



Board Retreat

August 2, 2022





Team -Building Activity 1

Mike Scott
10 minutes

Objective: To learn more about each other.

1. Night owl or morning person?
2. Dog person or cat person?
3. One bucket list item?



ES29 Naming

Casey Waletich
20 minutes

Objective: Receive an update on the ES29 naming process.

Timeline and Implementation Process

<https://www.hsd.k12.or.us/Page/6975>

Public Input and Survey Results

<https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity//Domain/1145/Documents/ES29%20Naming%20Survey%20-%20Round%202%20Results.pdf>

Next Steps

- Summer 2022 Task force make recommendations to the Superintendent
- September 13 Board discussion regarding names
- September 27- Superintendent will recommend top names to the Board for first reading
- October 25- Board votes on ES29 name



Equity Advisory Committee

Francesca Sinapi
20 minutes

Objective: Understand the purpose of SB 732 the Equity Advisory Committee and approve the applicant list.

What is SB - 732: Equity Advisory Committee?

Membership Summary

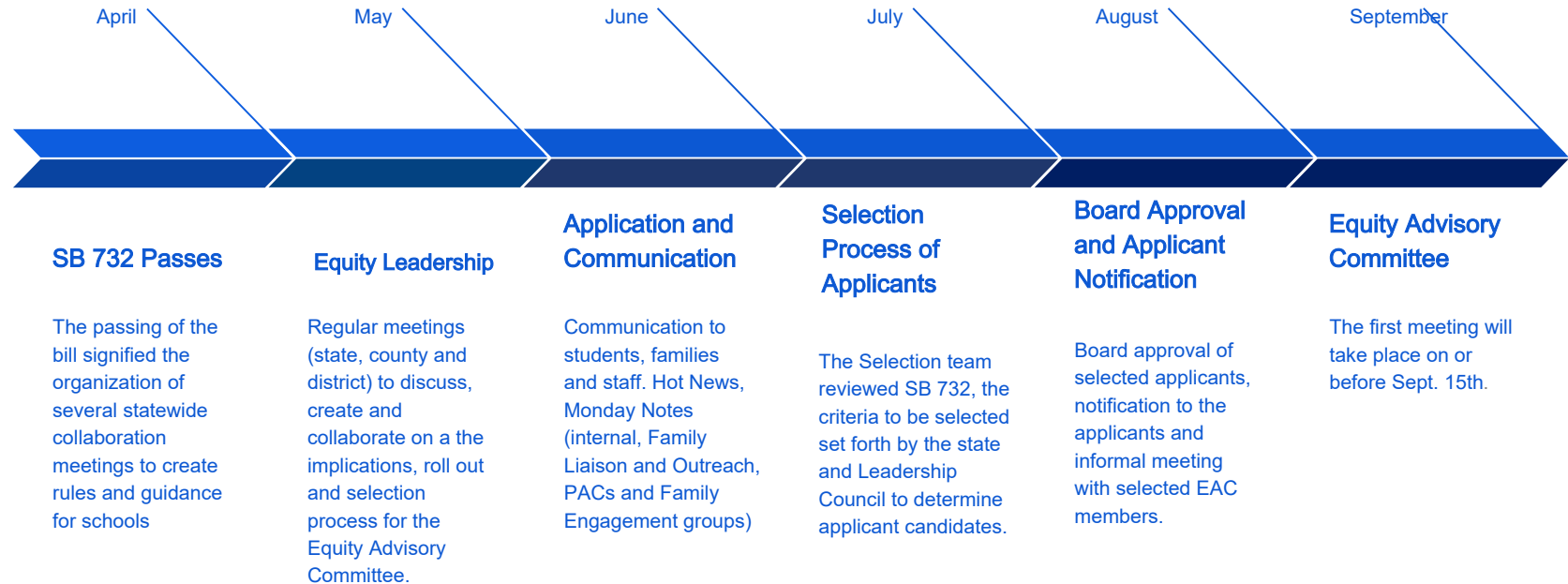
In accordance with SB 732, HSD is forming an Equity Advisory Committee to make recommendations to the district Superintendent and School Board related to equity and corresponding practices. The committee will be comprised of community members representing the following groups, with efforts to ensure that the diversity of identities and experiences in the community is reflected.

Member Duties

- (a) Advising the school district board about the educational equity impacts of policy decisions
- (b) Advising the school district superintendent about the educational equity impacts of policy decisions
- (c) Informing the school district board and school district superintendent when a situation arises in a school of the district that negatively impacts underrepresented students and advising the board and superintendent on how best to handle that situation.



The Journey towards an Equity Advisory Committee



Informing and Advising

The **Equity Advisory Committee (EAC)** has the option of preparing an annual report that contains successes and challenges experienced in meeting the educational equity needs of students, recommendations the committee made to the Board of Directors and Superintendent, and actions that were taken in response to those recommendations, and any other information required by the State Board of Education.

In year one, the EAC would attend a school board work session during the school year to inform the Board and Superintendent on progress with the team.

Next steps

- Board Approval
- Applicant Notification
- Informal Meet and Greet with Selected EAC Members as a Team
- First Meeting held by September 15, 2022



Cybersecurity

Jordan Beveridge
15 minutes

Objective: Understand current plans concerning District Cybersecurity

Upcoming Training

- Why are school districts a target
- Password Management
- Email Security
- Social Engineering and Phishing
- Securely using HSD devices and resources
- Using personal devices for work
- Data Security & Document Sharing

Password Management

- Go to the District Password Management Site
- Enroll in Self Service Account Management (SSAM)
 - This allows you to create additional security around your account
 - Unlock account when locked
 - Change password
 - Review and update settings if you have already enrolled by clicking the Enroll link
- If you believe your account is compromised
 - Immediately notify Technology Services
 - Immediately change your password

What if I am not logging into a device or system and I receive a DUO request to approve?

If you receive a DUO request to approve a login when you are not attempting to login to systems it is imperative that you do two things:

1. **Deny** the request.
2. Immediately go to <https://password.hsd.k12.or.us> and change your password

A DUO request is not sent unless the username and password have been correctly entered on the system attempting to be accessed. Do not approve logins that you do not explicitly know are caused by your own login attempts. Notify the help desk or your school tech immediately if you have approved an unknown DUO login.

It is important that you report immediately and change your password. Other systems that do not currently have DUO protection can be accessed by the attacker that already knows your username and password.

What is the District doing to help prevent cyber attacks?

- Over the past years the District has taken a number of steps to increase the level of security in our systems
- HSD was one of the first districts in Oregon to require Multi-Factor Authentication for all staff
- The District has engaged multiple outside organizations to perform regular audits on our systems
 - Their recommendations help us improve our practices and guard against new vectors of attack.
- Technology Services has dedicated cybersecurity staff.
- The District has contracted cybersecurity insurance to assist with both technical and monetary damages in the event of a breach
 - This coverage has more recently come with additional requirements for the district to meet in order to maintain coverage

Reporting Security Concerns

Questions or Help

- When it comes to security, quick action is a key factor in limiting the damage and protecting our systems.
 - Immediately report anytime there is a concern about a potential attack, a compromised account or information was given out inappropriately.
 - Contact Technology Services Help Desk to report.
-
- Help Desk
 - Create a ticket- <https://hillsboro.incidentiq.com/login>
 - Call
 - Outside number: 503-867-8029



SRO Report

Casey Waletich
Francesca Sinapi
20 minutes

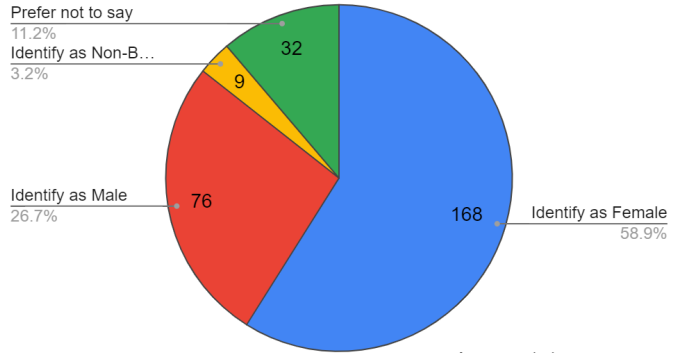
Objective: Review SRO data from 2021-22. Understand and reflect on the SRO survey from Spring 2022 and the steps moving forward

