

The mission of the Hillsboro School District, a partnership of schools, families, and community, is to ensure each student graduates prepared to succeed and contribute in a global society by engaging our diverse learners in a challenging, personalized program of educational excellence.



Rich in tradition... focused on excellence.

March 16, 2010

Board Packet

Board of Directors

• Adriana Cañas • Rebecca Lantz • Patti McLeod • Hugh O'Donnell • Carolyn Ortman • John Peterson • Janeen Sollman •

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

Administration Center Boardroom
3083 NE 49th Place, Hillsboro, OR

Regular Board Meeting Agenda

March 16, 2010

5:30 PM

1. 5:30 p.m. Executive Session
ORS 192.660(2)(d)--Labor Negotiator Consultation
2. 7:00 p.m. Work Session 4
Discuss Superintendent Evaluation Process and Timeline (Strategy I)
3. 7:30 p.m. Regular Session
Call to Order and Flag Salute
4. Recognition/Student Presentation
A. Student Presentation: Brown Middle School Drama Group
5. Approval of Agenda
6. Audience Time
Public participation in Board meetings is governed by Policy BDDH. Patrons may comment on specific agenda items at the beginning of the meeting or, at the discretion of the Board Chair, may be deferred to the time the item is before the Board as stated in the Agenda. Comments about non-agenda items may be heard at the end of the regular Board meeting. Comments about non-agenda items during audience time before the meeting must be approved by a consensus of the Board.
7. Consent Agenda
The items on the Consent Agenda are considered routine and will all be adopted in one motion unless a Board member requests, before the vote on the motion, to have the item considered separately. If any item is removed from the Consent Agenda, the Board Chair will indicate when it will be discussed in the regular agenda.
 - A. Approve Minutes of February 3, 2010 Budget Committee Meeting 15
 - B. Approve Minutes of February 9, 2010 Board Meeting 16
 - C. Approve Minutes of February 23, 2010 Board Meeting 19
 - D. Approve Routine Personnel Matters 32
 - E. Accept Donations 33
 - F. Award Bid for Kitchen Remodel at W. L. Henry Elementary School 34
 - G. Award Bid for Window and Siding Replacement at Reedville Elementary School 35
 - H. Award Bid for New Fire Protection Construction-Phase 3 at Evergreen Middle School 36
 - I. Award Bid for Lighting Upgrade at Glencoe High School 37
 - J. Authorize Application for 2010 Migrant Summer School 38
 - K. Adjust Appropriations: Special Revenue Funds 39

8. Action Items	
A. Adopt Policy JHFF: Reporting Requirements Regarding Sexual Conduct with Students (Strategy I) Presenter: Lu Biado	40
B. Approve Revisions to Policy IK: Student Evaluation (Academic Achievement) (Strategy I, III) Presenter: Mike Scott	43
9. Reports and Discussion	
A. Volunteer Procedures Report (Strategy I) Presenter: Lu Biado and Casey Waletich	46
B. Boundary Change Request Update (Strategy I) Presenter: Gustavo Balderas	67
C. Financial Report Presenter: Adam Stewart	68
10. HCU/HEA Presidents' Time	
11. Audience Time	
12. Superintendent's Time	
13. Board of Directors' Time	
The next Board-Union lunch is April 12 at Hillsboro High School. Director Adriana Canas will attend on behalf of the Board.	
14. Executive Session.	
If needed, the Board may wish to go into Executive Session to discuss matters according to ORS 192.660. (Only used if the Board needs to come back to the Regular Session to take action.)	
15. Adjourn Regular Session	
16. Next Meetings of the Board of Directors:	
-Work Session, Tuesday, April 13, 2010	
-Work/Regular Sessions, Tuesday, April 27, 2010	

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2010
DISCUSS SUPERINTENDENT EVALUATION PROCESS AND TIMELINE

SITUATION

Board Policy CBG: Evaluation of the Superintendent states that the superintendent's job performance will be evaluated once a year based on performance of the duties listed in Policy CBA: Qualifications and Duties of the Superintendent. Those duties are:

- Performs as educational leader of the schools
- Serves as chief executive officer of the Board
- Oversees staff personnel management
- Oversees facilities and construction management
- Oversees financial management
- Oversees community relations activities
- Oversees student personnel services

In October, the Board agreed to use the current evaluation instrument (CBG-AR) to perform the superintendent's annual evaluation. The Board will discuss the process and timeline for evaluating the superintendent's performance and communicating the results to the public.

Superintendent Evaluation Form

Standard 1: Leadership and District Culture

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate and understanding multi-cultural and ethnic differences.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

1. Facilitate a community process to develop and implement a shared vision that focuses on improving student achievement.
2. Promote academic rigor that focuses on learning and excellence for schools.
3. Create and support a community of learners that empowers others to reach high levels of performance to achieve the school's vision.
4. Model learning for staff and students.
5. Promote understanding and celebrating school/community cultures.
6. Promote and expect a school based climate of tolerance, acceptance and civility.
7. Develop, implement, promote and monitor continuous improvement processes

The superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

Standard 2: Policy and Governance

Working with the Board to formulate internal and external district policy, defining mutual expectations of performance with the Board and demonstrating good school governance to staff, students and the community at large.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

1. Understand and articulate the system of public school governance and differentiate between policy making and administrative roles.
2. Establish procedures for superintendent/Board interpersonal and working relationships.
3. Understand and interpret the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools.
4. Use legal counsel in governance and procedures to avoid civil and criminal liabilities.

The superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

Standard 3: Communications and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff and parents, but the community as a whole including beneficial relationships with the media. It also stresses responding to community feedback and building community support for the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

1. Develop formal and informal techniques to gain external perceptions of district.
2. Demonstrate effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments).
3. Promote involvement of all stakeholders to fully participate in the process of schooling.
4. Establish effective school/community relations, school/business partnerships and public service.
5. Understand the role of media in shaping and forming opinions as well as how to work with the media.

The superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

Standard 4: Organizational Management

This standard requires the superintendent to gather and analyze data for decision making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

1. Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring.
2. Develop and monitor long range plans for school and district technology and information systems making informed decisions about computer hardware and software and staff development and training needs.
3. Demonstrate knowledge of school facilities and develop a process that builds internal and public support for facility needs, including bond issues.
4. Establish procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.

The superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

Standard 5: Curriculum Planning Development

This standard tests the superintendent's skills in keeping current with the latest designs in curriculum, teaching, learning and testing theories. It requires the superintendent to recommend the use of electronics and other learning technologies as required.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

1. Develop core curriculum design and delivery system based on content and assessment standards and best practices.
2. Establish curriculum planning to anticipate occupational trends and school-to-career needs.
3. Use child development and learning theories and the process to create developmentally appropriate curriculum and instruction.
4. Include the use of computers, the Internet, networking, distance learning and other technologies in educational programming.
5. Assess student progress using a variety of appropriate techniques.
6. Involve faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

The superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

Standard 6: Instructional Leadership

Since Standard #5 addresses what is to be taught, then this standard emphasizes how it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also centers on applying research and best practices with respect to diversity sensitivities.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

1. Collaboratively develop, implement and monitor change process to improve student and adult learning.
2. Implement appropriate safety and security practices in schools.
3. Formulate plan to assess appropriate teaching methods, classroom management and strategies for all learners.
4. Analyze available instructional resources including applications of technology and assign them in cost effective and equitable manner to enhance student outcomes.
5. Establish instructional strategies that include cultural diversity and differences in learning styles.
6. Apply effective methods of providing, monitoring, evaluating and reporting student achievement and using good research and assessments to improve the learning process.
7. Encourage various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.

The superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

Standard 7: Human Resources Management

This performance standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

1. Demonstrate use of system and staff evaluation data for personnel policies, decision making, promotion of career growth and professional development.
2. Identify and apply appropriate polices, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity

The superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

Standard 8: Values and Ethics of Leadership

This stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multi-cultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

1. Exhibit multi-cultural and ethnic understanding and sensitivity.
2. Describe role of schooling in a democratic society.
3. Manifest a professional code of ethics and demonstrate personal integrity.
4. Model accepted moral and ethical standards in all interactions.
5. Explore and develop ways to find common ground in dealing with difficult and divisive issues.
6. Promote the value that morale and ethical practices are established and practiced in every classroom, every school, and throughout the district.

The superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

Standard 9: Labor Relations

This performance standard requires the superintendent to provide technical advice to the Board during labor negotiations, and/or to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

1. Develop bargaining strategies based upon collective bargaining laws and processes.
2. Identify contract language issues and propose modifications.
3. Participate in the collective bargaining processes as determined by the Board.
4. Establish productive relationships with bargaining groups while managing contracts effectively

The superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

Goal Statement 1:

[Enter one of superintendent's current goals here. Have separate page for each goal.]

The superintendent's performance rating is:

(circle one rating only for each goal)

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

HILLSBORO SCHOOL DISTRICT BUDGET COMMITTEE WORK SESSION
February 3, 2010
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

Budget Committee Present:

Adriana Cañas
Nina Carlson
Tim Farrell
Sam Heiney
Patti McLeod
Helen Noonan-Harnsberger
Hugh O'Donnell
Carolyn Ortman
John Peterson

Staff Present:

Mike Scott, Superintendent
Lu Biado, Assistant Superintendent
Greg Zinn, Assistant Superintendent
Adam Stewart, Chief Financial Officer
Beth Graser, Communications Coordinator
Marva Wiebe, Board Secretary
Zhai Man, Purchasing Manager
Sarah Foote, Fiscal Planning Specialist
Jolene Sauve, Secretary, Business Office

Board Chair Carolyn Ortman called the meeting to order at 12:10 p.m. and thanked everyone for attending. Introductions were exchanged for the benefit of those who missed the previous work session. Superintendent Mike Scott shared the goals for the meeting, which were to provide a brief historical perspective on the budgeting process and discuss ideas for collecting community input.

Chief Financial Officer Adam Stewart shared a presentation that included information on state funding levels over the last four biennia, the various funding sources that comprise the 2009-2011 statewide K-12 budget, the District's budget reductions for 2009-10, potential outcomes of the passage of ballot measures 66 and 67, and other factors that could affect the budget during the remainder of this biennium. Budget Committee members asked questions regarding the potential reduction in the Rainy Day fund, use of District reserves over the next two years, implications of anticipated Public Employees Retirement System (PERS) increased costs, savings from the sale of PERS bonds, contract language surrounding adding back four cut days to the school year, phase out of State Fiscal Stabilization Fund (SFSF) dollars from the American Recovery and Reinvestment Act (ARRA), and the potential for Oregon to receive federal Race to the Top funds. Budget Committee members brainstormed ideas for communicating clear information on the budget process to stakeholders and soliciting input.

Superintendent Scott invited Budget Committee members to attend the upcoming Superintendent's Listening Session at Glencoe High School on February 17 and lead table discussions following the presentation. Committee members requested that a copy of the presentation be sent out in advance, along with current budget parameters and suggested talking points, in preparation for the Listening Session. The work session was adjourned at 1:31 p.m.

SPECIAL SESSION of the HILLSBORO SCHOOL DISTRICT BOARD
February 9, 2010
District Administration Center, 3083 NE 49th Place, Hillsboro, Oregon

Board Present:

Carolyn Ortman, Chair
John Peterson, Vice Chair
Adriana Cañas
Rebecca Lantz
Hugh O'Donnell
Janeen Sollman

Administrators and Staff Present:

Mike Scott, Superintendent
Gustavo Balderas, Assistant Superintendent
Lu Biado, Assistant Superintendent
Greg Zinn, Assistant Superintendent
Adam Stewart, Chief Financial Officer
Beth Graser, Communications Coordinator
Laurie Boyd, Superintendent Secretary
Marva Wiebe, Board Secretary

Board Chair Carolyn Ortman called the executive session to order at 5:07 p.m. under ORS 192.660 (2)(d)—labor negotiator consultation. Director Patti McLeod was absent due to illness. The Board discussed labor negotiations; no action was taken. The executive session was adjourned at 5:31 p.m.

Board Present:

Carolyn Ortman, Chair
John Peterson, Vice Chair
Adriana Cañas
Rebecca Lantz
Hugh O'Donnell
Janeen Sollman

Administrators and Staff Present:

Mike Scott, Superintendent
Gustavo Balderas, Assistant Superintendent
Lu Biado, Assistant Superintendent
Greg Zinn, Assistant Superintendent
Adam Stewart, Chief Financial Officer
Kristi Sandvik, Executive Director, Special Programs
Beth Graser, Communications Coordinator
Laurie Boyd, Superintendent Secretary
Marva Wiebe, Board Secretary

Others Present:

Jeff Hays, CVCS
David DeMarkey, CVCS
Linda Mokler
Wendy Owen, The Oregonian

Board Chair Ortman convened the special session at 5:37 p.m.

Act on City View Charter School Renewal Request. Executive Director Kristi Sandvik reviewed the charter school renewal request process and actions to date. Board Chair Ortman thanked City View staff for their responses to Board questions from the January 26, 2010, work session. Director Hugh O'Donnell moved to approve the City View Charter School renewal. Director Janeen Sollman seconded the motion. The motion carried by a vote of 6-0.

