

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS
Administration Center, 3083 NE 49th Place, Hillsboro, OR 97124

Board Meeting Agenda
February 22, 2022
5:15 PM

An in-person audience of up to 42 people is allowed at this meeting, not including the Board and Cabinet. Once capacity is reached, additional people are invited to watch the meeting via the link provided on the HSD homepage www.hsd.k12.or.us. Masks are required for all persons, regardless of vaccination status. The estimated times listed below for specific agenda items are subject to change.

1. **5:15 PM - Executive Session**
 - A. Call to Order Executive Session
Presenter: Mark Watson
Time: 5:15 PM
 - B. ORS 192.660(2)(d) - Labor Negotiator Consultation
Presenter: Kona Lew-Williams
Time: 5:15 PM, 15 minutes
 - C. Recess Executive Session
Presenter: Mark Watson
Time: 5:30 PM
2. **5:30 PM - Work Session**
 - A. Call to Order
Presenter: Mark Watson
Time: 5:30 PM
 - B. Discuss Student Representative Positions and Planning 5
Presenter: Mark Watson / Mike Scott
Time: 5:30 PM, 15 minutes
 - C. 2021-22 Drug, Alcohol, and Tobacco Prevention Plan 11
Presenter: Brooke Nova
Time: 5:45 PM, 20 minutes
 - D. Community School Implementation 21
Presenters: Wendy Ramos / Sarah Crane
Time: 6:05 PM, 15 minutes
 - E. State Health Grants 22
Presenters: Beth Graser and Michelle Morrison
Time: 6:20 PM, 10 minutes
 - F. COVID-19 Update 23
Presenters: Cabinet
Time: 6:30 PM, 15 minutes
 - G. Recess Board Meeting
Presenter: Mark Watson
Time: 6:45 PM
3. **7:00 PM - Regular Session**
 - A. Call to Order and Flag Salute
Presenter: Mark Watson
Time: 7:00 PM, 5 minutes
 - B. Land Acknowledgement 24
Presenter: Mark Watson
Time: 7:05 PM, 5 minutes

- C. Proclamations
 - Presenter: Mark Watson
 - Time: 7:10 PM, 10 minutes
 - 1. Classified Employee Appreciation Week
 - Presenter: See Eun Kim
 - 2. Women's History Month
 - Presenter: Lisa Allen
- D. Approval of Agenda
 - Presenter: Mark Watson
 - Time: 7:20 PM, 5 minutes
 - SAMPLE MOTION: *I move that the Board of Directors approve the Agenda as printed.***
- E. Audience Time
 - Presenter: Mark Watson
 - Time: 7:25 PM, 10 minutes
- F. Consent Agenda
 - Consent agenda items are distributed to Board members in advance for study, and enacted with a single motion.*
 - Presenter: Mark Watson
 - Time: 7:35 PM, 5 minutes
 - SAMPLE MOTION: *I move that the Board of Directors approve the Consent Agenda as printed.***
 - 1. Approve Minutes of January 25, 2022 Board Meeting
 - 2. Approve Minutes of February 8, 2022 Board Meeting
 - 3. Approve Extension and Non-Extension of Temporary, Probationary, and Contract Teachers and Administrators
 - 4. Approve Policies
 - a. J - Students
 - 1) JECB: Admission of Nonresident Students
 - Presenter: Dayle Spitzer
 - 2) JFC: Student Conduct
 - Presenter: Dayle Spitzer
 - 3) JFCF: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Student
 - Presenter: Dayle Spitzer
 - 5. Approve High School Courses
- G. Action Items
 - 1. Adopt Resolution Approving Northwest Regional Education Service District Local Service Plan for 2022-2023
 - Presenters: Mike Scott / Dan Goldman
 - Time: 7:40 PM, 20 minutes
 - SAMPLE MOTION: *I move that the Board of Directors adopt the resolution approving the Northwest Regional Education Service District Local Service Plan for 2022-2023.***
 - 2. Award Contract for Roofing Upgrades at Walnut St. Transportation Center
 - Presenter: Adam Stewart
 - Time: 8:00 PM, 5 minutes
 - SAMPLE MOTION: *I move that the Board of Directors award the contract for roofing upgrades at Walnut St. Transportation Center to Snyder Roofing for the bid amount of \$342,495.***