SRO Data Summary 2021 - 22

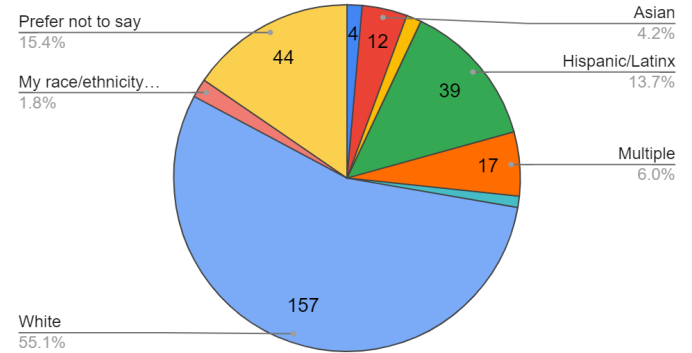
| Activity | Example | Hours |
|--|---|-------|
| Community Engagement and Relationship Building | <ul style="list-style-type: none">- Home Visit- Family Outreach- Student interaction | 1530 |
| Training and PD | <ul style="list-style-type: none">- HSD Training | 725 |
| School Presentations and Meetings | <ul style="list-style-type: none">- Classroom Presentations- Staff Presentations | 792 |
| Investigations/Calls for Service | <ul style="list-style-type: none">- Child Abuse/DHS- Mental Health- Threat/SIRC- Other | 2438 |

2022 Hillsboro School District School Resource Officers Survey Results

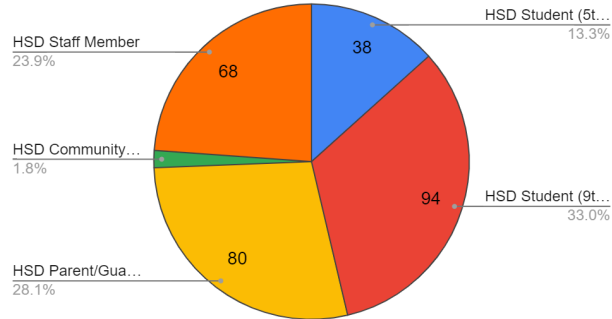
Your gender



Your race/ethnicity

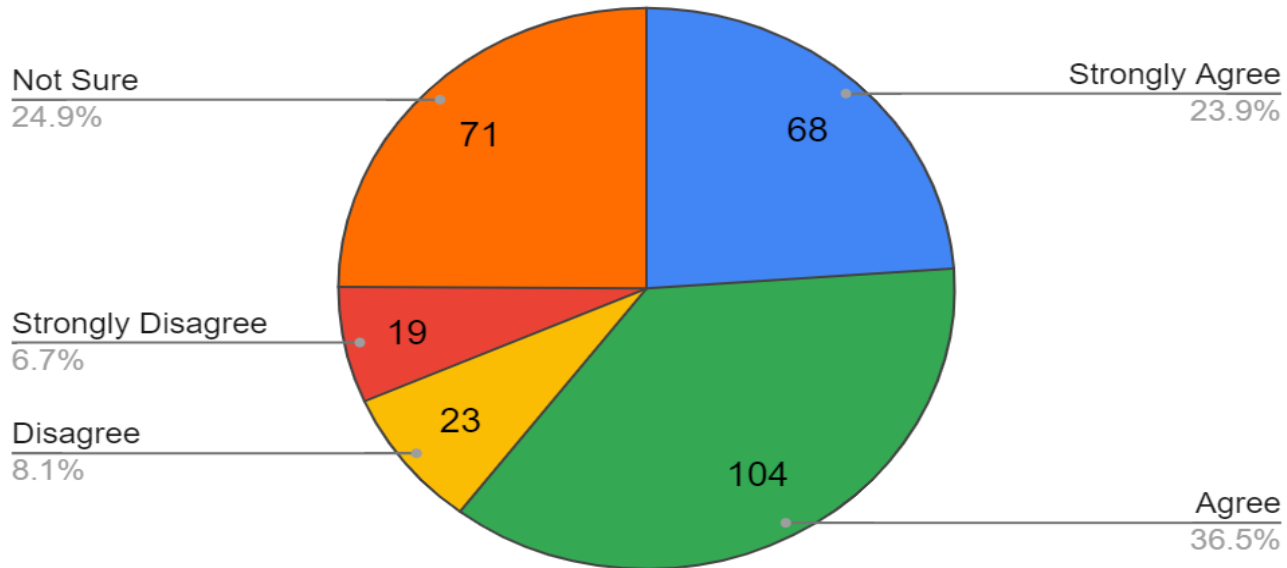


I am a(n):



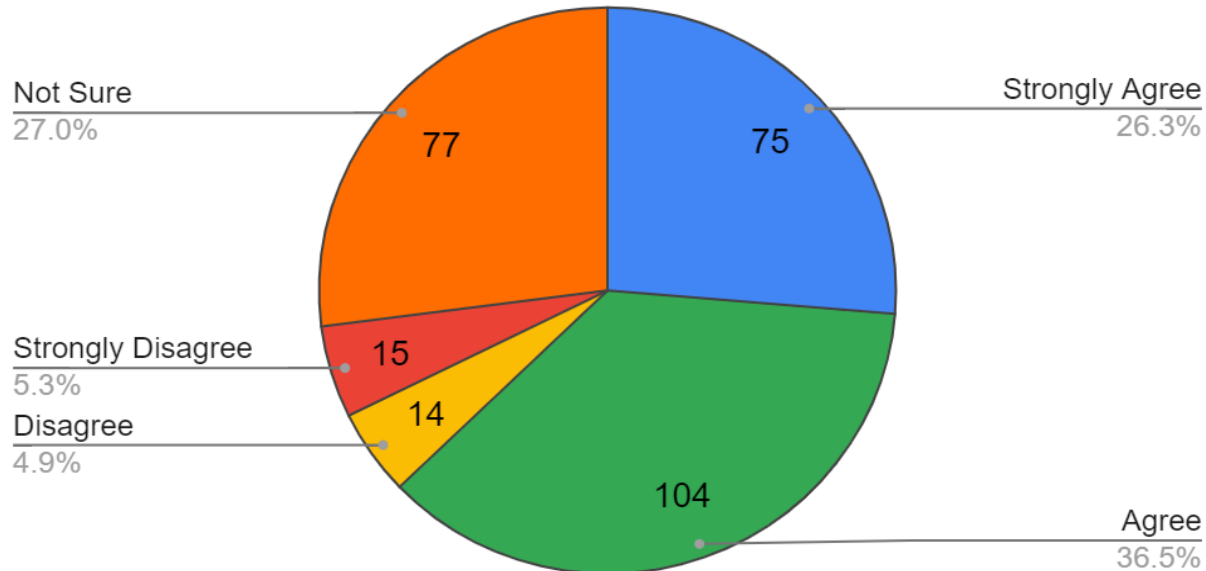
SRO Survey Continued

SRO's are building positive relationships with....
[Students]



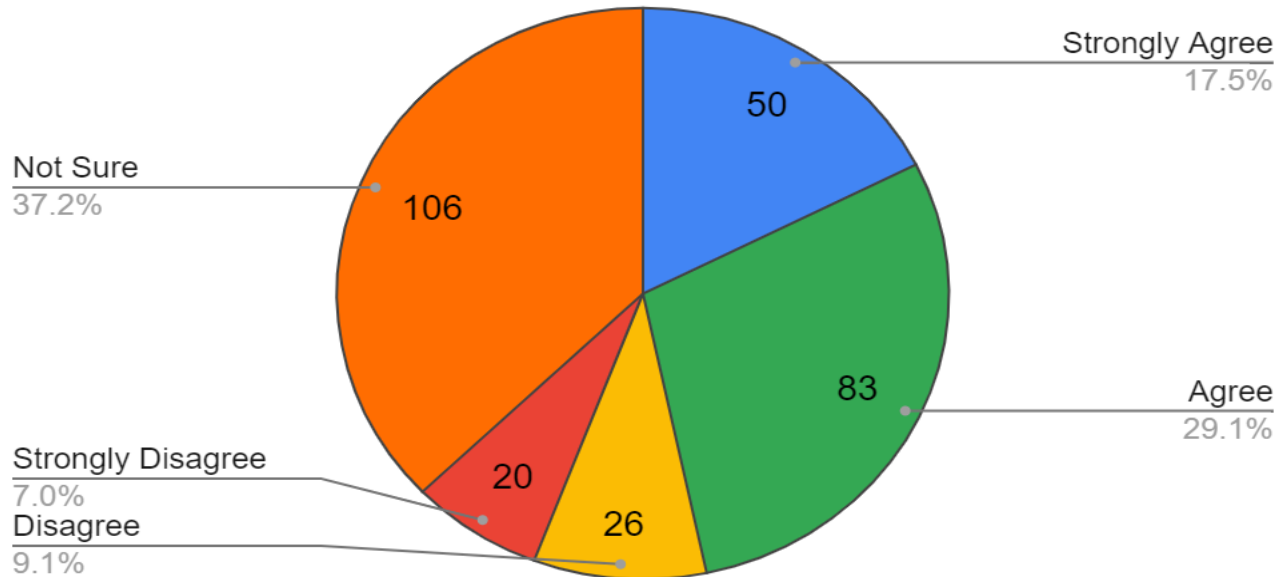
SRO Survey Continued

SRO's are building positive relationships with....
[School Staff]