The Board discussed parameters for negotiation of a new contract with City View. Director Rebecca Lantz expressed concern regarding City View's request for an increase to 90 percent of the State School Funding and an increase in the number of students enrolled. Director Lantz also recommended that City View's board members be nominated by the entire school, not just by current board members. Board Chair Ortman shared prepared comments from Director Patti McLeod, who was unable to attend the meeting. Director McLeod values the program but would like to see financial reports more regularly and has concerns about student mobility and retention rates. She is not in favor of increasing funding to 90 percent of SSF. Board Chair Ortman said she agreed with Director McLeod's comments; in addition, she would like to see City View provide student achievement data compared with a District school of similar demographics, and would like to see City View's improvement plan for subgroups that are not performing well. She also expressed the desire to see City View work toward demographics more representative of the community. Director O'Donnell expressed a desire to see maximum integration with the District's professional development opportunities. Director John Peterson asked if Chief Financial Officer Adam Stewart was confident that City View had appropriate fiscal controls and reporting procedures in place. Mr. Stewart responded that he feels very comfortable with the measures in place. Director Sollman

agreed that City View staff should be included in District professional development opportunities and that it would be in the best interest of the school to have board nominations come from the entire school population. Director Sollman said she was in favor of some growth in enrollment size, although not a doubling of enrollment numbers, in order to facilitate an increase in minority and low-income student ratios. Director O'Donnell asked questions regarding the use of the 20 percent SSF retained by the District. Chief Financial Officer Stewart explained that the District provides approximately \$20,000 more in special education services than the double-weighting of the ADMw funding. He also listed other services provided by the District that are more difficult to measure (e.g., staff development, transportation, use of the eSIS system, and staff time). Director Adriana Cañas expressed the desire to see the school offer a second language and to work toward more balanced demographics. Director Cañas also does not want to see a loss of funding to the District in light of the current challenges the District is facing.

Principal Jeff Hays read a letter to the Board that he recently sent to City View parents, informing them of the two main points he planned to address with the Board: 1) the desire that 100 percent of SSF for City View students be used for their benefit and that no monies be used to fund other District programs; and 2) City View and the District are partners in educating Hillsboro students and serving Hillsboro families; as such, they deserve the District's full support.

Board Chair Ortman explained that the next step in the process was for the District to work with City View staff to develop the new contract. She invited any City View board members present to stay for the Lighthouse work session. The special session was adjourned at 6:04 p.m.

Board Present:

Carolyn Ortman, Chair
John Peterson, Vice Chair
Adriana Cañas
Rebecca Lantz
Hugh O'Donnell
Janeen Sollman

Administrators and Staff Present:

Mike Scott, Superintendent
Gustavo Balderas, Assistant Superintendent
Lu Biado, Assistant Superintendent
Greg Zinn, Assistant Superintendent
Adam Stewart, Chief Financial Officer
Beth Graser, Communications Coordinator
Laurie Boyd, Superintendent Secretary
Marva Wiebe, Board Secretary

Others Present:

Renee Sessler, OSBA
Peggy Holstedt, OSBA

Board Chair Ortman called the work session to order at 6:08 p.m.

Oregon Lighthouse Project. OSBA Lighthouse trainer Renee Sessler asked Board members to list what they believe are common perceptions about factors that affect student learning (e.g., amount of parental support, poverty level, class size, teacher expertise). The list was divided by factors they can and can't control. Three factors the Board can affect are quality of instruction, curriculum, and the level of student engagement. Ms. Sessler said research shows the single most important factor that impacts student learning is the quality of instruction. She explained that outcomes for the work session were two-pronged – knowing and doing.

Knowing

Board members understand:

- The importance of improving instruction
- The key characteristics of quality professional development
- Support needs related to developing staff as professionals
- The Board's role in determining actions to improve student learning

Doing

Board members:

- Determine needs and provide support for strengthening professional development
- Work together to clarify what they hope to see in return for professional development
- Decide how they will know when professional development has been successful

Board members looked at data on the cumulative effects of low support and high support in classrooms, and discussed the importance of identifying and providing needed professional development, how to evaluate the success of professional development, and the value of peer coaching.

Characteristics of Effective Professional Development:

- Professional development is focused on improving teaching as a means to improving student learning.
- There is strong, sustained leadership for professional development at all levels. Professional development activities are integral to school operations and expectations.
- Researched-based training strategies that promote positive outcomes are used in professional development activities.
 - Ongoing effort
 - Theory
 - Demonstration
 - Guided practice
 - Feedback/peer coaching
 - Organizational development and change (long-term, systemic, planned change)
- Time is provided to collectively study the effects of their efforts and make needed adjustments.

Ms. Sessler asked each Board member to select a case study from the packet to read and to complete the response sheet prior to the next Lighthouse training on April 13. The meeting was adjourned at 8:32 p.m.

Rice, Therese D	Seeborg, Sarah E	Vermeire, Joseph
Robbins, Jennifer L	Sepich, Cory	Wallace, Deborah K
Rogers, Keona	Sherwood, Jon	Wallace, Jennifer
Ross, Benjamin	Shimamoto, Kimberly	Walsh, Angela
Rueber, Kristen	Smart, Mary Lou	Waters, Anna
Ruhnke, Linda M	South, Tyler R	Wear, Matthew
Sahlfeld, Whitney	Stellmon, Liisa M	Wilkerson, Stephanie
Sandvold, Cory	Stiggins, Marissa	Zerizef, Nabil A
Schauffler, Sunil	Tamura, Lesley M	Zinn, Pamela J
Scheibel, Elizabeth	Teegarden, Elizabeth	Zuniga, Adriana

Third-Year Probationary Administrators

Fox, Elaine	Pede, Jon	Schinderle, Scott
Garcia, Gladys Marie	Petersen, Christie	Waletich, Casey
Haghighi, Saideh	Sandvik, Kristi	Williams, Kona
Hall, Daniel		

- 3) Current third-year probationary teachers being offered two-year contracts for July 1, 2010, to June 30, 2012:

Ackerman, Jessica	Falleur, Molly	Miller, Wendy K
Allen, Margaret C	Farrell, Ashley	Mito, Nicole
Andrews, Judith C	Fillingame, Katherine	Morgan, Elizabeth
Asher, Amanda	Frank, Michelle C	Mullavey, Julie
Avery, Lida	Fry, Terrie Suzanne	Mumford, Andrea
Barnes, Alice R	Geffre, Krista	Nelson, Stephen H
Bayley, Crystal	Gemmill, Jessica	Nichols, Raya
Benz, Jennifer A	Goldmann, Christine	O'Leary, Briget
Berdnick, Stephanie	Gorton, Brian S	O'Neal, Shannon
Blind, Salina Ann	Grazer, Kristin E	Ocon, Erin
Bliss, Robert K	Greenlee, Connie	Page, Breanna
Bohm, Wayne	Gurney, Lisa A	Rafia, Homa M
Bosshardt, Daniel	Guzman, Celina G	Reigel, David
Bouker, Kim	Hemry, Nancy Jean	Reiman, Krista
Bryant, Katie Jo	Hergert, Susan G	Reitmeier, Kimberlee
Buchanan, Brent	Heselwood, Marci M	Reyes, Sally Jane
Buck, Nathaniel	Hess, Neil Kenneth	Richards, Merissa
Burkhardt, Kelsi	Hillis, Christina Joy	Riley, Sara Kathryn
Callon, Christopher	Holman, Sarah	Rodrick, Joseph R
Campa, Cristi J	Horn, Betsy Nicole	Schoebel, Katrina
Carleton, Stacy	Humphrey, Sherry	Scott-Aguirre, Mairi
Clark, Rebecca	Johnson, Jeffrey	Shaner, Erik Karl
Conner, Robin K	Julien, Devon Brook	Sheldon, Leslie
Couraud, Jennifer F	Kaigler-Roudebush, Aubry	Shelton, Katharina
Crowell, Julie M	Kerbs, Sharon	Smith, Rebecca M
Crowell, Lindsay	Kolstad, Marie Kay	Soon, Kevin M
Curiel, Moises	Kragt, Leslie Ann	Steele, Matthew
Daliposon, Lori Lee	Lentz, Jamie Lee	Stein, Peter B
Davis, Audrey Rae	Loomis, Stacy J	Stephens, Caitlin R
Dawson, Abby Lynn	Loun, Matthew J	Strande, Mike P
Dehl, Jessica	Lundy, Mattie	Striplin, Melinda J
Denham, Carlie L	Mann, Jennifer J	Sukhareva, Yelena
Dexter, Albert	Martin, Jill Elaine	Terry, Ashlyn
Doan, Jaimi D	Martin, Stacey	Tesdal, Ryan
Duncan, Rheanon J	Martinak, Mayra	Thornton, Matthew
Duran, Liana Rene	McCallum, Karen K	Tiger, Suzanne L
Edlefsen, Sandra Jo	Mechling, Melinda	Tronco, Ann
Edwards, Jennifer	Mendez, Yolanda	Trosclair, Brett J
Erlandsen, Gretchen	Meyer, Michael A	Turner Jr, Richard M

Twigg, Neill S
 Underhill, Jennifer
 Wagoner, Melanie R
 Walters, Christina L

Watson, Jessica
 Wickham, Barbara
 Williams, Amy M
 Williams, Samuel

Wood, Joseph
 Wright, Mason B

- 4) Current third-year probationary administrators being offered three-year contracts for July 1, 2010, to June 30, 2013, as contract administrators:

Anderson, Craig
 Book, Patti

Corliss, Grant
 Murray, Cecelia

Petrick, Rian
 Spitzer Eder, Dayle

- 5) Current contract teachers being offered two-year contracts for July 1, 2010, to June 30, 2012, as contract teachers:

Aartsen, Kathleen
 Abel, Connie S
 Ackerman, Patrick
 Adams, Betty L
 Ahlberg, Kathleen
 Allen, Angela
 Allen, Janette M
 Allen, John
 Allen, Keith W
 Allnutt, Robert
 Andersen, Linda
 Anderson, Laura M
 Anderson, Megan
 Angal, Sharon E
 Annis, Elizabeth Lea
 Aoki, Kasumi
 Appert, Diane C
 Applegate, Shelley
 Arrigotti, Melissa
 Arrowsmith, Joel
 Ashenberner, Sam E
 Babcock, Kathryn
 Babcock, Mary Kay
 Baca, Jason E
 Bader, Jessica
 Bailey, Bonnie
 Bailey, Mary A
 Baird, Leah
 Barbour, Linda K
 Barkman, Paula M
 Barnes, John P
 Barnhart, Mary T
 Barry, Betsy L
 Bastian, Ann
 Batchelor, Kimberly
 Beale, Nicole
 Bean, Brian D
 Bean, Teresa J
 Beckley, Lee M
 Beedle, Kathryn
 Beeler, David F
 Beeler, Perry
 Begg, Christine L
 Bekken, Andrew
 Belanger, Sara J
 Bermudez, Alicia
 Biddington, Tami L

Biles, Tamara
 Billette, Karen C
 Bishop, Shelly L
 Bither, Randal
 Blanchard, Lynn
 Blasen, Mary Ann
 Blem, Deanna M
 Bloomer, Pamela
 Bonebrake, Deborah
 Bowers, Amanda
 Boyer, Christine
 Bradbury, Kara N
 Bradley, Tammy L
 Brady, Michelle I
 Brauer, Rebecca B
 Brauer, Robert K
 Brecht, Carolyn J
 Bren, Maryanne S
 Brennan, Kimberly
 Brosnan, Christopher
 Brown, Brigitte
 Brown, Diane N
 Bryan, Barbara J
 Buchanan, Rebecca
 Buck, Tammie
 Buckiewicz, Joann
 Buckner, Brian
 Bunker, Thomas
 Bunting, Kyle
 Burggraf, Delina
 Burkhardt, Janice
 Burnett, Richard L
 Burnor, Cheryl A
 Burr-Bates, Leesa
 Burton, Holly B
 Bush, Martha
 Bushnell, Charlotte
 Busse, Linda D
 Butcher, Jill E
 Butler, Martyn O
 Callahan, Melinda
 Cameron, Laurie M
 Campbell, Glenn
 Campos, David M
 Campos, Gloria
 Canaga, Margaret
 Caputo, Christine

Carlisle, Bette R
 Carlisle, Timothy R
 Carnes, Rachelle
 Carr, Connie J
 Carr, Matthew A
 Carr, Patricia
 Cary-O'Brien, Nora
 Castillo, Sara
 Cheek, Laura M
 Childs, Leeann
 Chisholm, Alice
 Christensen, Lana A
 Christianson, Janelle
 Christianson, Mark A
 Chronister, Nicole K
 Ciliberto, Alano R
 Ciliberto, Cristina
 Clayton, Heidi C
 Clemson, Donald
 Clevenger, Bruce
 Cloud, Fara April
 Coe, Mary Ann
 Cole, Shelley C
 Cole, Tamara C
 Coleman, Mark A
 Coleman, Matthew
 Collins, William R
 Conroy, Joann M
 Corwin, Jeremy M
 Corwin, Tarra E
 Cotton, Josiah L
 Cotton, Keely D
 Crabtree, Kevin
 Crackel, Deanna L
 Crisi, David A
 Crites, Robert Eric
 Crocker, Kathy L
 Croley, Erin
 Cronan, Lori L
 Cross, Judith P
 Crowell, Clark
 Cumpston, Gene E
 Cunningham, Lia
 Curtis, Karen A
 Cutburth, Paula J
 Dahl, Judy Ann
 Dale, Cynthia Lynn

