

# HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS—MINUTES

January 14, 2014

District Administration Center, 3083 NE 49<sup>th</sup> Place, Hillsboro, Oregon

## Board Present:

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

## Staff Present:

Mike Scott, Superintendent  
Debbie Ashley, Assistant Superintendent, Human Resources  
Steve Larson, Assistant Superintendent, School Performance  
Adam Stewart, Chief Financial Officer  
Matt Smith, Executive Director, School Performance  
Beth Graser, Director, Communications  
Val Bokma, Assistant to the Board  
Laurie Boyd, Assistant to the Superintendent

## Others Present:

Charlotte Schuster  
Brian Hungerford  
Beach Pace  
Jose, Sabrina, Ellie, and  
Emmy Orozco  
Maureen Barnhart, HEA  
Eric Weyrauch, HCU  
Luke Hammill, The Oregonian  
Kathy Fuller, Hillsboro Tribune

1. Search and Seizure Law and Policy. Board Chair Kim Strelchun called the Board meeting to order at 5:35 pm. Attorney Brian Hungerford provided an overview of search and seizure law, relevant to students. His discussion included the following highlights:
  - Search and seizure in a school environment involves a slightly different scenario than search and seizure in the general public.
  - Search and seizure case law has many nuances and is incredibly fact-specific; in many respects, it is difficult to predict an answer that will apply to every given situation.
  - Administrators are faced every day with situations that do not exactly fit the models that policies are designed around.
  - District policies need to be written in a manner that is broad enough to allow for the protection of students; if the level of concern doesn't meet a certain threshold, this should be considered in determining the level to which the policy will be applied.
  - Most search and seizure case law deals with the physical possession of something that can be hidden somewhere (e.g., drugs, stolen money). However, changes in technology have led to an increasing number of cases involving the possession of information and/or data. Because these cases are more complex, there is a renewed level of litigation and less consistency in what had been a fairly well-established area of law for many years.

Board members asked questions about current District practices regarding students' cell phones, and how District rules are communicated to students and their families. They also discussed the direction that should be included in the District's policies regarding searches of students' cell phones.

Superintendent Scott stated that input from the Board and information provided by Mr. Hungerford would be used to revise current District policies and administrative rules, which will be submitted to the Board for review at a future meeting.

2. Instruction Strategy Update. During the Board's two-day summer meeting, targets were identified to demonstrate the District's progress toward the various elements of the strategic plan, and it was agreed that regular updates would be provided to the Board. A series of mid-year checks is being prepared on each of the strategies in order to obtain feedback from the Board regarding whether the targets are being met and whether additional evidence would be helpful. Assistant Superintendent for School Performance Steve Larson presented an update on the Instruction Strategy. Highlights of the discussion follow:

Action Area 1 – Design and implement collaborative professional development opportunities to accelerate the implementation of standards-based teaching and learning, the bilingual program model, and professional learning communities.

- Board members expressed an eagerness to see results from the trainings reflected in student achievement, and requested a regular running summary of progress that would illustrate a pattern of improvement without requiring them to refer back to previous reports. Assistant Superintendent Larson shared that a full data analysis and review, including the District's performance compared with previous years and other districts, will be provided at the February 11 Board meeting, with the goal of measuring the impact of the behaviors in which the District has invested, and determining whether they are resulting in improved achievement. He also explained that return on investment is not always a direct one-to-one relationship in public schools, since other factors are involved.
- Board members requested to hear and see direct feedback from teachers regarding the Bridges curriculum, as well as other curriculum and professional development. Superintendent Larson explained that all staff feedback summaries are reviewed and that the information is authentic and helpful. He will highlight opportunities for improvement and provide this information to the Board, outlining the District's plans for resolving concerns.
- Superintendent Scott and Assistant Superintendent Larson stated that the first teacher listening session was attended by seven teachers and the most recent session was attended by more than twenty teachers, and that authentic feedback is being received.
- Director Cañas asked whether information regarding the supports needed for special education services and instruction modification would also be provided via teacher feedback, as more students are being included in the classrooms.
- Director Sollman asked how building administrators are held accountable for ensuring that reporting is taking place, since the volume is great and the effort is time-

consuming. Superintendent Larson explained that the artifacts presented to the Board are assembled by Office for School Performance (OSP) staff, and that OSP also coordinates the development of planning tools for the teachers' use.

- Director Sollman stated that it is important that parents be able to see information on the District's website regarding what teachers are doing in their training, what they are doing to improve the classroom experience for students, and how these efforts are related to technology, core standards, etc. She stated that this communication strengthens the public's perception of the work that is being accomplished in the schools and is an important element of parent engagement.

Action Area 2 – Continue to develop curriculum resources—including tools for standards-based teaching, formative assessments and instructional technology—for all content areas K-12, and support staff in their effective use.

- The Board members discussed their perceptions of and experiences with Bridges curriculum. Director Cañas expressed an interest in having a parent engagement night related to Bridges, and Director Sollman stated that teachers need to find out what other teachers are doing and share their successes and struggles. Assistant Superintendent Larson Steve stated that he would look into getting evidence on this issue.
- Board Chair Strelchun discussed the value of anecdotal evidence, related to her visit to Reedville Elementary School's learning lab and her discussions with teacher observers regarding the growth they are witnessing in students in areas that are vital, although perhaps not testable. For example, teachers spoke of students who previously could not sit through a session but are now fully engaged. Board Chair Strelchun emphasized the value of this type of feedback in confirming that the District is heading in the right direction, even though the evidence of test scores is not yet available.