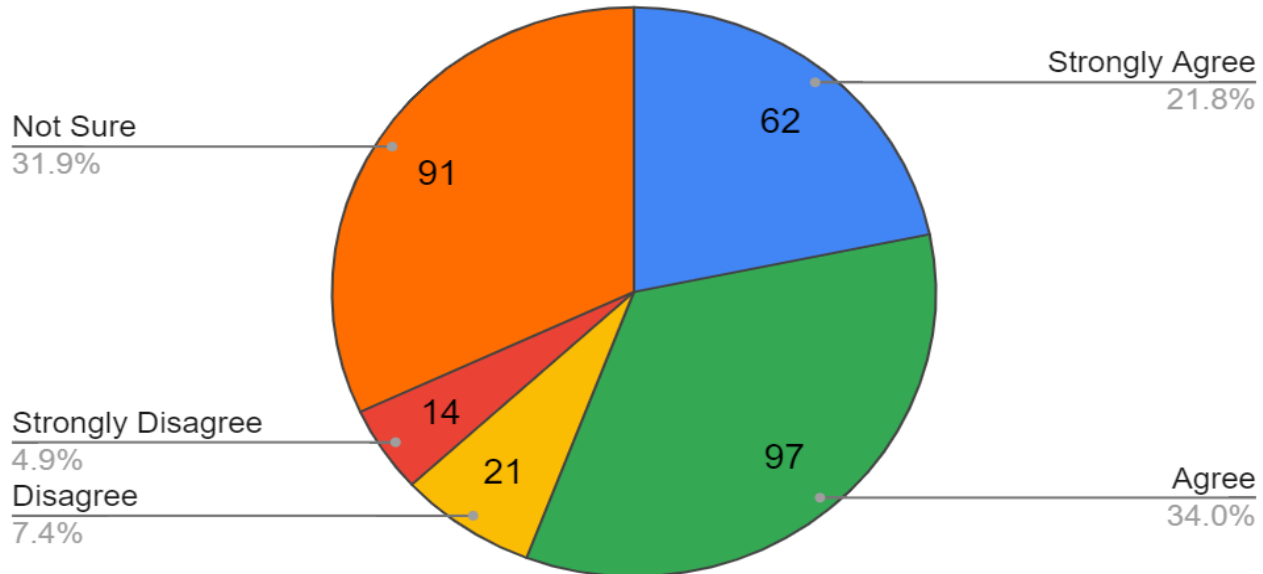
SRO Survey Continued

SRO's are building positive relationships with....
[Families]



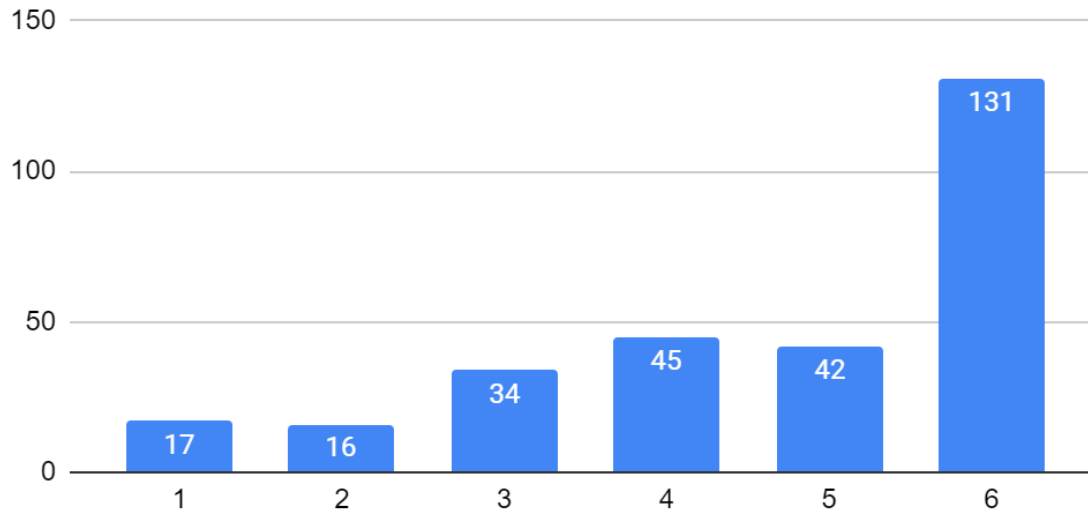
SRO Survey Continued

SRO's are building positive relationships with.... [The Community]



SRO Survey Continued

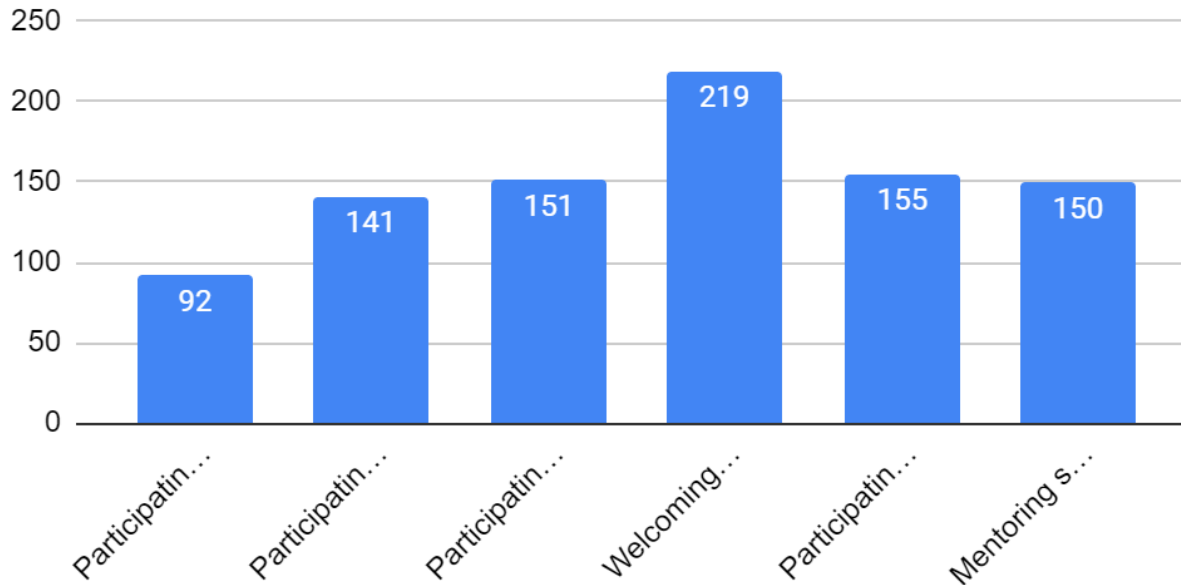
When SROs are present on campus I feel



1= Very Uncomfortable - 6= Very Comfortable

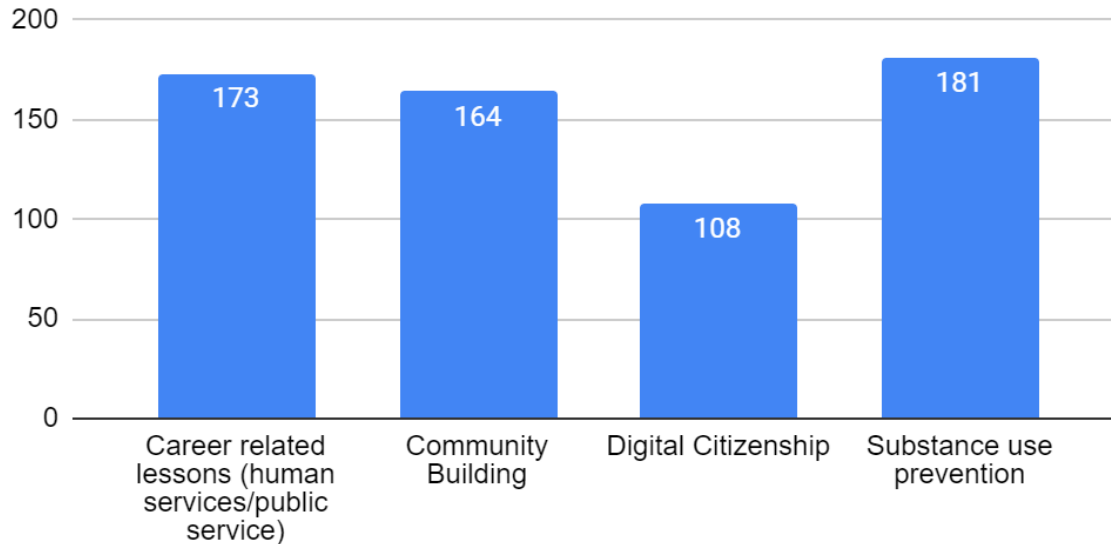
SRO Survey Continued

One of the primary roles of SROs is to "foster a positive school climate through relationship-buildin...