Danielson, Amy T	Evers, Nayoko	Goodman, Judith E
Danley, Tandra	Evers-Selleck, Tracy	Gorman, Cynthia K
Danskey, Janelle	Factora, Holly	Gould, Elizabeth A
Darnall, Monica	Faith-Peterson, Carol	Gower, Jeffrey M
Darr, Sylvia V	Fast, Dean B	Gran, Carissa Lynn
Davies, Robin	Faszholz, Jeanine M	Gray, Michelle M
Davis, Scott Ryan	Feldhaus, Tina L	Greene, Danika
Davis-McLain, Susan	Ferchland, Jamie	Greene, Vilay
Dawson, Jennifer	Ferguson, Courtney	Greenwood, James
Day, Sarah K	Ferguson, Kristin	Griffith, Tim A
Debois, Erica Lynn	Ferrante, Crystal L	Grossen, Willow
Deering, Robert	Ferris, Mark A	Guenther, Adam S
Dehler, Shawna L	Figueroa, Heather	Guertin, Julie
Delplanche, Deborah	Fink, Roger S	Guffey, Alan B
Denny, Sarah	Finster, Stephenie	Gurske, Noelani
DePinto, Mike	Finster, Jaymie K	Gutierrez, Kasia
Dernbach, Craylon	Fisher, Sheryl L	Haats, Brian E
Dewhitt, Shellie L	Fitzgerald, Katherine	Haberman, Amy
Dezellem, Stacy	Flanigan, Laurel L	Hainline, Carolyn
Dials, Karen L	Fletcher, Annette S	Hall, Kathleen S
Dickel, Jan	Fonder, Kevin R	Hall, Mary M
Digman, Carol J	Fonder, Tracie A	Hammond, Neysa
Dilbeck, Laurie A	Formel, Michele	Hancock, Melissa L
Dill, Katherine E	Forsberg, Judith A	Hansen, Janice
Dilley, Darren A	Fosmark, Laurie D	Hansen, Joel T
Do-Gwilliam, Thao	Foster, Aaron	Hanson, Krista D
Domes, Don W	Foster, Angie Jean	Harklerode, Michael
Dortch, Jason	Foster, Candace	Harless, Jason K
Dottarar, Holly	Fotland, Geoffrey	Harrington, Kimberly
Doughty, Richard	Fowles, Sara K	Harrington, Linda M
Douglas, David K	Fraser, Eric M	Harris, Heather
Dow, Diane F	Frentress, Kimberly	Harris, James F
Doyle, Ann E	Fullwiler-Skaug, Wanda	Harter, Michael
Drake, Kelly L	Funk, Debra K	Hartfeil, Marika
Drake, Steven L	Furstenberg, Barbara	Hartinger, Karyn A
Drotning, Henry O	Futter, Michael R	Hartman, Kathy K
Duarte, Margaret P	Gainey, David W	Harvey, Abigail C
Duggan, Derek M	Galian, Julio Louis	Harvey, Mary K
Dunlop, James E	Garcia, Lindsay A	Haskell, Holly M
Dunn, Michael	Garrett, Jeanine S	Haskins, Brook A
Durgan, Kayse	Gary, Cheryl	Hawbecker, Shelley
Duvall, Timothy J	Gaumont, Carol Lois	Hayden, Sami N
Eberle, Christine	Geddes, Darlene M	Hazen, Jeffery
Edwards, Barbara O	Genduso, Nicole	Heagh-Avritt, Kristina
Edwards, Marci G	Gerber, Kirstin	Hedberg-Duff, Judith
Edwards, Michelle D	Gerig, Stephanie	Hegberg, Renee A
Elison, Ruth	Gerst, June Marie	Held, Colleen P
Elkins, Christine M	Giansante, Dominic	Helland, Sarah
Elliott, Sharon M	Giard, Heather M	Heller, Kiley A
Ellis, Carrie E	Gibbs, John C	Hellman, Walter
Ellis, Melissa M	Gill, Eugene W	Helwig, Tiersa
Ellis, Scott	Girod, Douglas R	Henderson, Amy D
Ellsworth, Kimberly	Givens, Michael E	Hendricks, Barbara
Englen, Andrew J	Glasscock, Alicia	Hennessey, Mary K
Ereckson, Ezra	Glaze, Marcus R	Henson, Bonnie A
Erickson, David L	Glaze, Stacey Marie	Hergert, Pamela M
Estep, Christine J	Gonzales, Maria	Herman, David A

Hershberger, Anya	Juster, David	Laws, Kimberley A
Herzog, Jenice L	Kahn, Ann L	Lawson, Karen L
Hickey, Kristin A	Kaiser, Michiah S	Lecorre, Jennifer
Hickman, Logan M	Kalish, Rebecca J	Ledgerwood, Steffan
Hicks, Adrienne A	Kandt, Jennifer A	Lee, Loretta
Hill, Alason	Kanyo, Terri M	Leibee, Cassandra R
Hill, Tamara R	Karlin, Julia W	Leiderman, Mary Ann
Hirata, Melisa Ann	Karlin, Lisa C	Leonard, Kelly
Hofmeister, Mary P	Karlin, Richard J	Lewis, Karey
Hoggard, Helen C	Kasper, Julie	Lewis, Kimberly D
Hollamon, Jeffrey P	Kasper, Timothy G	Liddell, Sarah
Holliger, Jeffrey	Keane, Sue A	Liebertz, Carol
Holmen, James D	Keck, Scott L	Linehan, Elizabeth M
Holmes, Andrew B	Kellar, Scott B	Linnell, Richard
Holscher, Linda Lee	Kelly, Marsha L	Lins-Bafaro, Anne M
Hopper, Douglas	Kemhus, Tyler J	Little, Linda J
Hopson, Janet E	Kennedy, Caterine	Loe, Sheila Ann
Horton, Shereen	Key, Mabel Joy	Loeb, John A
Howard, Laurie S	Kiester, Bonnie L	Loescher, Laurie B
Hric, Sonja Ellen	Kilgore, Celia	London, Jeannie
Hudson, Miles	Killeen, Diana J	Lopez De Leon, Hector
Hudspeth, Shelley	Kincaid, Kim A	Lopez Haas, Jacinta
Hufford, Rebecca	Kinion, Diane	Lopez, Sarah G
Hugelier, Lisa	Kintz, Laura	Lowe, William R
Hughes, Ladona	Kirkpatrick, Suzanne	Lower, Lisa K
Hughes, Laurence	Kirsch, Theresa	Lowther, Erin L
Hullinger, Gwendolyn	Kivett, Stuart A	Lugo-Estrada, Sonia
Humphreys, Mary L	Klugherz, Gabrielle	Lule, Berta Aguilar
Humphreys, Matthew	Knight, Cora	Lule-Jimenez, Alfonso
Huntzinger, William	Knox, Douglas	Lusk, Janice A
Hutchinson, Rosemary	Kopp, Allen P	Luther, Susan C
Incrovato, Jamie	Kosmalski, Julie A	Lyle, Marla D
Iniguez, Lisa Ann	Kosmas, Christina	MacDonald, Jenessa D
Israel-Greco, Dovina	Kottkey, Kevin S	Magdaleno, Angelina L
Jacobs, Janine	Kramer, Tim J	Mahlum, Adam J
James, Angela	Kristensen, Kurt	Mahlum, Eric A
Jaron, Debbie	Krueger, Debra A	Mains, Marcia L
Jay, Ginger Lee	Kruse, David	Markealli, John
Jeffery, Julie A	Kuest, Jana Lee	Markealli, Tricia K
Jellesed, Russell	Kulle, Jennifer G	Marquez, Anna
Jenkins, Laurie	Kuzma, Amber	Marshall, Brooke A
Jenkins, Rebecca	La Tour, Christina	Marshall, Laurie A
Jennings, Jennifer	Laack, Alia J	Marshall, Whitney
Jensen, Gregg M	Labelle, Lynn A	Martin, Michele J
Jett, Kelly L	Lacock, Mary	Martinez, Kimberly
Johnson, Anne Abrams	Lais, Paula Bandonis	Martyn, Carol L
Johnson, Christine	Lancaster, Marsha	Massey, Christina L
Johnson, Connie B	Landauer, Claude F	Massey, David J
Johnson, Danielle	Laney, Renee	Masters, Mary
Johnson, Darie	Lanthrum, Andrew	Mathers, Arica
Johnson, Steven M	Lardy, Paul	Matykowski, Joel M
Johnson, William R	Larrance, Amiya	Matzelle, Rebecca L
Johnston, Jeffrey	Larsen, Kristi-Jo	Mauritz, Joanne
Jordan, Russell A	Larson, Nancy	Maxwell, Marie E
Joyce, Marilyn	Lasky, Sara V	Mayers, April
Jukkala, Jacy	Lassen, Jenny R	Mayers, David
Jukkala, Rita Ann	Laurance, Lydia N	Mayfield, Leslie

McBroom, Laura A	Neville, Audrea S	Powers, Doreen L
McClure, Cheryl R	Neville, James A	Powers, Gail M
McCollum, Sheila K	Newman, Kathryn	Price, Michelle D
McCoy, Deborah J	Ney, Jim R	Prichard, Amy M
McCoy, Kenneth R	Nicholas, Laura L	Pridemore, Brenda
McCullum, Heather	Nichols, Shauna K	Prpich, Ellie H
McDaniel, Cecilia	Nickens, Teresa Leann	Pruss, Christa Anne
McDowall, Mark J	Nicola, Karen E	Pruss, Nathan M
McGinley, Emily R	Nova, Brooke Nicole	Quas, Autumn R
McGrath, Nancy	Nova, Matt W	Rabe, Janet K
McHargue, Terri	O'Brien, Amy J	Rainey, Lisa K
McIntosh, Pamela S	O'Connor, Michael	Ramchandrar, Usha
McIrvin, Colleen	O'Donnell, Linda	Ramer, Judith A
McIrvin, Megan M	O'Harrow, Laurie D	Rattazzi, Darcy K
McKernan, Cheryl M	O'Leary, Sheila D	Ravensberg, Edward
McLain, Gina C	Olivar, Maria E	Ravins, Ashley D
McLain, Kelly R	Olivas, Julie Lynn	Reamer, Erin Lea
McLean, Diane P	Orozco-Acosta, Christina	Reardon, Susan Marie
McCloud, Amber	Osborne, Martha E	Reaume, Debbie L
McRitchie, Tara J	Osowski, Kelly J	Reed, Suzanne O
Medrano, Nicole	Oster, Heather R	Reese, Adam J
Meeuwssen, Jeffrey	Osterhaus, Julia	Reese, Laura K
Meeuwssen, Jennifer L	Paden, Cynthia L	Regal, David R
Mendez, Mary Lynn	Painter, Joseph	Reich, Barbara Jean
Merrill, Marty	Paisley, Katherine R	Reid, Allison
Meschke, Shirley K	Pak, Meagan	Reiman, Travis
Metzker, Phyllis	Parich, Beatrice	Reiter, David
Michaelis, Stephen H	Parmley, Judy	Reiter, Juanita
Middleton, Miranda	Paroulek, Suzanne	Remmel, Georgia L
Mikenis, Donna M	Parque, Antoinette	Retzlaff, Sara B
Miles, Kimberly A	Patron, John C	Reyes, Hever
Miller, Anne	Patten, William J	Rice, Azusa
Miller, Jamie L	Paulson, Gina	Rice, Craig Burnett
Miller, Tamara	Pedersen, Gretchen	Richardson, Margaret
Minch, Nicole	Perkins, Suzanna	Richter, Jessica J
Miyama, Dean	Perry, Edith V	Richter, Lois M
Monnier, Deborah L	Petersen, Cheryl L	Rider, Jami K
Montgomery, Mathew	Peterson, Christin H	Riebow, Jill F
Moore, Gail Elizabeth	Peterson, Eric	Rinck, Tracey J
Mooyman, Johannes C	Peterson, Holly M	Rivas-Street, Paula
Morgan, Christina	Peterson, Wendy A	Roberts, Dale V
Morley, James T	Petrick, Kellie M	Robertson, Connie J
Mowry, Brooke K	Pettis, Beth	Roby, Erin Boston
Mudd, Michele J	Pfister, Lisa M	Roemer, Rachelle L
Munson, Shawna M	Phelan, Valerie K	Rogers, Stephen Trig
Myers, Michaelene	Phillips, Brett T	Roletto, Gina E A
Myers, Michelle D	Phipps, Jason C	Rooke, Kelly J
Nahl, Elizabeth H	Phipps, Jonna Lynn	Rooke, Michaelle F
Nakonsky, Heather	Pierce, Erika T	Rose, Cindy
Nasewytewa, Barbara	Pinder, Roger	Rosenthal, Dale R
Nauert, James Brian	Podos, Batya	Ross, Lee Ann
Nave, Aaron Kyle	Poff, Susan L	Ross, Zachary
Naylor-Bluemmel, Malea	Policar, Martin J	Rousse, Denise
Needham, Marilee L	Portinga, Teresa A	Russo, Jill A
Nelson, Janis Anne	Powell, Aide Verenice	Ryan Fear, Amanda
Nelson, Katherine Anne	Powell, Gary Robert	Sacks, Marilissa A
Nelson, Stacia	Powell, Lisa M	Sagapolu, Lisa Ann

