.97	\$104,813.80	\$337,658.43	\$572,385.00	58.99%	\$361,799.69	52.50%
Capital Projects										
Purchased Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Total Capital Projects	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Debt Service Payment	\$0.00	-\$45.81	\$0.00	\$0.00	\$0.00	-\$45.81	\$0.00	0.00%	-\$2,673.85	0.00%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	0.00%
Contingency/Ending Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,994,012.00	0.00%	\$0.00	0.00%
Total Expenditures	\$29,423,541.97	\$53,339,208.52	\$17,815,443.65	\$17,216,770.02	\$35,032,213.67	\$117,794,964.16	\$242,875,026.00	48.50%	\$126,078,381.47	54.37%

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
ACCEPT GIFTS AND DONATIONS
(as of February 28, 2021)

SITUATION

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

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

There are no donations to report for December that are valued at \$5,000 or more.

RECOMMENDATION

None

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
FIRST READ HIGH SCHOOL COURSE PROPOSAL:
TRANSLATION AND INTERPRETATION

SITUATION

Board approval is required for all proposed new courses. Once a course has been approved, it may be offered at the school bringing forth the proposal, as well as any other District school of the same level.

A new program proposal, "Translation and Interpretation" has been submitted by Missy Ellis and Michelle Gray from Century High School. The plan includes the proposal of two new courses: "Translation and Interpretation 1" and "Translation and Interpretation 2." The proposal was presented to the CCAC at its regular meeting on March 1, 2021. The Board will be asked to accept the course proposal for first reading during the March 16 Board meeting and approve the course during the April 27, 2021 Board meeting.

If the courses are available during the 2021-2022 school year, the Board will assess its success based on the evaluation presented by teachers to the CCAC in June 2022. This evaluation will include the number of students who signed up for the course, pre- and post-assessments, and the number of students forecasting for the course for the following year. If the course is not available in the 2021-2022 school year (due to staffing or enrollment constraints), the Board will evaluate the success of the new course in the year of enactment.

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the proposed new high school program, Translation and Interpretation.

Course Proposal for Translating and Interpreting Focus Program

Grades: 10-12 (CHS)

Prerequisite: Bilingual, language assessment, WL courses
credits

2.0

Introduction

This program will prepare bilingual students to become interpreters and/or translators in the educational, medical and/or legal fields. Students will spend the first year of the program (Interpreting and Translation 1) in the classroom learning about the various aspects of being an interpreter and translating documents. In the second year of the program, (Interpreting and Translation 2) students will continue to refine their language skills, their interpreting and translations skills, as well as participate in community service and/or internship opportunities.

Rational

Interpreting and Translating jobs in Oregon are on the rise providing an average salary of \$49,000 a year. Century High School's student population represents students who speak 35 languages other than English. 28.3% of the students in the Hillsboro School District speak languages other than English. There are currently 2,827 students enrolled in the dual language program in the district who are learning Spanish and English. Century currently offers four upper level Spanish and French (Spanish 4, AP Spanish Language and AP Spanish Literature, and French 4) courses to help students achieve higher-level skills. Students can also earn college credits through the Spanish classes in partnership with Western Oregon University through the Willamette Promise program.

There are focus programs that our HSD high schools currently offer which are more advantageous by being bilingual. Such programs include early childhood education, business and health services. However, there are no programs of focus in HSD (and the state of Oregon that we know of) that train students to utilize their bilingualism directly in a way that encourages them to increase their vocabulary and enhance their oral and written skills. In the Interpreting and Translating Program, students will train to capitalize on these skills to help their community and also potentially provide them with a head start toward a career as an interpreter or translator. We will focus our efforts in three fields of interpreting and translating: Education, Medical and Legal.

In Oregon, the average pay for an educational interpreter is \$25 per hour. A medical interpreter can make an average of \$25 per hour and a courtroom interpreter can earn \$40 per hour. Students will also bring these assets and experiences to future job applications and will potentially be hired over someone else because of their bilingual skills. There are many people who are bilingual and are put in a position of interpreting

for clients or customers or family members without the necessary skills needed to do it correctly and/or ethically.