SRO Survey Continued

What are lesson topics you would like to see SROs facilitate?



Next Steps

- Establish training plan for 2022-23 school year
- HSD and Hillsboro Police Department (HPD) will meet prior to start of school year to establish goals for the Memorandum of Understanding (MOU) for the 2022-23 school year
- Review mid-year data with the Board
- End of year multi-agency review of MOU to discuss possible adjustments



Focus Areas for 2022-23

Audrea Neville
20 minutes

Objective: Understand the targeted focus areas around Core Instruction and Climate, Culture & Voice for our PK12 schools for the 202223 year.



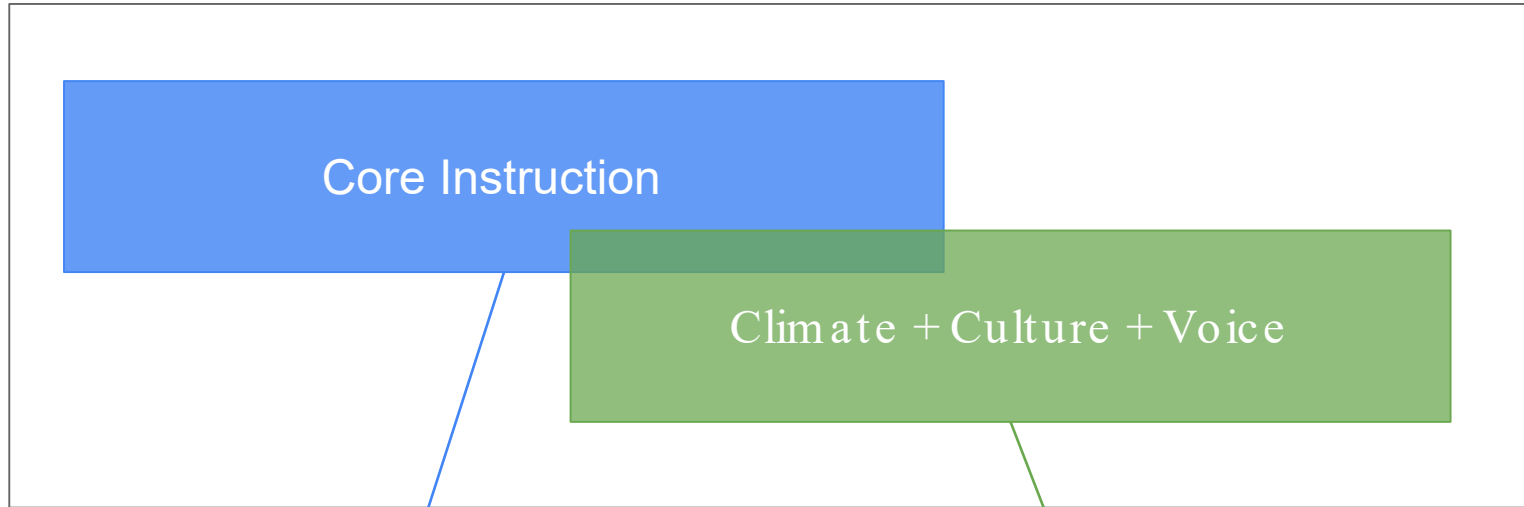
Leadership Lenses



Core Instruction

Climate + Culture + Voice

Elementary Schools - Focus Areas



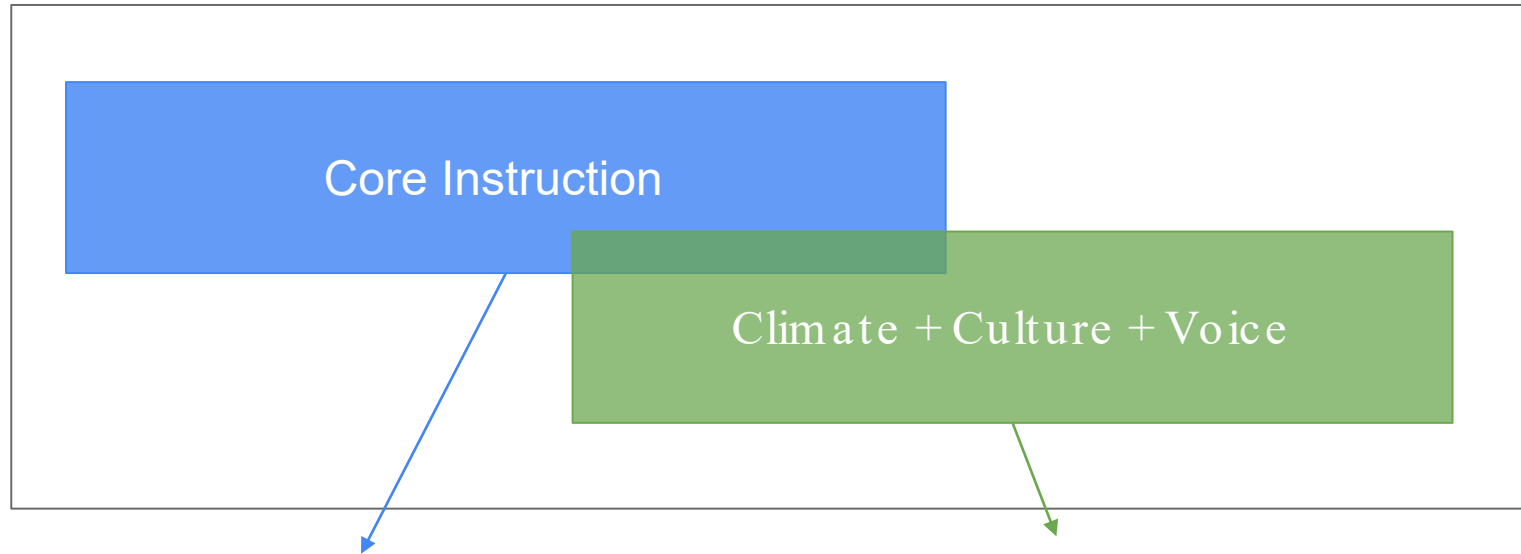
Core Instruction

Climate + Culture + Voice

- ELD
- Wonders/Maravillas - Writing
- WIN Time/Small Groups (LA/Math)

- Morning Meeting Structure and Curriculum - SEL
- Health
- *Student Voice*
- *Family Engagement*