Sahlfeld, Todd D	Siebert, Ashley	Thacker, Nathaniel
Salter, Christopher	Silva, Helen	Thalman, Mark
Salzwedel, Mark A	Silvis, Effie Lou	Thoma, Nancy L
Sanchez, Mario	Simantel, Cynthia A	Thomas, Ashley
Sanchez, Roberto	Sims-Cochran, Veva	Thomas, Kathleen
Sandefer, Charmaine	Sinclair, Mary A	Thomas, Verity P
Sander, Lisa K	Sipe, Dori L	Thompson, Christy
Sanders, Nina J	Skaug, Linda B	Thompson, Jessica
Sanders, Prudence D	Skipper, Brigitte M	Thompson, Nicole
Satterlee, Scott K	Smith, Jennifer	Thompson, Sonta P
Saul, Connie C	Smith, Karleen	Thomsen, Dardn
Saxton, Brent R	Smith, Lisa K	Thomson, Judy
Saxton, Wendy Melia	Smith, Patricia A	Tiedemann, Jane E
Sayre, Terrence D	Smith, Sharma	Torres, Amy
Schaefer, Allison B	Smith, Trevor E	Toth, Ramona L
Schamber, Lynette L	Smith, William	Trinh, Phuong
Scheese, Kelly Jo	Snyder, Julia F	Trousdale, Gregory
Schlechter, Andrea	Sprecher, Karen L	Turner-Baxter, Megan
Schlegel, Kendra	Springer, Michael R	Uecker, Cindy S
Schlegel, Laurie S	Sriram, Shanthi	Van Patten, Kelda
Schlueter, Pamela G	Stables, John D	VanAmburg, Isabel M
Schmertzler, Allen H	Steiner, Christopher	Vandebergh, Rhonda
Schmidt, Angela	Stephens, Donna	Vandyke, Erin L
Schmurr, Peter	Stephens, Thomas	VanHorn, Eryn R
Schneider, Jennifer L	Stewart, Casey	VanWess, Janet G
Schoebel, David Allan	Stewart, Timothy	Vasey, Robin K
Scholl, Milton R	Stinger, Jason E	Vaughan, Teresa
Schott, Ann Marie	Stinnett, Ronald W	Ventura, Carin
Schranz, Barbara Lynn	Stinson, Janet L	Vick, Michelle J
Schubert, Cynthia Lee	Stoaks, Constance	Vilante, Brooke
Schultz, Bridget Beth	Stover, Chris	Volk, Kristin M
Schwartz, Mark W	Strachan, Neil	Vorderbrueggen, Trina
Schwartz, Shannon M	Strachan, Suzette L	Wakeman, Bonnie L
Scott, Jessica Leigh	Strand, Jennifer L	Walker, David L
Scott, Molly Louise	Strawn, Jo Hanna	Walker, Eric E
Scott, Silverna R	Stremme, Tanya	Walker, Shannon
Sears, Steven Ray	Striplin, Mark L	Walls, Teresia
Seitz, Colleen	Strouhal, Wayne	Walter, Janie E
Sele, Vance	Summers, Jean L	Ward, Deborah E
Sell, Leslie	Summey, Barbara J	Warren, Dawna L
Severance, Heather L	Sunagawa, Naomi	Washam, Amy K
Severns, Raymond	Sunday, Wendy E	Waterman, Daniel
Shaffer, Jean M	Sunnes, Victory	Watson, Caroline
Shanks, Ann R	Swanno, Susan C	Waugh, Ellen L
Shea, Karen M	Switzer, Mary J	Weber, Joanne M
Shearing, Richard A	Szukalla, Vicki L	Wedel, Amanda
Sheldon, Amy K	Takahashi, Guy T	Weger, Elisa
Sheller, Laura Lee	Talbot, Stacy	Wehrman, Jeffry
Shepherd, Erin B	Talcott, Gayle	Weidkamp, Susan
Sherman-Petersen, Stephanie	Taube, Christine M	Weigand, Patricia
Sherwood, Christopher	Taylor, Aprille A	Welch, Kris Galen
Shope, Marie D	Taylor, Diana F	Welter, Maureen K
Shorr, Pamela A	Taylor, Gerald B	Whinery, Alan J
Shrier, Donna R	Taylor, Lauren M	Whitaker, Shannon
Sica, Brian Frederick	Taylor, Sarah E	White, Christine E
Sidwell, Tiffany	Taylor, Terri	Willeford, Shannon
	Tesdal, Jane	Wilson, Alyssa Lyn

Wilson, Brianna M	Wong, Keith M	Zagyva, Alia L
Wilson, Jane M	Wrege, Berne	Zehr, Heather Rex
Wilson, Joseph G	Wyndham, John	Zielke, Patricia A
Winesburgh, Christal	Yamaoka, Bert M	Zobrist, Lindsay
Winikka, Chris A	Young, Amber Lee	Zumwalt, Stephanie
Winters, Melanie J	Young, Richard W	
Wolf, Linda J	Youngren, Tara	

- 6) Current contract administrators being offered three-year contracts for July 1, 2010, to June 30, 2013, as contract administrators:

Baughman, Brenda	Loughner, Carol	Robinson, Kathryn
Bishop, Linda	Mitchell, Greg	Schofield, Enedelia
Bishop, Tim	Monahan, Monique	Siebert, Molly
Brown, Don	Montgomery, Dawn	Timmons, Greg
Callaway, Stephen	Pahukula, Jonathan	Tracy, William
Cox, David	Parker, David	Wiemer, Patricia
Esselstrom, Stan	Peterson, James	Woyak, Kari
Harrington, Jim	Peterson, Mary	Zehr, Ted
Kephart, Brenda		

- 7) Temporary teachers employed on a 2009-10 contract, expiring June 30, 2010:

Billington, Matthew	Harding, Megan S	Paterson, James W
Blanc, Michael Carl	Hernalsteen, Scott	Peront, Karen
Buckiewicz, Frank	Keller, Sarah Anne	Restuccia, Danielle M
Carboni, Steven A	King, Jennifer G	Richmond, Susan E
Carstens, Cheryl M	King, Kathleen Em	Roberts, Paula
Chakibane, Nabil	Kinney, Donald	Rykowski, Wendy K
Cleland, Donald W	Leslie, James	Scheller, Jamie
Cooper, Caron C	Linde, Autumn D	Schultz, Leroy J
Debolt, Michelle	McCartney, Owen	Springer, Gloria M
Duran, Molly	McClain, Stephanie	Stewart, Kathleen
East, Catherine	Mehring, Thomas	Stolin, Leslie A
Falconer, Barbara G	Montague, Christopher	Timmons, Stephanie
Farlow, Patricial	Motheral, Carol Ann	Turner, Kelly
Fritz, Kara M	Neuber, Laurel Ann	Turney, Gail L
Gapasin, Aaron	Parris, Rebecca T	VanZant, Amber
Gill, John Anthony	Parrish, Corey	Yahnke, Peter
Goin, Derek Lane		

e. Accept Donations

- Donation of two trumpets from William Roy to Glencoe High School to be used in the band program. The trumpets are valued at \$1,000.
- Donation of \$1,120.72 from the Wells Fargo Community Support Campaign and Wells Fargo Foundation for matching employee gifts. Donations were made to the following sites:

o Butternut Creek Elementary School	\$130.00
o Evergreen Middle School	\$95.00
o W. L. Henry Elementary School	\$65.00
o Hillsboro High School	\$129.72
o Minter Bridge Elementary School	\$26.00
o North Plains Elementary School	\$380.00
o Orenco Elementary School	\$170.00
o Hillsboro School District	\$125.00
- Donation of \$1,000 from Jaewon Choi to South Meadows Middle School for general education.
- Donation of \$658 from Farmington View Bobcat Boosters to Farmington View Elementary School to fund after-school activities.
- Donation of \$1,000 from Intel to the Liberty High School robotics team.
- Donation of \$15,000 from Les Schwab Tire Center to Liberty High School to be used to purchase a scoreboard for the gymnasium.
- Donation of \$3,000 from Tobias PTO to Tobias Elementary School to fund after-school activities.

- Donation of \$500 from Tobias PTO to Tobias Elementary School to be used for the TAG program.
 - Donation of \$500 from Larry and Victoria Wells to the Century High School wrestling team.
- f. Approve utility easement at J. B. Thomas Athletic Fields to the City of Hillsboro for a storm sewer line. Total area is approximately 5,807 square feet.
 - g. Approve right-of-way dedication at J. B. Thomas Athletic Fields to the City of Hillsboro, along the northern site boundary from Lincoln Street Elementary School parking lot to Sixth Avenue. Total area is approximately 7,480 square feet.
 - h. Adjust Appropriations

FUND	DESCRIPTION		ADJUSTED APPROPRIATION	PREVIOUS APPROPRIATION	TOTAL ADJUSTMENT
162	Literacy Outreach K-3	Decrease Instruction	\$0.00	\$10,000.00	(\$10,000.00)
165	Emergency Management Plan	Increase Support	\$465,948.80	\$0.00	\$465,948.80
167	Kaiser Wellness Program	Carry Over Support	\$14,644.13	\$0.00	\$14,644.13
169	Medicaid Admin Claiming	Carry Over Support	\$8,289.39	\$0.00	\$8,289.39
169	Medicaid Admin Claiming	Increase Support	\$119,891.04	\$100,000.00	\$19,891.04
172	Regional Data Warehouse Support	Carry Over Support	\$78,114.02	\$0.00	\$78,114.02
173	Mentor Grant	Decrease Support	\$500,000.00	\$505,000.00	(\$5,000.00)
174	Small Learning Center	Increase Instruction	\$102,311.70	\$100,000.00	\$2,311.70
174	Small Learning Center	Increase Support	\$237,282.59	\$157,268.00	\$80,014.59
179	Title V(B)	New Instruction	\$56,000.00	\$0.00	\$56,000.00
180	Ctl Univ Of Oregon	Increase Support	\$202,736.00	\$111,736.00	\$91,000.00
209	Title II(D)	Decrease Instruction	\$26,136.00	\$35,000.00	(\$8,864.00)
209	Title II(D)	Decrease Support	\$535.00	\$15,000.00	(\$14,465.00)
221	Title IIA Impr Tchr Qulty	Increase Support	\$719,839.00	\$650,000.00	\$69,839.00
232	SS/HS Initiative	Increase Support	\$412,051.54	\$300,000.00	\$112,051.54
256	MACC-PEG/PCN	Increase Support	\$134,901.00	\$65,000.00	\$69,901.00
270	Nike, Inc	Increase Instruction	\$300,000.00	\$0.00	\$300,000.00
276	School Capl Construction	Carry Over Facilities	\$241,328.44	\$0.00	\$241,328.44
283	Synopsys	Carry Over Instruction	\$50,600.42	\$30,000.00	\$20,600.42
286	Intel Foundation	Increase Instruction	\$64,287.17	\$0.00	\$64,287.17

6. Action Items

- a. Adopt Resolution Authorizing NWRESD Local Service Plan. Superintendent Mike Scott introduced NWRESD Chief Financial Officer Mike Schofield, who presented the 2010-11 local service plan. Mr. Schofield explained that the plan had been reviewed by regional superintendents, and no changes had been made to methodology or formula for next year. The plan was based on \$5.4 billion statewide funding, so there could be a minor increase if funding

comes in at a higher rate. Director Peterson moved to adopt the resolution approving the NWRESD local service plan. Director Janeen Sollman seconded the motion. Director McLeod thanked Mr. Schofield for the detailed, easy-to-follow information. The motion carried by unanimous vote.

- b. Approve 2010-11 School Calendar. Assistant Superintendent Lu Biado reminded the Board the calendar was presented on January 26 for first reading. During the review period, the calendar was posted on the District website for community input, and sent to local private schools and community churches. Ms. Biado said the calendar reflects the full number of school days as per contract. Director O'Donnell moved to approve the 2010-11 school calendar. Director Peterson seconded the motion. Director McLeod asked if the trimester schedule has more school days. Ms. Biado explained that it does, due to the quarter schedule having more grade-prep days. The motion carried by unanimous vote.
 - c. Approve Revisions to Policy GCDA/GDDA: Criminal Records Checks/Fingerprinting. Assistant Superintendent Biado explained that Senate Bill 46 requires every new employee to submit to fingerprinting and criminal records checks. The District has been fingerprinting all new employees for several years. Ms. Biado reported that the Human Resources department has just finished revising the volunteer procedures, which she plans to present to the Board at the March 16 Board meeting. Director O'Donnell moved to approve revisions to Policy GCDA/GDDA. Director Lantz seconded the motion. Director Sollman asked about the current process of fingerprinting volunteers. Ms. Biado explained that all volunteer coaches are fingerprinted and any parents that go on overnight trips have background checks done. The motion carried by unanimous vote.
 - d. Adopt Annual Drug, Alcohol, and Tobacco Prevention Plan. Assistant Superintendent Greg Zinn presented the Drug, Alcohol, and Tobacco Prevention plan to the Board. He said the plan describes curriculum materials and specific intervention programs used by the District, and reflects work done to align curriculum to incorporate new standards from the Oregon Department of Education. He reminded Board members that the student safety survey is a self-reporting mechanism, so there are minor fluctuations from year to year. Board members discussed the community partnerships with the District, such as Hey! Together coalition, the importance of Care Teams in serving at-risk students, long-term effects of the Literacy Plan in reducing the number of at-risk students, the excellent SRO program, and the switch from DARE (Drug Abuse Resistance Education) to GREAT (Gang Resistance Education And Training) programs. Director Sollman moved to adopt the Drug, Alcohol, and Tobacco Prevention plan. Director Cañas seconded the motion. The motion carried by unanimous vote.
7. Lighthouse Update. Board members explained that at the February Lighthouse training session they looked at data indicating that the single most important factor in increasing student achievement is effective classroom instruction. The training emphasized the importance of supporting teachers through good professional development, and the need for school boards to understand and be able to assess what good professional development looks like. Board members also shared their thoughts on the Lighthouse training material and pace. Some Board members expressed the opinion that the pace of the training was too slow, with too much repetition. Superintendent Scott said he has shared the Board's feedback with Lighthouse trainer Renee Sessler, and there would be some changes in the next module. Director Cañas said she has appreciated the training, and has shared with others the surprising data on the impact of highly effective teachers. Board Chair Ortman said it is important that the Board understands what professional development the District provides, and that if a new program is initiated it includes appropriate professional development and follow up to ensure success.
8. Reports and Discussion
- a. Policy JHFF: Reporting Requirements Regarding Sexual Conduct with Students. Assistant Superintendent Biado presented new Policy JHFF for first reading and explained that, as a result of House Bill 2062, school districts will have new requirements for reporting sexual conduct toward students by employees beginning July 1, 2010. The new policy defines sexual conduct and identifies how to report, when to report, and what can be expected as a result of a report. Human Resources is in the process of developing annual training required of all employee

groups, parents, and students. Training brochures and posters have been developed, and copies will be provided to the Board. Director Peterson expressed concern that the inclusion of “or volunteer” in the third paragraph would impose a burden on staff to monitor volunteers, and that the new statute is primarily directed toward employees. He recommended keeping the requirements as close to what is required by statute as possible. Director O’Donnell asked questions about training provided to staff members who would be doing the reporting and safeguards to ensure due process is followed. Board Chair Ortman directed additional questions to Assistant Superintendent Biado. The policy is scheduled for approval at the March 16 meeting.

- b. Secondary Assessment and Grading Research Team Report. Assistant Superintendent Zinn reported on the progress of the Secondary Assessment and Grading Research Team during their recent meetings. The committee was expanded to include more teacher representation. Committee work included defining terminology, reviewing feedback, looking for trends, identifying areas of needed clarification, and drafting an implementation timeline. The team also viewed presentations on examples of grading scales. A subcommittee was implemented to design a balanced grading education plan that will be presented to teachers and administrators in the spring. A subcommittee of key communicators was also implemented to communicate committee progress, concepts, and next steps. Committee meeting minutes will be provided to the Board and posted on the District website. At the next committee meeting in March, the committee will review and critique the education plan that was developed by the subcommittee.