This program will be open to all students who are bilingual. This might include our dual immersion students, ELL students, world language students and also students who are bilingual and not participating in any of these programs. Any student would be able to select the introduction to Interpreting class as an elective, but any student who wishes to earn a Stole/Cord for this program will have to take both courses, demonstrate language proficiency at a certain level, and complete all of their practicum/community service hours.

Long Term Goals

Long term, we would like the students to have the opportunity to test for certification as an interpreter. The exam is quite expensive, and it will take time to develop a process for that and how to pay for it. We would also like to partner with a college or university to give the students an opportunity to earn college credit for this program.

Content

The Interpreting and Translating Program content will be centered around learning objectives, which will outline the expectations for what students should be able to do.

Course 1: Interpreting and Translation 1 1.0 credits (Grades 10-12)

The following are the course themes:

- Introduction to vocabulary and terminology
Students will spend time enhancing their vocabulary needed for educational and medical interpreting.
- Ethics
- Behavior skills (positioning, eye contact, completeness, enunciation, volume, posture, poise & composure, reference to self, managing participant)
- Developing memory skills
- Message conversion
- Cultural awareness
- Tours and observations of sites
- Guest Speakers

Course 2: Interpreting and Translation 2 1.0 credits (Grades 10-12)

- Vocabulary and terminology
- Continued language development
- Message conversion practice
- Classroom practice/role play

- Working toward the Oregon Seal of Biliteracy (STAMP, Willamette Promise, OPI, Portfolio)
- Learning to use technology as part of interpreting and translation
- Community service: Students will go into the community and spend time interpreting and translating. They will focus on three areas: educational, medical and legal
- Job/career building, post-high school planning
- Job Shadows
- Mock job interviews
- Guest Speakers
- Tours and observations of sites
- Students will be utilized to help with school functions that require interpreters and/or translation.

* Students will not be placed in situations where they will be interpreting or translating personal and/or private information.

Language Proficiency

Students will be required to demonstrate a minimum level of proficiency before being allowed to go into the field to interpret. We will use a variety of testing tools (STAMP, OPI, AP exams, ELPA 21, Willamette Promise, portfolio, etc) to accommodate the various languages that students speak. Students will have to show proficiency at a minimum level of Intermediate Mid according to the ACTFL scale of languages.

Estimated Costs

1. Textbooks, (class set). \$120 per book (estimate). Total \$5,400
2. Interpreting headsets \$1,000.00-\$3,200
3. Printing \$1000/year
4. Field trips \$500/year
5. Chromebook/ cart (\$6000)
6. Mini ipads (20 of them for field experiences) \$9000
7. Payment to teachers who speak other languages than French or Spanish for portfolio and language support. Cost TBD.

INTERPRETING AND TRANSLATION 1

Grades: 10-12

Prerequisite: Bilingual

1.0 credit

Students will be introduced to the skills and techniques of interpreting and translation. This course will focus on proper positioning, the ethics of interpreting and vocabulary development. Students will practice interpreting and translation in English and another language in which they are proficient in the educational and medical settings.

INTERPRETING AND TRANSLATION 2

Grades: 10-12

Prerequisite: Interpreting and Translation 1

1.0 credit

Students will review the skills learned in Interpreting and Translation 1 and continue to develop their language skills and use of technology used for interpreting and translating. Additionally, they will complete post-secondary planning and preparation and build their skills by participating in community service/job experiences.

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2021
FIRST READING – POLICIES IN SECTION I: STUDENTS

SITUATION

The Hillsboro School District has contracted with Oregon School Boards Association (OSBA) to receive a quarterly policy update.

Policy language must meet the following criteria:

- Legally mandated or legally wise
- Harmonize with District's existing collective bargaining agreements
- Reflect current District practice

The Superintendent and Cabinet members have reviewed the policies listed below, and are presenting them to the Board for first reading:

- Policies in Section I: Instruction
 - IJ: School Counseling Program
 - IJ-AR: Child Development Specialist Program

RECOMMENDATION

The Superintendent recommends that the Board of Directors review the first reading of the policies in section I of the District's policy manual.