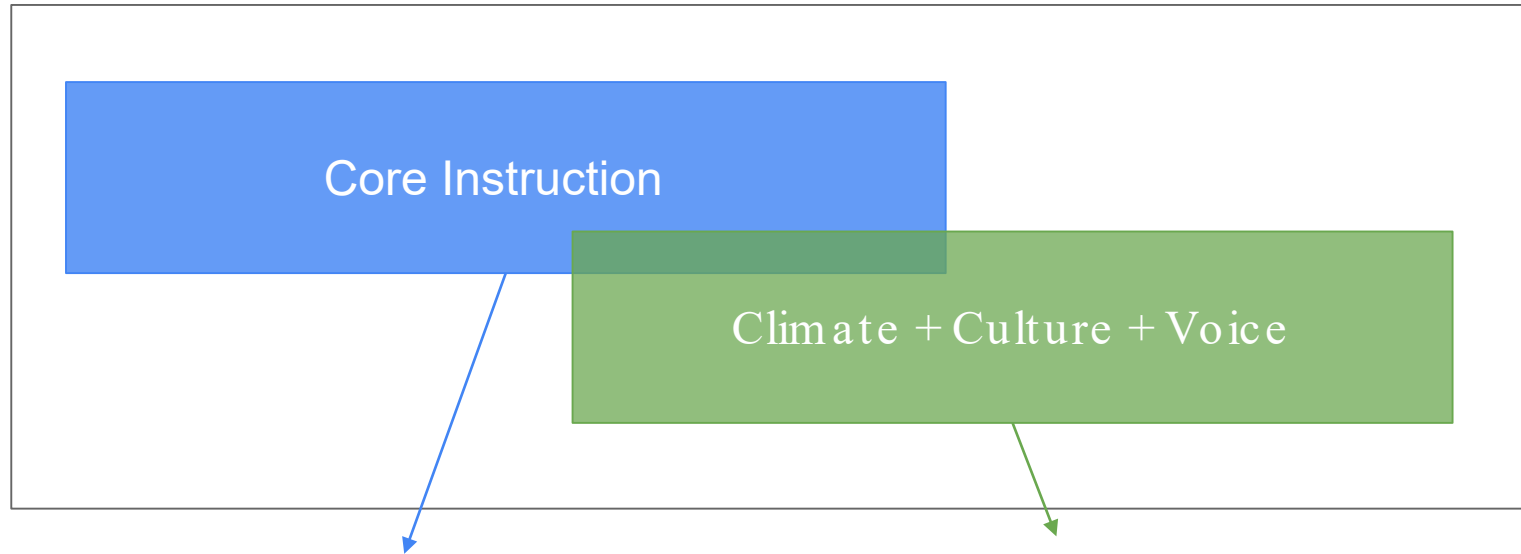
Middle Schools - Focus Areas



- Language Scaffolds and Sheltering (ELD)
- Connections Classes, Differentiation, Using Data to Drive Instruction (MAP)
- *Continue work on equitable grading*
- Health Curriculum Development

- Advisory to support SEL/CASEL
- *Continue community building (students and families)*
- Support collaborative problem solving
- *Continue work through classes on CCP connections*

High Schools - Focus Areas



- Language Scaffolds & Sheltering in all classes
- *Continue to build systems to support equitable grading*
- *Continue work in Student Engagement*
- *Continue to refine Access time for student academic support and enrichment*

- Advisory utilizing the 5 CASEL competencies
- Student/Family Involvement & Voice
- Restorative Practices
- *Continue to work on engagement in Career and College Pathways*

Equity Integration and Focus Areas for 2022-23

Francesca Sinapi
20 minutes

Objective: Understand our focused and integrated Equity work in HSD for the 2022-23 school year.





How will *Sustainable Integration of Equity* show up in our classrooms and buildings?

| Key Focus Areas | Culturally Responsive Educators | <u>Culturally Responsive School Leaders</u> |
|----------------------------------|--|---|
| LANGUAGE DEVELOPMENT | Provide students with the opportunity to learn, explore and celebrate language. | Supervise and model culturally responsive school leadership by |
| CORE INSTRUCTION | <p>Provide students with scaffolds such as sentence frames, posted objectives, differentiated materials to meet their learning needs.</p> <hr/> <p>Work collaboratively to gather information that informs teaching practices that drive assessment and grading.</p> | <ul style="list-style-type: none">- Critically Self-Reflecting on Leadership Behaviors- Developing Culturally Responsive Teachers- Promoting Culturally Responsive/Inclusive School Environment- Engaging Students, Parents, and Indigenous Contexts |
| SOCIAL EMOTIONAL LEARNING | Facilitate student conversations, turn, talk and learn opportunities, focused routines and structures for teaching competency skills. | |



Self Awareness: I affirm my intersectionality and recognize my cultural assets.

Self Management: I can use positive skills to cope with acculturation stress, prejudice and or discrimination.

Social Awareness: I recognize inequitable practices in society.

Relationship Skills: I can relate and find commonality with those outside of my culture or “in group”.

Responsible Decision Making: I pursue inclusive solutions for social conflicts.



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What equity lens(es) do we apply in this area of work?

What are the equity leadership responsibilities in this work?

What does each student or focal group need to be successful?



BREAK

10 minutes



Strategic Plan Update

Beth Graser
20 minutes

Objective: Update the Board on where we are at in the process and their role in the plan's development.

Strategic Plan Meetings/Time Commitments

| Cabinet Team | PK-12 Admin Team | Board & Superintendent | Student Voice Focus Groups |
|---------------------|---------------------|--------------------------|------------------------------|
| 4/11/22 - 45 mins. | 4/12/22 - 45 mins. | 4/12/22 - 90 mins. | 5/22/22 - 60 mins & 75 mins. |
| 8/11/22 - 60 mins. | 9/13/22 - 60 mins. | 9/13/22 - 60 mins. | 5/23/22 - 60 mins & 75 mins. |
| 9/12/22 - 45 mins. | 10/11/22 - 60 mins. | 10/11/22 - 30 mins. | 5/24/22 - 60 mins. |
| 10/3/22 - 45 mins. | Core Planning Team | Instructional Focus Team | 5/25/22 - 75 mins. |
| 11/7/22 - 60 mins. | 8/16/22 - all day | 8/18/22 - all day | Student Voice Team |
| 12/5/22 - 60 mins. | 8/17/22 - all day | 9/21/22 - 3 hours | 9/14/22 - 60 to 75 mins. |
| Community Forum | 9/14/22 - 3 hours | 10/12/22 - 3 hours | 10/11/22 - 60 to 75 mins. |
| 10/12/22 - 90 mins. | 10/12/22 - 3 hours | 11/9/22 - 3 hours | Alignment Team |
| 10/26/22 - 90 mins. | 11/2/22 - 3 hours | | 9/15/22 - 90 mins. |
| | | | 10/6/22 - 90 mins. |

Strategic Plan Work to Date

- Initial meetings held with Cabinet/Leadership Team, PK-12 Admin Team, Board
- Student Voice Focus Group meetings held with representative groups of students in grades 5-12 in late May
- Surveys completed by all* students in grades 5-12 (*response rates vary by school and grade level)
- Extensive data collection completed on July 20
- Review of background materials, community outreach, systems accreditation documentation, etc. by the Performance Fact Team

Strategic Plan Development Timeline

- Two-day in-person Core Team meeting on August 16 & 17, 2022, kicks off the major planning effort.
- Meetings will continue with various stakeholder groups throughout the fall.
- Plan development in winter.
- Initial proposal presented to the Board at the February or March 2023 Board meeting, for adoption by March/April 2023, use in the budget development process for 2023-24, and implementation on July 1, 2023.