Area 3 – Build and support communication structures to foster shared decision making and instructional leadership with all stakeholders.

- Director Seligman stated that an important aspect of this area is how parents feel about feedback and communication and how they perceive the District's efforts.
- Director Clift expressed the importance of a meaningful parent review process, and he particularly discussed the value of the Citizens' Curriculum Advisory Committee (CCAC), which can allow parents the opportunity to have a meaningful influence over the curriculum selection process.
- Board Chair Strelchun asked whether a feedback loop exists for the input that principals receive via regular "chat" meetings in their buildings. Assistant Superintendent Larson responded that there is not a structure for gathering this feedback, but that the District is developing multiple stakeholder feedback groups to provide a cross section of input from parents of students with special needs, parents of talented and gifted (TAG) students, parents of students in dual language or migrant programs, etc.
- Director Sollman observed that the engagement page on the District's website indicates that 19 events were held between October 16 and December 4, and she asked whether notes were taken at these events and whether links to these notes can

be provided to the Board. Superintendent Larson stated that feedback can be provided to the Board and that, for meetings that are informative only, the Board can be given the meeting agendas. Director Sollman said that documenting feedback gives validity to parents who attend these events that they are heard.

In summary:

- Superintendent Larson stated that the adjustments requested by the Board will be implemented and that data to be presented in February will demonstrate that the District is moving in the right direction.
- Director Sollman expressed appreciation for the hard work of the staff in the Office for School Performance and District teachers who are working to make this information available.

3. Inter-District Transfers Overview and Input. Superintendent Scott and Director of Communications Beth Graser explained that a variety of different types of transfers occur, including students transferring within, into, and out of the District, for a variety of reasons and under a variety of processes. They described the District's current processes for the various types of transfers, and explained that recent legislation, including House Bill 2747 and House Bill 3681, will impact the transfer processes in ways that have not yet been clarified. Superintendent Scott explained that when legislation is passed, the Oregon Department of Education (ODE) usually writes a set of rules that deal with practical applications of the legislation. In this case, however, because there have been so many questions and the issue is expected to be a topic during the short legislative session, ODE is waiting to write the rules until after the session ends.

The following aspects of the House Bills were discussed:

- House Bill 3681:
  - Prohibits the District from making transfer-related agreements with other districts, encouraging problem students to leave, or going to extreme measures to recruit students
- House Bill 2747:
  - Seems to be imposing an open-enrollment type of process year-round
  - Prohibits districts from asking students why they want to transfer
  - Prohibits districts from giving precedence to students based on family hardship if there are a limited number of slots (if slots are limited, a blind lottery needs to be run)
  - Requires that the Board determine an annual date on which to announce the number and location of openings to be filled; this number cannot be modified based on outstanding requests (the definition of an outstanding request is not clear)

The following concerns were discussed:

- Potential impact on kindergarten enrollment
- Potential impact on the District's current resident student transfer process
- Staffing timeframes / flexibility
- Potential impact on programs
- Potential impact of high-cost students

- Questions regarding how the annually announced number of open slots will be impacted by enrollment changes that occur throughout the year
- Questions regarding how boundary adjustments, construction, and other factors will fit within the transfer process timeline

Since the District needs to make decisions regarding open enrollment prior to the end of the short session, Superintendent Scott and Director Graser have developed the following recommendations:

- Participate in open enrollment in a very strategic manner (subject to January 28 Board vote)
- Complete boundary adjustment process (by spring break)
- Identify where transfers can be accepted
- Run a short in-District transfer process
- Identify remaining open external slots to be announced

Board members expressed support of this plan.

4. Discuss K-8 School Option. Superintendent Scott explained that community members (mostly in outlying areas) have repeatedly over the past several years expressed an interest in a K-8 program, and he asked whether the Board would like to begin to explore this option. He explained that a K-8 program differs from two buildings on the same site (e.g., Witch Hazel Elementary School and South Meadows Middle School) in the following respects:

- Much smaller in scale
- Limited programs
- Students would stay in the same building
- Teachers keep the same students for more than one subject

Advantages perceived by parents include:

- Allows students in rural areas to stay closer to home for a longer period of time
- Some students may be more successful in a smaller environment

Other factors discussed:

- Current buildings in rural communities already have capacity for this option
- Retrofitting might be necessary

Board members expressed support of exploring a K-8 option and requested information regarding the program models used by Beaverton School District and Portland Public Schools, as well as any national information that might be available.

5. Board Discussion Time

- Director Strelchun reminded the Board of upcoming events with local legislators at Century High School and Beaverton School District. She also thanked Superintendent Scott for his invitation to visit the Reedville Elementary School Learning Lab and described the authentic collaboration that she observed between the teachers.

- Director Akers complimented Director Graser on the District's website, specifically the new donations, contributions, and projects information.
- Director Miller stated that the Bonds, Ballots, Buildings conference was worthwhile, and he looks forward to applying the information he learned.
- Director Sollman stated that she has an open spot on the CCAC, which she will be discussing with some community members.
- Director Cañas praised the District's special education team for their focus on students.
- Superintendent Scott discussed Board members' email addresses on the District website. He asked Board members whether they would like to continue using the format and distribution that was established in previous years, or change to a set-up that aligns with other District email addresses. The Board elected to retain the format for their individual email addresses, but to remove the Board secretary from the distribution on the individual addresses. They elected to retain the group email address format and distribution with no changes. The Board also discussed protocol for responding to emails received by the entire Board.

The meeting was adjourned at 8:56 p.m.



Approved February 25, 2014