Code: IJ
Adopted: 2/24/09
Revised/Readopted: 2/25/20
Orig. Code: IJ

Guidance School Counseling Program

The District's coordinated comprehensive school counseling ~~and guidance~~ program ~~focuses on the supports the academic, career, social-emotional, and community involvement developmental needs~~ of all students. Each school will have a comprehensive counseling program for students in grades K through 12, which will be based on the Oregon Department of Education's, *Oregon's Framework for Comprehensive Guidance and School Counseling Programs for Pre-kindergarten through Twelfth Grade*.

[¹] The district's [comprehensive school counseling] program may include a child development specialist program for grades K-8 students and families who reside in the attendance areas of district schools.]

Counselors and child development specialists demonstrate respect for each individual's dignity and worth and encourage each student to develop individual responsibility and decision-making skills. ~~Counselors coordinate the school guidance program and involve all staff members in designing and implementing plans to meet four major goals:~~

- ~~1. Educational Development—Students will develop an education plan and portfolio that utilizes educational opportunities and alternatives consistent with academic standards and their career aspirations;~~
- ~~2. Personal/Social Development—Students will develop appropriate interpersonal and communication skills for a variety of social and work settings; students will develop self-advocacy and decision-making skills, and confidence in their own abilities;~~
- ~~3. Career Development—Students in grades K through 12 will develop career options consistent with their interests, abilities and values. Career development includes focus on vocation, avocation, family life, and citizenship;~~
- ~~4. Community involvement—Students will demonstrate the importance of making an individual contribution to the community through community service learning projects.~~

~~The guidance and counseling program will assist students in grades 7 through 12 with developing and annually reviewing an educational plan which creates education, career and life goals, and identifies learning goals and activities.~~

The district will adopt program goals, which will assist students to:

¹ {See optional associated administrative regulation that includes language supporting a child development specialist program.}

1. Understand and utilize the educational opportunities and alternatives available to them;
2. Meet academic standards;
3. Establish tentative career and educational goals;
4. Create and maintain an education plan and education portfolio;
5. Demonstrate the ability to utilize personal qualities, education and training, in the world of work;
6. Develop decision-making skills;
7. Obtain information about self;
8. Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
9. Develop skills in interpersonal relations, including the use of effective and receptive communication;
10. Utilize school and community resources;
11. Demonstrate and discuss personal contributions to the larger community; and
12. Know where and how to utilize personal skills in making contributions to the community.

Within the framework of the counseling and guidance goals, specific student and curricular objectives will be developed. As well as being a members of the annual school improvement planning process, counselors and child development specialists will review school data and contribute to the plan by conducting an advocacy project. Advocacy projects will target student populations with special needs.

Yearly counselors will meet with their building administrator to review their comprehensive school guidance plan and discuss how their role as the school counselor aligns with the school improvement plan.

[Materials used in the counseling program will be free of content that may discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, age, disability, or marital status, or that which permits or requires different treatment of students on such basis unless such differences cover the same occupation and interest areas and the use of such different material is shown to be essential to the elimination of discrimination and/or is aligned to the HSD policy on Educational Equity.]

Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel and parents families. Consistent with individual rights and the counselor's obligations as a professional, the counseling relationship and resulting information is, in most instances, protected as privileged communications by Oregon law. When appropriate, counselors will be responsible for explaining the ramifications of confidentiality to students.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 329.603](#)

[ORS 336.187](#)
[OAR 581-021-0013](#)
[OAR 581-021-0046\(7\)](#)

[OAR 581-022-2030](#)
[OAR 581-022-2055](#)
[OAR 581-022-2060](#)
[OAR 581-022-2250](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2019).



Code: IJ-AR
Revised/Reviewed:

Child Development Specialist Program

(An optional administrative regulation to consider if part of the program)

The district offers the services of a child development specialist to students in grades K - 8 and their families residing in attendance areas of the district. A child development specialist may serve as counseling staff trained to assist in implementing the district's comprehensive school counseling program.

The district will meet the following requirements:

1. The district will submit a written plan describing the program to the Oregon Department of Education (ODE) for approval.
2. Upon approval of the plan by ODE, the district may submit a child development specialist candidate application for ODE approval.
3. The district shall conduct an annual review of the program and submit an updated plan to ODE for re-authorization of the program.
4. Each child development specialist employed by the district shall complete an annual evaluation of the specialist's child development plan to be included with the district's updated plan.