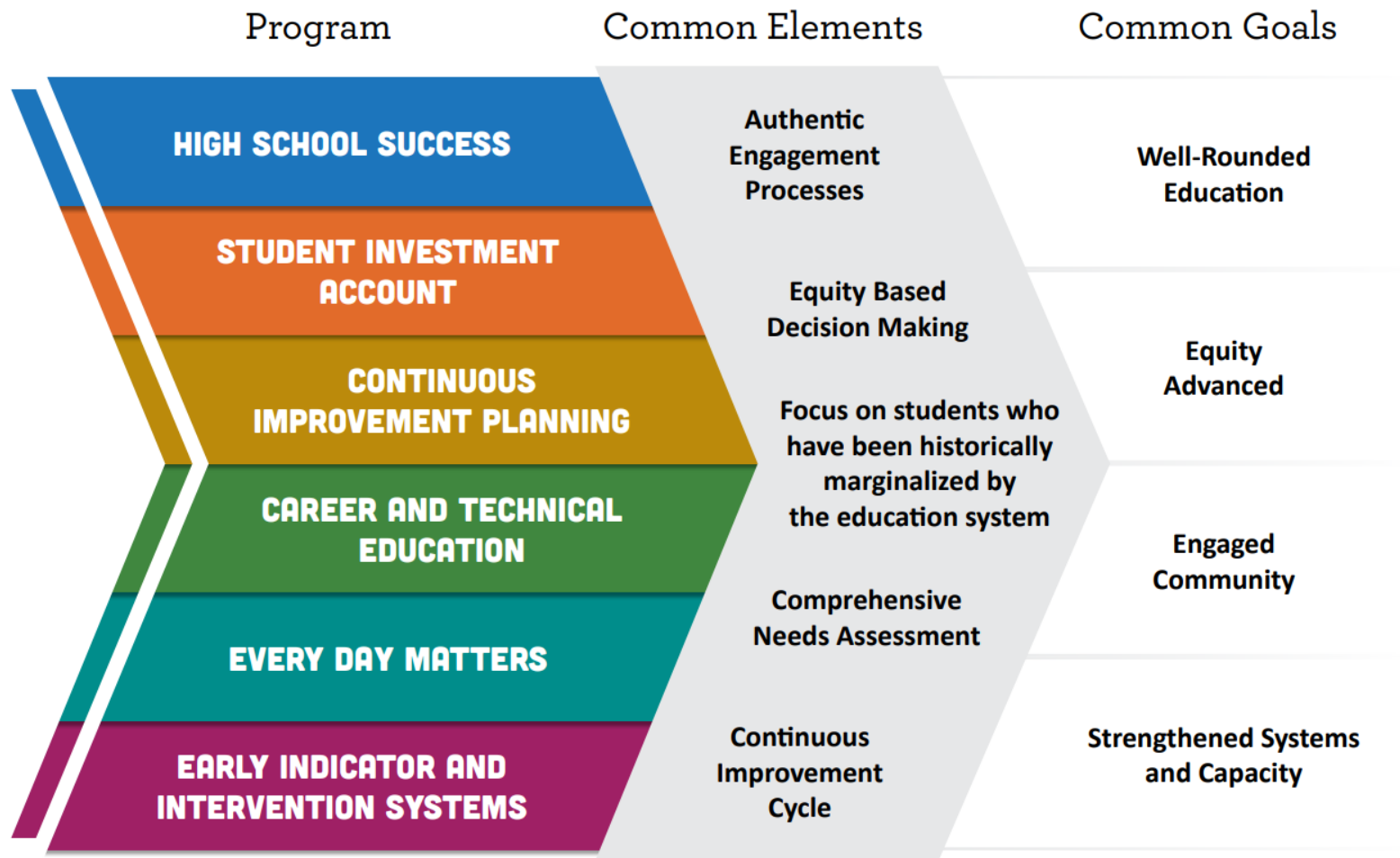


Continuous Improvement Plan

Travis Reiman
20 minutes

Objective: To build understanding and confidence regarding the District practice of aligning our Continuous Improvement Process with the Strategic Plan.

Resource: [ODE Integrated Guidance Process](#)



Program

Common Elements

Common Goals

HIGH SCHOOL SUCCESS

Authentic Engagement Processes

Well-Rounded Education

STUDENT INVESTMENT ACCOUNT

Equity Based Decision Making

Equity Advanced

CONTINUOUS IMPROVEMENT PLANNING

Focus on students who have been historically marginalized by the education system