9. Routine Reports

- a. Financial Report. Chief Financial Officer Adam Stewart said there had been a report in the media that the District had added back all four cut days and salary reductions following the passage of ballot measures 66 and 67. He clarified that this decision had not actually been made yet, but would be made by April 1, based on actual funding received from the state. Mr. Stewart also provided an update on the review the Business Office has gone through. Board Chair Ortman asked for additional information on the use of bond interest to cover some facility costs. Mr. Stewart will provide the information to the Board in an update.

10. HEA/HCU Presidents’ Reports. HEA President Kathy Newman thanked everyone for the time spent clarifying Policy IK revisions. She said she has been assured members will have input on how this policy would be implemented and a timeline that takes into account the inordinate amount of work it will entail. Ms. Newman also appreciates that the District is not looking at a “one-size-fits-all” approach, and that the research team has been expanded to allow staff members to express their thoughts and share their experiences. She expressed concern regarding how the District will handle comments that “this is what the policy states” as staff go through the implementation phase, and asked if some type of due date could be included in the policy. In addition, Ms. Newman said the Lighthouse discussion of highly effective teachers reminds her of some of the raging debates across the nation on what is an effective teacher. She said the debates seem to leave out the original question – how to best educate students – and focus on using student data to evaluate teachers. Ms. Newman said student data is best used to inform instruction, guide quality professional development, and help licensed staff make decisions on their personal professional growth plans. Ms. Newman welcomed further discussions on this topic with interested Board members.

HCU President Lila Young said it was delightful to hear the choir students from Imlay. She thanked Director Peterson for recognizing classified staff. Ms. Young said classified staff positions have been cut about as thin as they can be, and many are under stress in their jobs. They are not able to give as much support to teachers as they would like. She asked that Board members keep this in mind as they consider new programs. She said HCU members do appreciate the Board’s support.

11. Audience Time. There were no additional requests to address the Board.

12. Superintendent’s Time. Superintendent Scott extended appreciation for classified staff, stating the work they do is important; he appreciates their commitment and caring tremendously. He asked that Ms. Young pass on his comments to HCU members.

13. Board of Directors' Time. Director John Peterson said he enjoyed visiting a fifth grade classroom at Imlay Elementary School to hear their persuasive speeches on the need for a SmartBoard and ELMO in their classroom.

Director Adriana Cañas extended her thanks to her daughter's first grade teacher, Ms. Buckiewicz. She said her daughter struggled with the transition to first grade, but has made strides in reading and writing this year. Director Cañas also said it was really nice to go through the whole process of revisions to Policy IK, to see how the District works together with teachers, and to recognize that we need to slow the process down.

Director Patti McLeod thanked Kathy Newman and Lila Young for their reports. She commented that she has worked side by side with so many different parents over the years who put in so much time as volunteers. It is hard to recognize just one person. She said she wanted to take this opportunity to thank all the volunteer parents and community for all they do.

Director Janeen Sollman said she agrees with Director McLeod – the District is very fortunate to have so many fantastic parents that do so much. She also appreciates the discussions regarding Policy IK, and stressed the importance of getting the best, most accurate information possible out to stakeholders. In addition, Director Sollman said it was fantastic to see local student talent at the Hillsboro Teen Idol competition, and she is looking forward to the Crystal Apple Awards Dinner on Thursday and the Hillsboro Schools Foundation auction on Saturday.

Director Rebecca Lantz said she really appreciated the amazing choir performance. She also commented that, in regard to school-based health center discussions, she is very hesitant to take the focus away from education of children, which is the District's primary goal. Given the funding situation and loss of grants, she will need to think very hard on that topic.

Director Hugh O'Donnell invited everyone to attend the Miller Education Center annual Soup Fest on Thursday, February 25. The ticket price of \$10 includes five different soups and a handmade soup bowl.

Director Peterson added that Ed Bartholemy, who submitted a boundary change request to the NWRESB Boundary Board, came to see him at his office. Mr. Bartholemy said he is willing to withdraw his petition and reduce the size of the property he is requesting moved if the Board would consent to the request. Director Peters told him he didn't believe it was legally possible given that he had already submitted the petition to the Boundary Board, and he is only one of the petitioners. Mr. Bartholemy had asked that Director Peterson relay his offer to the Board.

Board Chair Carolyn Ortman asked for an update on the groups gathering signatures for a remonstrance petition. Assistant Superintendent Gustavo Balderas said they need to be submitted to the Boundary Board by March 5. Board Chair Ortman said she received an invitation from former Board member Lisa Poehlitz to attend a Scholls community meeting being held at Groner Elementary School on February 24. She said interested patrons were welcome to attend.

Board Chair Ortman commented that she loves the continuing displays of student artwork that rotate through the Board room. She thanked the students who provided the masks. Board Chair Ortman invited listeners to attend the "Jazz Night at The Venetian" fundraiser on March 10 at 7 p.m., which features jazz bands from all four District high schools. She also asked Board members to stay long enough for Communications Coordinator Beth Graser to take a new photo for the Board's web page.

The meeting was adjourned at 8:51 p.m.

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2010
APPROVE ROUTINE PERSONNEL MATTERS

The Superintendent recommends the Board of Directors:

- A. Ratify the acceptance of the retirement of the following licensed personnel:
1. **Jennifer Kandt**
Assignment: Second Grade
Location: Ladd Acres Elementary
Effective Date: June 30, 2010
- B. Ratify the acceptance of the resignation of the following administrative personnel:
1. **Sloan Presidio**
Assignment: Principal
Location: Hillsboro High School
Effective Date: June 30, 2010
 2. **Kristi Sandvik**
Assignment: Executive Director
Location: Special Programs
Effective Date: June 30, 2010
- C. Ratify the acceptance of the resignation of the following licensed personnel:
1. **Homa Rafia**
Assignment: Science
Location: Glencoe High
Effective Date: July 1, 2010
- D. Approve the employment of the following licensed personnel in the 2009-10 school year:
1. **Donna Dikeman**
Education: BA, Western Oregon State College, Monmouth OR
Experience: None
Assignment: Temporary, 1.0 FTE, ESL, Mooberry Elementary

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2010
ACCEPT GIFTS AND DONATIONS

SITUATION

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

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

- Donation of various tools and welding equipment from Linda Wolf to Glencoe High School for the welding technology department. The equipment and tools are valued at \$2,000.
- Donation of \$15,000 from Bretthauer Oil Company to Liberty High School for the Liberty scoreboard.
- Donation of \$694 from Farmington View Bobcat Boosters to Farmington View Elementary School be used as follows:
 - Kinder Fair \$50
 - January after-school programs \$644
- Donation of \$1,000 from Global Events Group to Groner Elementary School to fund an art contest.
- Donation of \$4,625 disbursed through GlobalGiving Foundation on behalf of Nike Foundation, directed for the Liberty boys basketball program. Details of the donation are as follows:
 - Kathy and Tom Marshall \$2,250
 - Nike Foundation matching donation \$2,375
- Donation of \$2,500 from Imlay Elementary PTA to Imlay Elementary School to fund after-school programs.
- Donation of \$3,988 from Fred Meyer Stores, raised through their 2009 “Support Your Schools” campaign, to the Hillsboro School District.
- Donation of 55 slip molds from Lottie Johnson to Brown Middle School’s art department. The slip molds are valued at \$500.

RECOMMENDATION

The Superintendent recommends the Board of Directors accept the donations.

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2010
AWARD BID FOR KITCHEN REMODEL
AT W. L. HENRY ELEMENTARY SCHOOL

SITUATION

Specifications were prepared by the District Construction Management department, with assistance from Mahlum Architects, Herndon Engineering, and Cornerstone Management Group, for the expansion and remodel of the kitchen at W. L. Henry Elementary School. The project consists of remodel and expansion of the existing kitchen, relocation of the staff lounge, and other architectural features. Total dollars are within budget for this project. This project is funded by the 2006 construction bond.

Invitations to bid were issued February 9, 2010. Proposals were received until 2:00 p.m., March 9, 2010, and opened that same day with six contractors participating. The following companies submitted proposals:

Proposers	Kitchen Remodel
Bremik Construction	\$710,175
P&C Construction	\$682,333
Brockamp & Jaeger	\$716,400
InLine Construction	\$757,419
JE Dunn	\$756,955
Robert Gray Partners	\$769,517
Bid Award:	\$682,333

RECOMMENDATION

The Superintendent recommends the Board of Directors award the bid for the W. L. Henry Elementary School kitchen remodel and expansion project to the apparent low bidder, P&C Construction, for \$682,333.

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2010
AWARD BID FOR WINDOW AND SIDING REPLACEMENT
AT REEDVILLE ELEMENTARY SCHOOL

SITUATION

Specifications were prepared by the District Construction Management department, with assistance from Mahlum Architects, for the replacement of all exterior windows and replacement of remaining original exterior siding. Total dollars are within budget for this project. This project is funded by the 2006 construction bond.

Invitations to bid were issued February 9, 2010. Proposals were received until 2:00 p.m., March 2, 2010, and opened the same day with six contractors participating. The following companies submitted proposals:

Proposers	Fire Protection
Ruffin Construction	\$468,126
Shearer & Associates	\$330,034
Interwest Construction	\$363,106
O'Brian Construction	\$362,231
Evergreen Pacific, Inc.	\$389,051
Todd Hess Building Co.	\$365,468
Bid Award:	\$330,034

RECOMMENDATION

The Superintendent recommends the Board of Directors award the bid for the Reedville Elementary school window and siding replacement project to the apparent low bidder, Shearer & Associates, for \$330,034.

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2010
AWARD BID FOR NEW FIRE PROTECTION CONSTRUCTION-PHASE THREE
AT EVERGREEN MIDDLE SCHOOL

SITUATION

Specifications were prepared by the District's Construction Management department, with assistance from Partin and Hill Architects, for the installation of ceiling attic space fire protection materials and the installation of new ceilings in all interior classrooms throughout the school. Due to the large scope of this project, the required work was scheduled for three phases over three years. This is the third and final phase of work.

This project was generated by a Hillsboro Fire Marshall inspection and directive during the summer of 2007. The Fire Marshall's directive is to install a flame retardant and smoke barrier material over the existing attic space insulation. Total dollars are within budget for this project. This project is funded by the 2010-11 General Fund.

Invitations to bid were issued February 2, 2010. Proposals were received until 2:00 p.m. February 25, 2010, and opened that same day with five contractors participating. The following companies submitted proposals:

Proposers	Fire Protection
Ruffin Construction	\$270,543
Shearer & Associates	\$139,593
Interwest Construction	\$161,184
O'Brian Construction	\$173,800
Todd Hess Building Co.	\$149,291
Bid Award:	\$139,593

RECOMMENDATION

The Superintendent recommends the Board of Directors award the bid for the Evergreen Middle school fire protection construction to the apparent low bidder, Shearer & Associates, for \$139,593.

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2010
AWARD BID FOR LIGHTING UPGRADE
AT GLENCOE HIGH SCHOOL

SITUATION

Specifications were prepared by the District Construction Management Department, with assistance from Partin & Hill Architects, Herndon Engineering, and Cornerstone Management Group, for the upgrade of all interior light fixtures at Glencoe High School. This is an energy efficiency project that was identified in the District energy audit conducted in 2003, and is a grant-funded project using American Reinvestment and Recovery Act (ARRA) funds. Total dollars are within budget for this project.

Invitations to bid were issued February 24, 2010. Proposals were received until 2:00 p.m., March 9, 2010, and opened that same day with four contractors participating. The following companies submitted proposals:

Proposers	Lighting Upgrade
OES	\$197,405.80
Milestone Electric	\$127,731.80
Prairie Electric	\$181,900.20
Stoner Electric	\$182,860.20
Bid Award:	\$127,731.80

RECOMMENDATION

The Superintendent recommends the Board of Directors award the bid for the Glencoe High School lighting upgrade project to the apparent low bidder, Milestone Electric, for \$127,731.80.

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2010
AUTHORIZE APPLICATION FOR
2010 MIGRANT EDUCATION SUMMER SCHOOL

SITUATION

The Hillsboro School District has been invited to apply to the Oregon Department of Education for \$248,268 Title I-C funds to operate the 2010 Hillsboro School District Washington County Summer Migrant Program. The District has served as the operating agency for the program since 1987. The District recovers all costs, direct and indirect, from the grant. The program will serve approximately 800 migrant students and will employ up to 80 staff members from June 28 – July 23, 2010.

RECOMMENDATION

The Superintendent recommends the Board of Directors authorize the Hillsboro School District to apply to the Oregon Department of Education for \$248,268 Title I-C funds to operate the 2010 Hillsboro School District Washington County Summer Migrant Program.

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2010
ADJUST APPROPRIATIONS: SPECIAL REVENUE FUNDS

SITUATION

Our District is eligible to apply for a variety of grants. Estimates of these grants and other special revenue funds are included in the annual spring budget process.

RECOMMENDATION

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

FUND	DESCRIPTION			ADJUSTED APPROPRIATION	PREVIOUS APPROPRIATION	TOTAL ADJUSTMENT
180	Ctl Univ Of Oregon	Increase	Support	\$205,279.00	\$202,736.00	\$2,543.00
208	Title IA of IASA	Increase	Instruction	\$3,592,317.65	\$3,562,752.71	\$29,564.94
208	Title IA of IASA	Decrease	Enterprise	\$75,812.45	\$105,377.39	(\$29,564.94)
210	Title IIA Impr Tchr Qulty	Increase	Support	\$168,327.00	\$149,369.00	\$18,958.00
222	Title I/Perkins Voc Techn	Increase	Instruction	\$131,894.00	\$30,800.00	\$101,094.00
222	Title I/Perkins Voc Techn	Decrease	Support	\$40,793.00	\$141,887.00	(\$101,094.00)

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2010
ADOPT POLICY JHFF: REPORTING REQUIREMENTS REGARDING
SEXUAL CONDUCT WITH STUDENTS

SITUATION

House Bill 2062, relating to misconduct by school district employees, has created new provisions amending ORS 339.370. This bill requires that school district boards adopt policy on reporting sexual conduct by a district employee that is directed toward a student. It also modifies hiring procedures for districts, as well as impacting information shared through the employee reference process. The law takes effect July 1, 2010.