Engaged Community

CAREER AND TECHNICAL EDUCATION

Comprehensive Needs Assessment

Strengthened Systems and Capacity

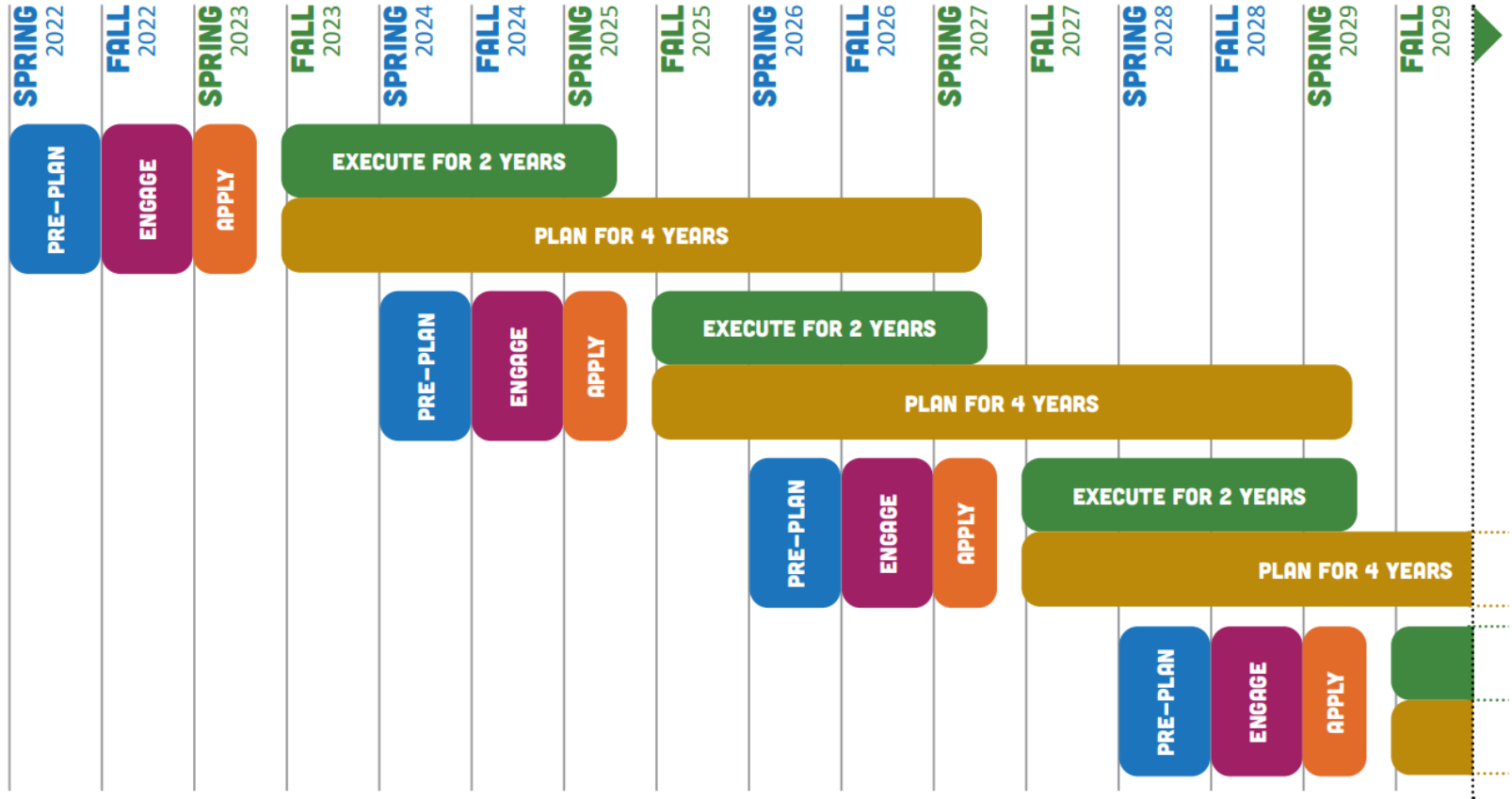
EVERY DAY MATTERS

Continuous Improvement Cycle

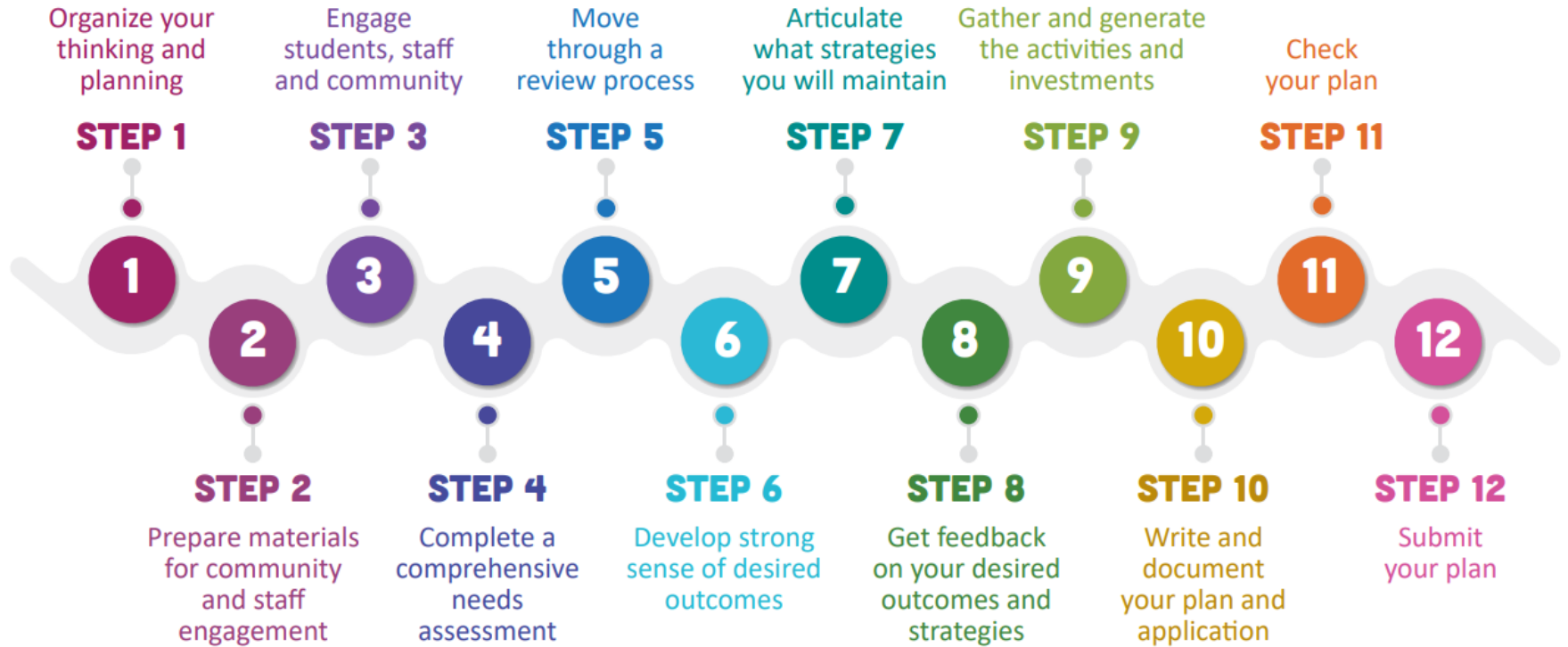
Setting a Consistent Long-term Rhythm

Legislative intent imagines a consistent implementation cycle for these programs.

The following graphic illustrates how this guidance is implemented over the next decade.



A 12-Step Summary of the Planning and Application Process



*footnote

-
- 8 Districts are highly encouraged, over time, to align any and all strategic planning processes to the timing and rhythms within this guidance rather than running separate and distinct strategically planning efforts. This would mean that four-year plans required under guidance are also the continuous improvement plan and the strategic plan for a district.

2023 REVIEW PROCESS TIMELINE

MARCH

APRIL

MAY

JUNE

**APPLICATION
WINDOW**

ODE REVIEW

QALP REVIEWS

Approved applications move to growth target setting and board approval.

Goal to have all applications completed and reviewed.

**GRANT
FINALIZATION
PROCESS**

HSD Strategic Plan + Continuous Improvement Plan (CIP)

Needs Assessment

Universal Trends
Snapshot of Student Focal Groups in HSD
Integrated Needs Assessment Tool
Statewide Student Success Plan for Focal Groups

Community Engagement

Universal
Strengths
Challenges

Desired Outcomes
↓
Strategies
↓
Activities

Targeted
Strengths
Challenges

Desired Outcomes
↓
Strategies
↓
Activities

Fiscal Stewardship

Budget Process
Braiding and Blending
Integrated Planning and Budget Templates
Quarterly Programmatic and Financial Report

Reporting, Monitoring, and Evaluation

Longitudinal Performance Growth Targets
Progress Markers
CTE Perkins Performance Targets
HSS Eligibility
Board/Community Reporting

Strategic Plan: Pre-Plan, Engage, Develop Desired Outcomes and Strategies

CIP: Develop Performance Targets, Generate Activities, Invest Resources, Check and Submit the Plan



Board Participation on Committees

Mike Scott
10 minutes

Objective: Identify Interest of
Board members in participation
on District Committees

Superintendent Committees

SUPERINTENDENT'S COMMITTEE PARTICIPATION OPPORTUNITIES, 2022-23

| Committee | Cabinet Contact | Estimated Time Commitment | Meeting Schedule | Board Members | Student Reps | Notes |
|---|-----------------|---------------------------------------|---|--------------------------|--------------|--|
| Career and College Pathway Steering Committee | Travis | 4 hours in Fall and 4 hours in Spring | Fall Retreat TBD, Spring Retreat TBD | | | Education leaders, student leaders, industry leaders, and civic leaders convene to steer CCP work (and celebrate shared metrics) |
| Long-Range Facilities Planning Committee | Casey | 1 hour per month. No summer | TBD, likely 3rd Wednesday | | | Review long range facility planning, enrollment trends, Ed Specs, etc. HSD staff, City/County reps, community rep, etc. |
| Audit Committee | Michelle | 2 hours | Prior to Financial Report Approval (December) | <input type="checkbox"/> | | Meets with Auditor and District staff to review report , recommendations, and findings (if any), prior to board approval of document . |
| Safety Committee | Casey | Bi-annually (fall & Spring) | TBD likely October & April | | | Review HSD safety procedures, review current trends, etc. Law enforcement, community members, HSD staff |
| LAU Plan Review Team | Travis | 8 hours per year | As needed. | | | Proof reading and giving input on HSD's plan to serve emerging bilinguals |

Superintendent Committees

| | | | | | | |
|---|------|--|---|--|--|--|
| Strategic Planning | Beth | Core Team: 25+ hours; Alignment Team: 3-5 hours | Core: 8/16 & 8/17 - 8 hours each; 9/14, 10/12, 11/2 - 3 hours each Alignment Team: 9/15 & 10/6 - 90 mins. each | | | The Board will have separate meetings with the consultant and will be kept in the loop along the way; you will also be adopting the plan once it's finished. But if there are a couple of you who would like to take a more active role, you are certainly welcome to! |
| Coffee Chats (general community, Spanish-speaking, high school) | Beth | 1-15 hours depending on how many you attend | Concentration in October and April | | | If we get back to a normal schedule, there will be a fall and spring series of coffee chats, each consisting of four morning events. There are typically 3 Spanish-language coffee chats in the evening during the year, and high school chats take place in the afternoons. |
| Legislative Advocacy | Beth | 3-4 one-hour meetings | September, October, November | | | Will discuss the upcoming legislative session and any positions the Board may wish to take as a collective |



Legislative Priorities

Beth Graser
Michelle Morrison
20 minutes

Objective: Build Board understanding of our priority development process for the 2023 full legislative session, especially around K-12 education funding

2021 Legislative Priorities

Top-Line Priorities

- Provide stable and adequate funding for K-12 education
 - Correctly calculate current service level (CSL)
 - Protect against erosion of K-12 school funding vs. other services
 - K-12 portion of OR budget 2019-21 biennium - 38%
 - K-12 portion of OR budget 2013-15 biennium - 40%
 - K-12 portion of OR budget 2003-05 biennium - 45%
- Protect the Student Success Act (SSA) and Student Investment Account (SIA)
- Provide for students' COVID recovery

Secondary Priorities

- Limit COVID liability for school districts
- Make modifications to the law around school-based health centers to allow for mobile
- Explore public-private partnerships for internet availability across the state
- Maintain 3% virtual charter school cap
- Maintain the 49%/51% split of State School Fund dollars

2023 Legislative Priority Development

- Perhaps our biggest challenge in the 2023 session will be around funding
 - Declining enrollment and how that is factored into the funding formula
 - Effort by large districts to push for predictable funding each year based on a percentage of the state's budget.
- Typically there are other “pinch points” we decide as a District/Board we would like to push for in a coordinated manner.
- Board adopts legislative priorities and then can “speak as one voice” when engaging in conversation with elected officials.
 - Best to adopt by mid-January for pre-session meetings with legislators.



Hiring Update

Kona Lew -

Williams
Brian Haats
Kim Bayer
10 minutes

Objective: To provide an update to the Board regarding our diverse hiring data and recruitment efforts for 2022~~22~~23.