Policy JHFF was presented to the Board for first reading on February 23, 2010. The policy was slightly revised based on Board member input at the meeting. No additional comments were received during the review period.

RECOMMENDATION

The Superintendent recommends the Board of Directors adopt Policy JHFF: Reporting Requirements Regarding Sexual Conduct With Students.

Reporting Requirements Regarding Sexual Conduct with Students

Sexual conduct by District employees as defined by Oregon law will not be tolerated. All District employees are subject to this policy.

“Sexual conduct” as defined by Oregon law is any verbal, physical, or other conduct by a school employee that is sexual in nature; directed toward a kindergarten through Grade 12 student; unreasonably interferes with a student’s educational performance; and creates an intimidating, hostile, or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered child abuse as outlined by Oregon law and District Board policy JHFE and JHFE-AR — Reporting of Suspected Child Abuse.

Any District employee who has reasonable cause to believe that another District employee ~~or volunteer~~ has engaged in sexual conduct with a student must immediately notify his/her immediate supervisor. If the immediate supervisor is the subject of the complaint, the employee will contact Human Resources.

When the District receives a report of suspected sexual conduct by a District employee, the District may decide to place the employee on paid administrative leave or in a position that does not involve direct, unsupervised contact with students while conducting an investigation. An investigation is a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the complainant, witnesses, and the District employee who is the subject of the report. The investigation must meet any negotiated standards of an employment contract or agreement.

If, following the investigation, the report is substantiated, the District will inform the employee that the report has been substantiated and provide information regarding the appeal process. The employee may appeal the District’s decision through the appeal process provided by the District’s collective bargaining agreement. A substantiated report is one that (1) an educational provider has reasonable cause to believe is founded based on the available evidence after conducting an investigation; and (2) involves conduct that the educational provider determines is sufficiently serious to be documented in the employee’s personnel file.

If the employee decides not to appeal the determination or if the determination is sustained after an appeal, a record of the substantiated report will be placed in the employee’s personnel file. The employee will be notified that this information may be disclosed to a potential employer.

The District will post in each school building the name and contact information of the person designated to receive sexual conduct reports, as well as the procedures Human Resources will follow upon receipt of a report. When Human Resources takes action on the report, the person who initiated the report must be notified.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment, or the work environment of the complainant. If a student initiates a report of suspected sexual conduct by a District employee in good faith, the student will not be disciplined by the Board or any District employee.

The District will provide annual training to District employees, parents, and students regarding the prevention and identification of sexual conduct. The District will provide to employees at the time of hire a description of conduct that may constitute sexual conduct and a description of records subject to disclosure if a sexual conduct report is substantiated.

Educational providers shall follow hiring and reporting procedures as outlined in ORS 339.370 for all District employees.

END OF POLICY

Legal Reference(s):

[ORS 339.370](#)
[ORS 339.372](#)
[ORS 339.375](#)
[ORS 339.377](#)
[ORS 418.746 to-418.751](#)
[ORS 418.990](#)
[ORS 419B.005 to-419B.045](#)

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2010
APPROVE REVISIONS TO POLICY IK: STUDENT EVALUATION
(ACADEMIC ACHIEVEMENT)

SITUATION

Last year, the District implemented a Secondary Assessment and Grading Research Team. As a result of that committee's work, Policy IK: Student Evaluation (Academic Achievement) has been recommended for revision. The policy was added to the agenda by Board member request on November 24, 2009, and reviewed at the December 15 Board meeting, where additional changes were requested.

At the January 26 Board meeting, the Board voted to table to policy revisions until the March 16 meeting for further work by the Secondary Assessment and Grading Research Team. Due to additional revisions, the policy is being presented as proposed new language and deleted current language for ease of understanding.

RECOMMENDATION

The Superintendent recommends the Board of Directors take action on the proposed revisions to Policy IK: Student Evaluation (Academic Achievement).

Academic Achievement

In accordance with the District's primary mission, the Board affirms that the purpose of grading and reporting is to communicate to students, parents/guardians, and educators an accurate reflection of what a student knows, understands, and can do as measured by Oregon State and District curriculum standards/learning goals.

The District will:

1. Distribute to parents/guardians and students, at the beginning of each class/course, information on class/course expectations, Oregon State and District curriculum standards/learning goals, and performance criteria.
2. Report student performance in two ways, separately:
 - a. Individual academic achievement based on a variety of assessment methods that are aligned with Oregon state and District curriculum standards/learning goals, and are summative in nature.
 - b. Evaluations of student dispositions, behaviors, and other nonacademic factors that may influence academic achievement.
3. Ensure that academic achievement grades are calculated accurately and consistently throughout the District, and that these grades provide meaningful information supportive of student achievement.

Definitions:

1. *Academic achievement*: an accurate summative evaluation of what a student knows, understands, and is able to do at report card time.
2. *Summative assessment*: an assessment given to evaluate and document what students have learned at the conclusion of a period of instruction. This term is used to distinguish such assessment from *formative assessment*, which provides feedback to students and teachers about learning during instruction.
3. *Dispositions*: attitudes and feelings about learning.

END OF POLICY

Legal Reference(s):
ORS 107.154
ORS 326.051
OAR 581-021-022
OAR 581-022-1660
OAR 581-022-1670

Student Evaluation**

Teachers shall carry on a continuous evaluation of student progress in their classes. Grades and credits earned by students shall be reported and recorded as directed by the Superintendent.

Teachers shall develop a grading system to be used in that teacher's class(es) for the school year. Grading systems shall be approved by the principal.

The system will be objective, consistent and will provide for a systematic assessment and recording of student performance.

The marking system will be fully explained to the students and available to parents.

At comparable levels, the District will strive for consistency in grading and reporting except, as this is inappropriate for certain classes or certain students.

Insofar as possible, distinctions will be made between a student's attitude, behavior and academic performance.

When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents. Grades shall be supported by both a written grading policy and a well-documented record of student performance.

Parents are encouraged to discuss any concerns about their student's grades with appropriate school staff.

END OF POLICY

Legal References:

ORS 107.154

OAR 581-21-022

OAR 581-022-1670

OAR 581-022-1660

Cross Reference:

Policy IKF: Graduation Requirements

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2010
VOLUNTEER PROCEDURES REPORT

SITUATION

The Human Resources department has reviewed current District volunteer procedures and recommended a change in practice. Human Resources convened a committee two years ago to review volunteer procedures. They researched surrounding districts' procedures, and made presentations to principals, office managers, parent/teacher organizations, and District staff to develop this recommendation.

The new procedures will ensure that all volunteers are processed consistently districtwide and help protect the safety of District students. All volunteers will be required to fill out a volunteer application and criminal history verification; submit to a background check; and review District policies and expectations prior to volunteering in our schools. All volunteer applications will be centrally processed through Human Resources. Human Resources will pilot these new procedures in a few schools this spring prior to implementing districtwide in fall.

RECOMMENDATION

The Superintendent recommends the Board of Directors hear this report and ask questions.

Hillsboro School District

Volunteer Handbook
2009-2010



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Hillsboro School District 1J

OFFICE OF THE SUPERINTENDENT



3083 N.E. 49TH PLACE, #200
HILLSBORO, OR 97124-6008
TEL: 503-844-1500
FAX: 503-844-1781
WEB: www.hsd.k12.or.us

Dear Volunteer:

Welcome and thank you for volunteering your time to the Hillsboro School District's students and staff. One of the main goals of our Strategic Plan 2006-11 is to reignite the community's passion and commitment for our schools in order to build a world-class school system. A strong volunteer program is a critical factor in the achievement of that goal, and our staff understands that volunteers are important to the success of our students. Together we can build a partnership that will ensure our students meet all standards and graduation requirements. Volunteers really do make a difference.

We want this to be a positive experience for you and our students so please consider carefully the amount of time you are able to contribute.

Please also realize that the value of your volunteer work is based not only on the necessary duties you perform, but also on the behavior you model for students. Your willingness to share your time and energy demonstrates to students the importance of education, and your words, actions, and attitudes demonstrate positive ways of working with others and handling situations that arise.

On behalf of our students and staff, thank you for volunteering.

Mike Scott
Superintendent

SCHOOL DIRECTORY			
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Elementary School	Principal	Address	Phone
Brookwood	Molly Siebert	3960 SE Cedar, St., 97123	503-844-1715
Butternut Creek	Enedelia Schofield	20395 SW Florence St., 97007	503-844-1390
Eastwood	Monique Monahan	2100 NE Lincoln St., 97124	503-844-1725
Farmington View	William Tracy	8300 SW Hillsboro Hwy., 97123	503-844-1735
Free Orchard	Patti Wiemer	2499 S Beech St., 97113	503-844-1140
Groner	Bruce Bourget	23405 SW Scholls Ferry Rd., 97123	503-844-1600
Imlay	Kona Williams	5900 SE Lois St., 97123	503-844-1090
Indian Hills	Steve Callaway	21260 SW Rock Rd., 97006	503-844-1350
Jackson	Jon Pede	675 NE Estate Dr., 97124	503-844-1670
Ladd Acres	David Cox	2425 SW Cornelius Pass Rd., 97123	503-844-1300
Lenox	John Matsuo	21200 NE Rock Creek Blvd., 97229	503-844-1360
Lincoln Street	Toni Crummett	801 NE Lincoln St., 97124	503-844-1160
Minter Bridge	Dayle Spitzer	1750 SE Jacquelin Dr., 97123	503-844-1650
Mooberry	Linda Bishop	1230 NE 10 th Ave., 97124	503-844-1640
North Plains	Craig Harlow	32030 NW North Ave., 97133	503-844-1630
Orengo	Tim Bishop	22550 NW Birch St., 97124	503-844-1370
Patterson	Lauri Lewis	261 NE Lenox St., 97124	503-844-1380
Quatama	Janis Hill	6905 NE Campus Way, 97124	503-844-1180
Reedville	Gina Baez	2695 SW 209 th Ave., 97006	503-844-1570
Rosedale	Michael Donovan	3901 SW 229 th , 97123	503-844-1200
Tobias	Tom Noesen	1065 SW 206 th Ave., 97006	503-844-1310
West Union	Grant Corliss	23870 NW West Union Rd., 97124	503-844-1620
W. L. Henry	Crystal Schmidt-Dipaola	1060 SW 24 th Ave., 97123	503-844-1690
W. V. McKinney	Cecilia Murray	535 NW Darnielle St., 97124	503-844-1660
Witch Hazel	Kari Woyak	4950 SE Davis Rd., 97123	503-844-1610
Middle School	Principal	Address	Phone
Brown	Don Brown	1505 SW Cornelius Pass Rd., 97123	503-844-1070
Evergreen	Ruben Degollado	29850 NW Evergreen Rd., 97124	503-844-1400
Poynter	Greg Timmons	1535 NE Grant St., 97124	503-844-1580
South Meadows	Dave Parker	4690 SE Davis Rd., 97123	503-844-1220
MEC (6/7/8)	Stan Esselstrom	560 SE 3 rd Ave., 97123	503-844-1240
High School	Principal	Address	Phone
Century	Ted Zehr	2000 SE Century Blvd., 97123	503-844-1800
Glencoe	Carol Loughner	2700 NW Glencoe Rd., 97124	503-844-1900
Hillsboro	Sloan Presidio	3285 SE Rood Bridge Rd., 97123	503-844-1980
Liberty	Gregg O'Mara	21945 NE Wagon Way, 97124	503-844-1250
MEC (9-12)	Stan Esselstrom	215 SE 6 th Ave., 97123	503-844-1000

Welcome! The District encourages and appreciates the involvement of community members and parents who volunteer in our schools. As the safety and welfare of students is of primary importance, the Hillsboro School District will conduct criminal history checks on all employees, volunteers, and high school and college students who work with our students.

All volunteers will complete a Volunteer Application and Criminal History Check form. This includes everyone involved in, but not limited to, coaching or team activities, school committees, before and after school programs, athletic camps, mentors, chaperones, classroom and office helpers, and other programs.

There are several steps to becoming a volunteer:

1. Contact the school/location where you would like to volunteer. They will provide you with a volunteer packet. You may also visit our District website for a packet.
2. Complete the packet and return it to the school/location at which you wish to volunteer. Please ensure that all sections are accurate and complete. Incomplete forms will be returned, rejected, or delayed in the process.
3. You will be notified if additional information is required.
4. The school/location will be notified once you are cleared to volunteer.
5. This process can take several weeks, so get your application in early.

All information will be handled in a professional and confidential manner.

Volunteer Responsibilities

When you volunteer in a school, there are several things to remember.

Signing in and out

Always sign in and out of the building where you are volunteering. The school must keep track of your hours, and periodically report a total of all volunteer hours for the period to the Board of Directors. If you are volunteering from home or in another capacity, please keep track of your volunteer hours and turn them in monthly to the school.

Identification

To ensure the safety of our students and staff, all volunteers must wear a school-issued ID badge at all times while in the building.

Dependability and Punctuality

Be punctual and dependable. We rely and depend on our volunteers. If you are not going to be able to come on your scheduled day or time, please call the school and let them know so adjustments can be made.

Your job is voluntary, but the commitment is professional. You will be working in an environment of constant change. This will require an attitude of mutual respect, flexibility, and a willingness to work together. You will also need to be able to follow teacher directions.

Confidentiality

Volunteers must protect teachers' and students' right to privacy. You must not disclose personal matters that come to your attention. Discuss student problems or concerns only with the teacher or staff member with whom you are working. Discuss other concerns with the teacher, volunteer coordinator, or principal.

District Responsibilities

We are dedicated to making your volunteer experience one that you will choose to repeat over and over. Here are some ways we will work to accomplish this goal:

We will do our best to keep you informed of school needs through newsletters, e-mails, and telephone calls.

We will contact you with any changes to your scheduled volunteer job, such as school closure or teacher illness.

We will treat you with respect and courtesy. We will strive not to put you in a position or situation that will either make you uncomfortable or harm you in any way.

You will be covered by the District's liability and worker's compensation insurance while performing approved volunteer service. To be eligible for coverage, you must sign in and make sure the school has a record of your volunteer hours each time you are in the school.

More Helpful Tips

If your first language is not English or if you came from a different background than many of our staff members, we need and want your help, too. We encourage our staff, parents, and community members to volunteer. You are an important partner in the District's work.

Here are some helpful hints for making this an easy and enjoyable experience:

Find someone who speaks the same language. They could be a staff member, a friend, or neighbor who speaks both languages. The school may even be able to provide a translator.

Spend time in the school, help out at events, and go on field trips. Let others see that you care about your child and the school. It is also a great way to stay involved and know what is going on.

If you are not able to get to the school, do not have transportation, or you do not have childcare, there are still ways to be involved:

Volunteer from home. Sometimes you can help with a class or school project from home. Your involvement is always appreciated. Call or email the school and ask if there is something you can do from home. If you have a student attending school, perhaps they could be the messenger. This is also a way for your student to be involved.

How about volunteering to carpool for conferences or providing childcare so another parent can volunteer in their child's class or attend a school conference or activity?

Choose the way you want to volunteer. Choose what is right for you.

Volunteering does not mean you have to come every day.

Volunteering does not mean you have to stay at school all day long.

Volunteering does not mean you have to volunteer all year.

Volunteering means you care.

Volunteering means you want to be involved in your child's school experience.

Volunteering means you are committed to doing your part to make our schools and community a better place to live and grow.

Frequently Asked Questions



1. What is a volunteer?

A volunteer is someone who provides assistance to our school staff to help meet the needs of our students and the educational goals of the District.

2. Who must complete the Volunteer Criminal History Verification process?

In accordance with District Policy IICC, any person who works with or around children in our schools in the following capacities, including but not limited to, volunteers, coaches or team activities advisors, score keepers, school committees, before and after school programs, athletic camps, mentors, chaperones, classroom and office helpers, and any other school program, will be required to complete the volunteer criminal history verification process prior to beginning their volunteer service.

3. Do high school students need to complete the criminal history check process prior to volunteering?

Yes, high school students must complete the Student Criminal History Check form.

4. What type of criminal background information would prevent a volunteer from working in our schools?

Sex-related crimes, crimes or violations involving violence or a threat of violence that include harassment; restraining or stalking order; criminal activity involving drugs, alcohol, or weapons; and crimes or violations involving theft will disqualify an individual from volunteering in our schools. The Human Resources team will review all information returned from background checks and determine whether or not a volunteer should work in our schools.

5. When can a volunteer applicant begin to volunteer?

An individual may begin volunteer work after completing the criminal history verification

process with final approval from Human Resources Department. We encourage volunteers to submit their paperwork early as the criminal history verification process takes time to complete.

6. What happens when a Criminal History Check packet is incomplete?

All incomplete packets will be returned to applicant. Please make sure that all sections of the form are completed before re-submitting.

7. Does the applicant need to disclose their social security number?

No.

8. How do I find out if the results of my criminal history check will permit me to volunteer?

The school will notify the applicant when they are cleared to volunteer. The Human Resources department will notify the applicant if they require additional information.

9. How often are volunteers re-checked?

Volunteers will be re-checked every two years.

10. Who should I contact if I have questions about the process?

You can contact either the school where you wish to volunteer or the Human Resources department.

Volunteers

Citizens who voluntarily contribute their time and talents to the improvement and enrichment of the public schools instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

Nonexempt employees¹ may be permitted to volunteer to perform services for the District provided the volunteer activities do not involve the same or similar type of services² as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the District that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.³

The administration is responsible for the recruitment, use, coordination, and training of volunteers. These assignments will be carried out as directed or delegated by the principal. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students, to the improvement of school programs, and to increased school-community involvement and communication.

END OF POLICY

Legal Reference(s):

[ORS Chapter 243](#)

[OAR 839-020-0005](#)

[ORS 326.607](#)

[ORS 332.107](#)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2006).

¹There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50% of the employee's time.

²Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.

³Districts should review with legal counsel the use of non-exempt employees in extracurricular activity positions such as coaching and as advisors for cheerleading and other district-sponsored activities for FLSA district impact.

Volunteers

The District encourages and appreciates the involvement of community members and parents who volunteer in our schools. As the safety of students is of primary importance, the following procedures are required for processing volunteer requests.

Classroom/School Volunteers

1. A completed volunteer application must be submitted to the school administrator.
2. The volunteer must agree to a criminal background check.

Upon successful completion of these requirements, the applicant may begin their volunteer duties.

Volunteer Coaches/Activity Advisors

1. A completed electronic application must be submitted through the District website.
2. The volunteer must agree to a criminal background check.
3. The volunteer must provide three references.
4. The volunteer will be fingerprinted.

Upon successful completion of these requirements, the applicant may begin their volunteer duties.

Personal Relationships with Students

All staff members are expected to maintain appropriate and professional boundaries with students.

While staff members may have occasion to invite groups of students to their homes or provide a special activity as a reward or special recognition, invitations to an individual student are not considered acceptable.

When a staff member plans any activity involving a select group of students away from the school setting, the Superintendent/designee must be notified.

Good judgment will enhance the teacher-student relationship and reflect positively on the school, as well as the individual staff member.

END OF POLICY

Legal Reference(s):

ORS 332.107

Sexual Harassment

The Board is committed to the elimination of sexual harassment in District facilities and activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students or staff by other students, staff, Board members, or third parties. “Third parties” include, but are not limited to, school volunteers, parents, school visitors, service contractors, or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District and others not directly subject to District control at interdistrict and intradistrict athletic competitions or other school events. “District” includes District facilities, District premises and nondistrict property if the student or employee is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events where students are under the control of the District, or where the employee is engaged in District business.

Sexual harassment of students and staff shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student, or employment or assignment of staff;
3. The conduct or communication is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with a student’s educational performance or with an employee’s ability to perform his/her job; or creates an intimidating, offensive, or hostile educational or working environment. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile, was it reasonable to view the environment as hostile, the nature of the conduct, how often the conduct occurred and how long it continued, age and sex of the complainant, whether the alleged harasser was in a position of power over the student or staff member subjected to the harassment, number of individuals involved, age of the alleged harasser, where the harassment occurred, and other incidents of sexual harassment at the school involving the same or other students or staff.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing sexually explicit drawings, pictures, or written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s

sexuality in front of others; and spreading rumors about or rating other students or others as to appearance, sexual activity, or performance.

All complaints about behavior that may violate this policy shall be promptly investigated. Any student or employee who has knowledge of conduct in violation of this policy or feels he/she is a victim of sexual harassment must immediately report his/her concerns to the building principal, compliance officer, or Superintendent, who has overall responsibility for all investigations. A student may also report concerns to a teacher, counselor, or school nurse, who will promptly notify the appropriate District official. The student and the student's parents or staff member who initiated the complaint shall be notified of the findings of the investigation and, if appropriate, that remedial action has been taken.

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the educational assignments or study environment of a student complainant or any terms or conditions of employment or work environment of a staff complainant. There shall be no retaliation by the District against any person who, in good faith, reports, files a complaint, or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the District to stop the sexual harassment, prevent its recurrence, and address negative consequences. Students in violation of this policy shall be subject to discipline, up to and including, expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Employees in violation of this policy shall be subject to discipline, up to and including, dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent or Board.

Additionally, the District may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The Superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff, and students, and that annually, the name and position of District officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses, or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available to all students, parents of students, and staff in student/parent and staff handbooks. The District's policy shall be posted in all schools. Such posting shall be by a sign of at least 8 1/2" by 11".

The Superintendent will establish a process of reporting incidents of sexual harassment.

END OF POLICY

Legal Reference(s):

ORS 243.706

ORS 342.700

ORS 342.704

ORS 342.708

ORS 342.850

ORS 342.865

ORS 659.850

ORS 659A.006

ORS 659A.029

ORS 659A.030

OAR 581-021-0038

OAR 584-020-0040

OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2006).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

Sexual Harassment Complaint Procedure

Building principals, the compliance officer, and the Superintendent are responsible-for investigations concerning sexual harassment. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Step I Any sexual harassment information (complaints, rumors, etc.) shall be presented to the building principal, compliance officer, or Superintendent. All such information shall be documented in writing and will include the specific nature of the sexual harassment and corresponding dates.

Step II The District official receiving the information or complaint shall promptly initiate an investigation. He/She will arrange meetings to discuss the issue with all concerned parties within 10 working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be documented in writing. The District official(s) conducting the investigation shall notify the complainant in writing when the investigation is concluded. The parties will have an opportunity to submit evidence and a list of witnesses.

A copy of the notification letter, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the Superintendent.

Step III If a complainant is not satisfied with the decision at Step II, he/she may submit a written appeal to the Superintendent or designee. This appeal must be filed within 10 working days after receipt of the Step II decision. The Superintendent or designee will arrange meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The Superintendent or designee shall provide a written decision to the complainant within 10 working days.

Step IV If a complainant is not satisfied with the decision at Step III, he/she may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step III decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries. Direct

complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099. Additional information regarding filing of a complaint may be obtained through the building principal, compliance officer, or Superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints and documentation will be maintained as a confidential file and stored in the District office.

The Superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under OAR Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, Community Human Services, as possible child abuse. In the event the Superintendent is the subject of the investigation, reports, when required, shall be made by the Board chair.

District Responsibilities

We are dedicated to making your volunteering experience one that you will choose to repeat over and over again. To accomplish this goal:

- We will do our best to keep you informed of school needs through newsletters, emails, and telephone calls.
- We will contact you with any changes to your scheduled volunteer jobs, such as school closure or teacher illness.
- We will treat you with respect and courtesy.
- You will be covered by the Districts' liability and worker's compensation insurance while performing approved volunteer services. To be eligible for coverage, you must sign in and make sure the school has a record of your volunteer hours each time you are in the school.

Choose the way you want to volunteer. Choose what's right for you.

- Volunteering does not mean you have to come in every day.
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- Volunteering does not mean you have to volunteer all year long.
- Volunteering means you care.
- Volunteering means you want to be involved in your child's school experience.
- Volunteering means you are committed to doing your part to make our school and community a better place to live and grow.

Hillsboro School District

3083 NE 49th Place
Hillsboro, OR 97124

Phone: 503-844-1500
Fax: 503-844-1779

Hillsboro School District

School Volunteers

Welcome



Bienvenidos

Board Policy

IICC-AR: Volunteers

The District encourages and appreciates the involvement of community members and parents who volunteer in our schools. As the safety of students is of primary importance, the following procedures are required for processing volunteer requests.

Classroom/School Volunteer

1. A completed volunteer application must be submitted to the school.
2. The volunteer must agree to a criminal background check.

Upon successful completion of these requirements, the applicant may begin their volunteer duties.

Volunteer Coaches/Activities Advisors

1. A completed electronic application must be submitted through the District website.
2. The volunteer must provide three references.
3. The volunteer will be fingerprinted.

Upon successful completion of these requirements, the applicant may begin their volunteer duties.

Volunteer Responsibilities

Signing in and out

Always sign in and out of the building.

Identification

To ensure the safety of our students and staff, all volunteers must wear a school-issued ID badge at all times while in the building.

Dependability and Punctuality

Be punctual and dependable. We rely and depend on our volunteers. If you are not going to be able to come on your scheduled day or time, please call the school and let them know.

Confidentiality

Volunteers must protect the teachers' and students' right to privacy. You must not disclose personal matters which come to your attention.



Ways to help students learn

Encourage thinking, self-reliance, and build self-esteem by the way you communicate and interact with students.

Encourage each student to try new methods of doing things even though you may know an easier way.

Encourage students to sort, combine, and problem solve according to their own ideas.

Give students as much time as possible to understand a new idea.

Use positive reinforcement to reward appropriate behavior.

Students learn by:

- Doing rather than observing
- Asking questions and searching for answers
- Discovering, experimenting, and repeating experiences which build confidence
- Using all of their senses whenever possible

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2010
BOUNDARY CHANGE REQUEST UPDATE

SITUATION

On January 25, 2010, the Northwest Regional Educational Service District (NWRESA) received a petition from a patron, Ed Bartholomy, to move approximately 1,700 acres in the south Cooper Mountain area from the Hillsboro School District to the Beaverton School District. Oregon Revised Statutes allow three ways to initiate a school district boundary change:

1. A joint request from the boards of the affected districts, as described in ORS 330 and then presented to the Boundary Board.
2. A petition signed by five percent or 500 electors of each affected district, whichever is less, as prescribed in ORS 330 and then presented to the Boundary Board.
3. By order of the Boundary Board when certain statutory provisions of ORS 330 are met.

With the second method, which was used by Mr. Bartholomy, the NWRESA Boundary Board is required to move forward and process the request. The Boundary Board approved the petition at their February 17 meeting. A 20-day remonstrance period went into effect at that time. A chief petitioner from either affected school district has 20 days to file a remonstrance petition with 500 signatures from their school district to request that the Boundary Board move this petition to a special election. If a remonstrance petition is submitted, a special election would ensue, beginning with the smaller school district. If no remonstrance petition is submitted, the Boundary Board would formally move to change the boundary on March 10.

On March 5 a remonstrance petition, signed by over 500 electors residing within the Hillsboro School District boundaries, was submitted to the Boundary Board by chief petitioner Kathy Newman. The Boundary Board will be the organization responsible for handling the special election.

RECOMMENDATION

The Superintendent recommends the Board of Directors listen to this report and ask questions.