Diverse Hiring - By the Numbers

Percentage of Overall Diverse Staff

| 2017 | 2022 (as of 6/22) |
|-------|-------------------|
| 21.8% | 29.7% |

Licensed Diverse Staff Hired

| 2021 | 2022 (as of 7/22) |
|-------|-------------------|
| 27.8% | 46.5% |

| Year | 2017 | 2018 | 2019 | 2020 | 2021 |
|-----------------------------------|--------|-------|--------|--------|--------|
| Percent of Licensed Diverse Staff | 13.95% | 14.9% | 16.17% | 17.45% | 20.16% |

Pathway Programs & Partnerships

Students:

Diverse Educator Pathway (DEP; formerly WOU)

First cohort graduated in 2017

11 graduated & hired; 20 newly

recruited

Classified:

OSU MAT Program

Established 2019

4 graduated, 8 enrolled, 10 hired

Nursing Partnership

University of Portland: newly

established

Licensed:

Lewis & Clark College: newly established
SPED Endorsement

University of Portland
ESOL Endorsement

Lewis & Clark College/George Fox University
Administrator Program
Established 2021
30 newly licensed administrators

*Other local partnerships: Pacific University, PSU, PCC and Linfield University



Financial Supports & Grants

Tuition Reimbursement

New contract language

TSPC Diversity Reimbursement Program

_____Licensing fees, edTPA, fingerprinting,
etc

Educator Advancement Council (EAC) Diversity Scholarships

Teacher and administrator programs
\$10,000 each year

ODE GYO Grants ~ \$700,000

- 1) PCC Lead and Washington County Districts
- 1) OSU, North Clackamas ESD, and HSD

Mentorship, scholarships, and other supports

Continuing Efforts

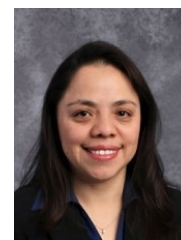
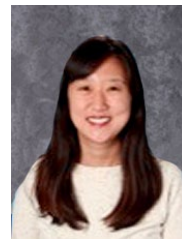
- Classified - Hard to Fill
- Broadening Recruitment Efforts
- Expanding Pathways





Introduction of New Administrators

Kona Lew -Williams
15 minutes





New Administrators

- ❖ Alejandra Barragan, Assistant Principal, Century High School
- ❖ Chris Benz, Principal, South Meadows Middle School
- ❖ Amanda Bethune, Principal, Butternut Creek Elementary School
- ❖ Sarah Crane, Executive Director of Schools (Elementary and Middle Schools)
- ❖ Juliet Hong, Principal, West Union Elementary School
- ❖ Julie Kasper, Principal, Century High School
- ❖ Ko Kagawa, Assistant Principal, Century High School
- ❖ Gina McLain, Director of Teaching and Learning (Elementary Schools)
- ❖ Melissa Pendergrass, Coordinator of Career College Pathways
- ❖ Chelsea Pollick, Director of Student Services
- ❖ Mykle Rojas, Principal, Imlay Elementary School
- ❖ Katy Shelton, Assistant Principal, Liberty High School
- ❖ Arcema Tovar, Director of Multilingual Programs



Lunch with New Administrators

40 minutes



Board Directed Committees

Mike Scott
15 minutes

Objective: To discuss the process for complying with policy

[BCF : Advisory Committees to the Board](#)
regarding composition of Board directed committees

- Community Curriculum Advisory Committee
- Budget Committee
- Equity Advisory Committee



Board Directed Committees

Brainstorming recruitment process

BCF : Advisory Committees to the Board

The composition of advisory committees will be representative of the student demographics of the District and will take into consideration the specific tasks assigned to the committee.

Community Curriculum Advisory Committee (CCAC)

Travis Reiman
15 minutes

Objective: Board and staff will agree on scope of work for CCAC for 2022-2023.



CCAC Responsibilities

[IFF](#), [IFF-AR](#), [IFF-AR Appendix A](#)

“The Community Curriculum Advisory Committee (CCAC) will review any topics assigned by the Board and assist in the development of the schools' curriculum and instructional programs.”

“The purpose of the Community Curriculum Advisory Committee is advisory in nature. The committee's reports, findings, and recommendations are presented to the Board by minutes of meetings and oral presentations. The Board may or may not concur with the recommendations of the committee.”



CCAC Draft Work Plan

| | |
|------------|--|
| October 3 | CCAC Orientation; CCAC Annual Work Plan |
| November 7 | New Course Proposals: Diesel Mechanics |
| December 5 | New Course Proposals: _____ |
| January 9 | World Languages: Curriculum Adoption Proposal |
| February 6 | 7-12 Language Arts: Pilot Process and Materials Review |
| March 6 | 7-12 Health: Pilot Process and Materials Review |
| April 3 | 7-12 Language Arts: Adoption Proposal |
| May 1 | 7-12 Health: Adoption Proposal |
| June 5 | |

Board Assignments to the CCAC

1. Assign Proposed Work Plan
2. Understand Draft Calendar



Teamwork

Watson
Mike Scott
40 minutes

Mark

Objective: To deliberately plan for effective communication and teamwork for the 2022~~2~~3 school year.

1. Board / Superintendent Communication
2. Review Working Agreements



Communication

- Board and superintendent communications current include:
 - Friday Board updates
 - Interim updates
 - Texts during crisis/evolving events
 - 1:1 meetings
 - Phone calls as needed
- Is this structure meeting your needs? If not, how can we improve?



Working Agreements

[Draft Working Agreements 2022-23](#)

Board Meeting Planning

Mark Watson
Mike Scott
10 minutes

Objective: To review and brainstorm Board agenda items for the coming year

[2022-23 Meeting Agenda Planning](#)

BREAK

10 minutes



Team -Building Activity 2

Mike Scott
10 minutes

Objective: To learn more about each other

1. What was your very first job?
2. What new skill would you like to learn?
3. What is one of your pet peeves?

City of Hillsboro Partnership

Casey Waletich
15 minutes

Objective:

- Brown Middle School playing field

Board Budget Overview

Michelle Morrison
20 minutes

Objective: To review and brainstorm Board Member access to District resources for the coming year

- Board Budget
- Meal and Mileage reimbursement limits
- Professional Development



Board Budget

Objective:

- School Board resources are accessed through Executive Assistant to the Board and approved by the Superintendent
- Board Budget items include:
 - Auditor Fees
 - Board Travel, professional development, dues and fees
 - Election and Translation Services
 - Tech hardware, software, and subscription services
 - Meeting Supplies



Board Budget

- [District policy DLC-AR: Staff Expense Reimbursement \(applies to P-Card also\)](#)
- Reimbursement requests detailing actual expenditures must be submitted to the Board secretary on the District's travel expense form, and approved by the Superintendent within 30 days of the transaction.
- Reimbursement for ordinary and necessary meal expenses incurred for District business.
 - Meal receipts must be itemized for food, beverage, taxes, and related gratuity amounts. Alcoholic beverages will not be reimbursed.
 - Up to regional [IRS/GSA Guidelines](#) (\$14 Breakfast, \$16 Lunch, \$29 Dinner, gratuity/tip limit of up to 20% currently for Washington County)
- District business travel in a private vehicle will be reimbursed at the current rate-per-mile established by the District (currently \$0.56 per mile).
- Lodging is provided at “reasonable” rates.



Board Budget

Professional Development Requests

Because Board members believe that professional development is a key component to being an effective Board member, they are committed to informing themselves about current educational issues by individual study and through participation in programs that provide valuable relevant information, such as programs sponsored by state and national school boards associations and other professional organizations.



Board Budget

Professional Development Requests

The Board agrees to the following process for accessing professional development funds:

- ❖ Requests for Board professional development opportunities should be tied to the Strategic Plan or Board goals.
- ❖ Requests for Board professional development funds should be submitted in writing, and must include details such as the cost of travel, registration, etc.



Board Budget

Professional Development Requests

- ❖ If the request is under \$500, the Chair and Vice Chair will process the request and notify all other Board members (up to a limit of \$1,500 annually per Board member).
- ❖ If the request is over \$500 or if the \$1,500 amount has been exceeded by an individual Board member, the request will be sent to the Board for approval.
 - The requesting Board member will present the information to the Board.
 - The requesting Board member will describe how the professional development opportunity is tied to the Strategic Plan or Board goals.
 - The Board will reach a consensus on the request.
- ❖ Board members participating in professional development opportunities will share a brief summary of the training with the rest of the Board following the event.

Conferences

OSBA Annual Convention
November 14-13, 2022
Portland Marriott Downtown Waterfront



NSBA 2023 Annual Conference &
Exposition
April 1-3
Orlando



Board Regular Session



K-6 Health Materials Adoption

Travis/Becky/Arcema/Gina
5 minutes

Objective: Approve proposed K-6
Health materials adoption

Recommended Instructional Package

Core Program

7 Year Subscription ordered annually

Student Issues K/6 = 9717*

Teacher's Guide K/6 = 413*

Link: [Executive Summary](#)

* Figures based on this year's enrollment number

Supplemental Materials

Not Applicable

Professional Development

1 day of professional development is included during the first year of implementation. Instructional support is available at no additional charge during the seven-year adoption period.