**HILLSBORO SCHOOL DISTRICT 1J
MARCH 16, 2010
FINANCIAL REPORT**

Enrollment Update. As we prepare for the 2010-11 budget, I thought it would be interesting to look at the actual Average Daily Membership-resident (ADMr) and Average Daily Membership-weighted (ADMw) for the past 11 years. ADMr is the total number of days of student enrollment divided by the total number of days in session. Average Daily Membership-weighted takes the ADMr figure and adds additional weighting for students on IEPs, students enrolled in ESL programs, students enrolled in Pregnant and Parenting programs, etc. The table below shows the ADMr and ADMw for the past 11 years, as well as the reimbursement rate per ADMw, referred to as the General Purpose Grant.

School Year	ADMr	ADMw	General Purpose Grant
1998-99	16,317.5	19,476.7	\$4,375
1999-00	16,722.6	20,072.8	\$4,628
2000-01	17,283.4	20,880.5	\$4,770
2001-02	17,704.6	21,522.7	\$4,865
2002-03	17,950.3	21,827.3	\$4,494
2003-04	18,078.9	22,041.0	\$5,127
2004-05	18,436.5	22,441.2	\$4,812
2005-06	18,710.6	22,684.5	\$5,218
2006-07	18,996.8	22,976.3	\$5,567
2007-08	19,290.5	23,283.8	\$5,890
2008-09	19,543.8	23,643.6	\$5,688
2009-10 (<i>estimate</i>)	19,629.0	23,801.1	\$5,739

Workers Compensation Report. During the month of February, the District received nine new workers compensation claims. There are currently 25 open claims; five are for costs only, and 20 include time loss. Six employees were on modified work plans during the month of February.

WORKERS COMPENSATION CLAIMS

	2007-08	2008-09	2009-10
July	2	3	4
August	5	6	3
September	6	14	4
October	18	7	7
November	5	4	5
December	8	7	5

WORKERS COMPENSATION CLAIMS (continued)

	2007-08	2008-09	2009-10
January	10	4	7
February	19	2	9
March	6	4	
April	13	3	
May	10	5	
June	4	5	
Yearly Total	106	64	45

Student Accident Report. There were 138 student accidents reported during the month of February.

STUDENT ACCIDENT REPORTS

	2007-08	2008-09	2009-10
July	0	4	2
August	5	2	7
September	150	98	91
October	140	70	62
November	102	69	102
December	102	35	75
January	83	71	42
February	105	29	138
March	14	69	
April	77	88	
May	106	66	
June	33	55	
Yearly Total	917	656	519

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2010
MONTHLY FINANCIAL REPORT - as of February 28, 2010

<i>Revenues</i>	1st Quarter Actual	2nd Quarter Actual	January Actual	February Actual	Fiscal YTD 2009-10	Budget 2009-10	% of Budget Expended
Taxes	\$198,997.68	\$44,523,930.78	\$423,382.91	\$275,784.49	\$45,422,095.86	\$48,842,500.00	93.00%
Interest	\$67,915.18	\$58,276.10	-\$8,213.80	\$17,677.29	\$135,654.77	\$50,000.00	271.31%
Local Sources	\$263,035.80	\$472,805.49	\$51,525.77	\$248,473.93	\$1,035,840.99	\$1,750,000.00	59.19%
Total Local	\$529,948.66	\$45,055,012.37	\$466,694.88	\$541,935.71	\$46,593,591.62	\$50,642,500.00	92.00%
County/ESD	\$1,059,517.16	\$0.00	\$0.00	\$0.00	\$1,059,517.16	\$2,700,000.00	39.24%
State Sources	\$30,964,368.76	\$22,829,995.59	\$9,069,186.73	\$7,708,904.85	\$70,572,455.93	\$92,342,333.00	76.42%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,500.00	0.00%
Other Sources	\$802.40	\$2,826.13	\$7,109.29	\$0.00	\$10,737.82	\$50,000.00	21.48%
Beginning Balance	\$20,042,207.08	\$0.00	\$0.00	\$0.00	\$20,042,207.08	\$20,000,000.00	100.21%
Total Revenue	\$52,596,844.06	\$67,887,834.09	\$9,542,990.90	\$8,250,840.56	\$138,278,509.61	\$165,742,333.00	83.43%
<i>Expenditures</i>							
Instruction							
Salaries	\$5,005,952.67	\$15,529,188.85	\$5,176,265.08	\$5,225,509.67	\$30,936,916.27	\$60,755,072.00	50.92%
Benefits	\$1,548,656.83	\$6,505,443.86	\$2,210,850.87	\$2,219,803.18	\$12,484,754.74	\$29,603,146.00	42.17%
Purchased Service	\$506,463.14	\$587,443.80	\$159,756.30	\$173,830.38	\$1,427,493.62	\$1,467,374.00	97.28%
Supplies/Materials	\$554,368.38	\$323,333.92	\$68,593.12	\$65,167.73	\$1,011,463.15	\$2,067,181.00	48.93%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,200.00	0.00%
Other	\$22,816.08	\$61,946.33	\$4,308.00	\$3,957.82	\$93,028.23	\$77,684.00	119.75%
Total Instruction	\$7,638,257.10	\$23,007,356.76	\$7,619,773.37	\$7,688,268.78	\$45,953,656.01	\$93,971,657.00	48.90%
Support Services							
Salaries	\$5,021,700.24	\$7,140,862.22	\$2,302,598.84	\$2,366,799.35	\$16,831,960.65	\$27,649,090.00	60.88%
Benefits	\$1,837,238.59	\$3,163,274.23	\$1,128,100.95	\$1,111,449.86	\$7,240,063.63	\$13,096,572.00	55.28%
Purchased Service	\$3,388,104.35	\$3,796,842.95	\$949,765.77	\$1,582,634.51	\$9,717,347.58	\$12,473,822.00	77.90%
Supplies/Materials	\$1,012,348.15	\$848,929.51	\$188,434.04	\$250,688.54	\$2,300,400.24	\$4,581,477.00	50.21%
Capital Purchases	\$33,420.00	\$17,896.97	\$0.00	\$126,637.85	\$177,954.82	\$480,734.00	37.02%
Other	\$902,505.21	\$49,462.24	\$2,858.00	\$8,802.67	\$963,628.12	\$1,815,949.00	53.06%
Total Support	\$12,195,316.54	\$15,017,268.12	\$4,571,757.60	\$5,447,012.78	\$37,231,355.04	\$60,097,644.00	61.95%
Community Services							
Salaries	\$33,535.71	\$50,398.64	\$16,415.58	\$16,341.16	\$116,691.09	\$132,889.00	87.81%
Benefits	\$10,248.14	\$21,388.26	\$7,639.12	\$7,625.37	\$46,900.89	\$31,498.00	148.90%
Purchased Service	\$1,566.96	\$4,665.98	\$1,773.21	\$2,023.81	\$10,029.96	\$45,394.00	22.10%
Supplies/Materials	\$0.00	\$382.91	\$78.96	\$37.80	\$499.67	\$5,794.00	8.62%
Total Community Services	\$45,350.81	\$76,835.79	\$25,906.87	\$26,028.14	\$174,121.61	\$215,575.00	80.77%
Debt Service Payment	\$94,557.50	\$0.00	\$0.00	\$0.00	\$94,557.50	\$457,457.00	20.67%
Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,000,000.00	0.00%
Total Expenditures	\$19,973,481.95	\$38,101,460.67	\$12,217,437.84	\$13,161,309.70	\$83,453,690.16	\$165,742,333.00	50.35%

HILLSBORO SCHOOL DISTRICT 1J
March 16, 2010
BOND EXPENDITURE REPORT- as of February 28, 2010

District Services	Original Budget 12/1/2006	Revised Budget 2/28/2010	Encumbered	Actual to Date 2/28/2010	Budget Bal	% of Budget
Salaries/Benefits	1,486,875	1,333,745	1,333,745	1,254,684	79,061	94.07%
Professional Services	225,000	323,688	323,688	286,260	37,428	88.44%
Supplies	50,000	57,000	57,000	52,691	4,309	92.44%
Bond Issuance Costs	123,125	128,792	128,792	128,792	-	100.00%
Program Contingency	10,908,193	561,671	-	-	561,671	0.00%
TOTAL	12,793,193	2,404,896	1,843,225	1,722,427	682,469	71.62%
New Elementary Schools	Original Budget	Revised Budget	Encumbered	Actual to Date	Budget Bal	% of Budget
Architect/Engineer	4,880,000	5,428,748	5,427,773	5,376,408	52,340	99.04%
Professional Services	3,645,000	2,908,804	2,883,559	2,858,668	50,136	98.28%
Construction	55,940,000	53,206,184	53,114,277	53,068,100	138,084	99.74%
Site Work	8,700,000	10,911,818	10,911,348	10,872,022	39,796	99.64%
Land Purchase	10,000,000	9,598,528	9,598,528	9,598,528	-	100.00%
Hazardous Material Abatement	2,450,000	-	-	-	-	0.00%
Furniture, Fixtures, Equipment	3,080,000	2,761,514	2,761,235	2,678,165	83,349	96.98%
Permits/Fees	3,200,000	1,754,772	1,754,096	1,754,030	742	99.96%
Project Contingency	3,105,000	37,210	-	-	37,210	0.00%
TOTAL	95,000,000	86,607,578	86,450,816	86,205,921	401,657	99.54%
New Middle School	Original Budget	Revised Budget	Encumbered	Actual to Date	Budget Bal	% of Budget
Architect/Engineer	2,220,000	2,553,863	2,533,058	2,533,058	20,805	99.19%
Professional Services	1,490,000	1,290,158	1,282,811	1,279,462	10,696	99.17%
Construction	23,850,000	29,456,951	29,055,337	28,996,850	460,101	98.44%
Site Work	1,900,000	4,774,345	4,774,345	4,774,345	-	100.00%
Hazardous Material Abatement	-	-	-	-	-	0.00%
Furniture, Fixtures, Equipment	1,280,000	1,279,986	1,251,403	1,187,590	92,396	92.78%
Permits/Fees	1,320,000	702,986	702,986	702,986	-	100.00%
Project Contingency	940,000	20,000	-	-	20,000	0.00%
TOTAL	33,000,000	40,078,289	39,599,940	39,474,291	603,998	98.49%
Middle School Remodels	Original Budget	Revised Budget	Encumbered	Actual to Date	Budget Bal	% of Budget
Architect/Engineer	1,485,000	2,594,334	2,591,583	2,587,114	7,220	99.72%
Professional Services	1,185,000	1,210,073	1,202,267	1,187,284	22,789	98.12%
Construction	13,935,000	16,751,665	16,751,384	16,751,384	281	100.00%
Site Work	1,350,000	4,914,262	4,914,262	4,914,261	1	100.00%
Hazardous Material Abatement	60,000	12,700	12,111	8,229	4,471	64.80%
Furniture, Fixtures, Equipment	690,000	311,194	311,194	311,194	-	100.00%
Permits/Fees	900,000	471,353	470,043	470,043	1,310	99.72%
Project Contingency	1,395,000	-	-	-	-	#DIV/0!
TOTAL	21,000,000	26,265,581	26,252,844	26,229,509	36,072	99.86%
Other Projects	Original Budget	Revised Budget	Encumbered	Actual to Date	Variance	% of Budget
Architect/Engineer	1,197,000	1,586,274	1,536,154	1,251,210	335,064	78.88%
Professional Services	1,172,000	2,994,523	2,187,956	2,066,680	927,843	69.02%
Construction	9,831,000	11,297,461	8,559,904	8,319,254	2,978,207	73.64%
Site Work	253,000	777,148	711,148	711,148	66,000	91.51%
Hazardous Material Abatement	33,000	115,947	62,107	53,477	62,470	46.12%
Furniture, Fixtures, Equipment	43,000	70,387	30,387	30,387	40,000	43.17%
Permits/Fees	550,700	154,185	113,223	113,273	40,912	73.47%
Project Contingency	1,035,300	152,504	-	-	152,504	0.00%
TOTAL	14,115,000	17,148,429	13,200,879	12,545,429	4,603,000	73.16%

Demolition, wetlands	Original Budget	Revised Budget	Encumbered	Actual to Date	Variance	% of Budget
Architect/Engineer	-	384,020	313,001	299,745	84,275	78.05%
Professional Services	-	961,908	666,997	660,803	301,105	68.70%
Construction	-	587,202	532,836	510,016	77,186	0.00%
Site Work	-	3,622,194	3,272,465	2,723,355	898,839	75.19%
Hazardous Material Abatement	-	104,919	104,193	104,193	726	0.00%
Furniture, Fixtures, Equipment	-	-	-	-	-	0.00%
Permits/Fees	-	181,421	147,061	147,061	34,360	81.06%
Project Contingency	-	119,500	-	-	119,500	0.00%
TOTAL	-	5,961,164	5,036,553	4,445,173	1,515,991	74.57%
Salaries/Benefits	1,486,875	1,333,745	1,333,745	1,254,684	79,061	94.07%
Architect/Engineer	9,782,000	12,547,239	12,401,569	12,047,535	499,704	96.02%
Professional Services	7,717,000	9,689,154	8,547,278	8,339,157	1,349,997	86.07%
Construction	103,556,000	111,299,463	108,013,738	107,645,604	3,653,859	96.72%
Site Work	12,203,000	24,999,767	24,583,568	23,995,131	1,004,636	95.98%
Land Purchase	10,000,000	9,598,528	9,598,528	9,598,528	-	100.00%
Furniture, Fixtures, Equipment	5,093,000	4,423,081	4,354,219	4,207,336	215,745	95.12%
Supplies	50,000	57,000	57,000	52,691	4,309	92.44%
Permits/Fees	5,970,700	3,264,717	3,187,409	3,187,393	77,324	97.63%
Hazardous Material Abatement	2,543,000	233,566	178,411	165,899	67,667	71.03%
Technology	4,000,000	4,000,000	4,000,000	3,540,173	459,827	88.50%
Bond Issuance Cost	123,125	128,792	128,792	128,792	-	100.00%
Project Contingency	6,475,300	329,214	-	-	329,214	0.00%
Program Contingency	10,908,193	561,671	-	-	561,671	0.00%
TOTAL	179,908,193	182,465,937	176,384,257	174,162,923	8,303,014	95.45%