3. Award Contract for Hillsboro High School Exterior Painting Project
 Presenter: Adam Stewart
 Time: 8:05 PM, 5 minutes
SAMPLE MOTION: I move that the Board of Directors award the contract for Hillsboro High School exterior painting project to Williamsen & Bleid for the base bid amount of \$168,761 and bid alternate #1 amount of \$45,739.
4. Award Contract for Improvements to Parent/Bus Drop-Off at Tobias Elementary School
 Presenter: Adam Stewart
 Time: 8:10 PM, 5 minutes
SAMPLE MOTION: I move that the Board of Directors award the contract for improvements to the Parent/Bus Drop-off at Tobias Elementary School and Bid Alternate #1 be awarded to Pihl, Inc. for the base bid amount of \$730,000 and Bid Alternative #1 amount of \$38,600.
5. Approve Vendor Contract for Bulk Freezer / Warehouse Repair
 Presenter: Casey Waletich
 Time: 8:15 PM, 5 minutes
SAMPLE MOTION: I move that the Board of Directors approve the contract with Smith & Greene, in the amount of \$368,807 for construction of a bulk freezer and warehouse repairs.
6. Declare Surplus Equipment and Authorize Disposal
 Presenter: Michelle Morrison
 Time: 8:20 PM, 5 minutes
SAMPLE MOTION: I move that the Board of Directors declare the nutrition services equipment surplus, and authorize the disposal in accordance with District Surplus Procedures.
7. Approve Policies
 Time: 8:25 PM, 10 minutes
 - a. A/B - Board Governance and Operations
 - 1) ACB: Every Student Belongs
 Presenter: Francesca Sinapi
 - 2) ACB-AR: Bias incident Complaint Procedure
 Presenter: Francesca Sinapi
 - b. I - Instruction
 - 1) IKF: Graduation Requirements
 Presenter: Dayle Spitzer
 - 2) IL: Assessment Program
 Presenter: Jordan Beveridge
 - c. J - Students
 - 1) JBB: Educational Equity
 Presenter: Francesca Sinapi
- H. Reports and Discussion
 1. Financial Report
 Presenter: Michelle Morrison
 Time: 8:35 PM, 5 minutes
 2. Inter-District Transfer Plan Development
 Presenter: Beth Graser
 Time: 8:40 PM, 10 minutes
 3. 2022-2023 Adjusted School Calendar - First Reading
 Presenter: Kona Lew-Williams
 Time: 8:50 PM, 5 minutes
- I. Information - Administrative Regulation Update

- Presenter: Mike Scott
Time: 8:55 PM, 5 minutes
1. LBE-AR: Public Charter School
Presenter: Michelle Morrison
- J. HCU / HEA Reports
Presenter: Mark Watson
Time: 9:00 PM, 10 minutes
- K. Discussion Time
Time: 9:10 PM, 10 minutes
1. Student Representatives' Time
 2. Superintendent's Time
 3. Board of Directors' Time
- L. Adjourn Regular Session
Presenter: Mark Watson
Time: 9:20 PM
- M. Next Meetings of the Board of Directors
- March 15, 2022, Work / Regular Session
 - April 12, 2022, Work Session

The complete Board meeting packet may be downloaded from the District website at: <https://www.hsd.k12.or.us/board>.

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
DISCUSS STUDENT REPRESENTATIVE POSITIONS AND PLANNING

SITUATION

Because the Board values the input of students on matters that are important to them, Board members established a position of “Student Representative to the Board,” beginning with the 2018-19 school year.

It was determined that up to three students would be appointed each year, to serve from September through June. The opportunity to serve as a student representative would rotate between schools on an annual basis, with students from Glencoe High School, Hillsboro High School, and the Miller Education (Pathways) Center having the opportunity to participate in 2021-22; and students from Liberty High School, Century High School, and the Hillsboro Online Academy having the opportunity to participate this upcoming year.

During this evening’s work session, Board members will discuss the timeline and process for selecting Student Representatives to serve during the 2022-23 school year, and will receive feedback from the current Student Representatives regarding their experiences in the position.

RECOMMENDATION

The Superintendent recommends that the Board of Directors and Student Representatives discuss the timeline and process for selecting Student Representatives to serve during the 2022-23 school year.

STUDENT REPRESENTATIVE RECRUITMENT / SELECTION PROCESS – KEY POINTS FOR 2022-23 TIMELINE DISCUSSION

- Board updates throughout the process
- Recruitment (English / Spanish) via:
 - Monday Notes (beginning 02/28/22)
 - Hot News (beginning 02/28/22)
 - District website
 - Information sessions for schools (current Student Reps / Board members) (week of February 28 – include dates in announcements)
- Applications (English / Spanish) due 04/01/22
 - Google form, Google doc, PDF
- Board identifies the interview subcommittee (at least two Board members and at least one current Student Representative), selects applicants to interview, finalizes interview questions (04/12/22)
- Students invited to interview (Board secretary sends email); interview questions provided to students (04/13/22)
- Interviews conducted by subcommittee (week of April 18)
- BU regarding interview committee's recommendations (04/22/22)
- Discussion of recommendations during Board work session (04/26/22)
- Approval of recommendations during Board regular session (04/26/22)
- Letter emailed to students notifying them of the Board's decision (04/29/22)
- Students appointed during Board regular session (6/21/22)
- Mentoring schedule created – Board input requested (by the beginning of July)
- Orientation (last week of July) (Superintendent, Board Chair, Board Secretary)
- Students receive invitations to District events (Board meetings, Faith luncheon, etc.) (as appropriate)

Student Board Representatives 2022-23 **Applications Due April 1, 2022**

Background

The Hillsboro School Board would like to extend the opportunity for students to apply to serve as Student Representatives to the Board for the 2022-23 school year. The Board will select three students to serve for each one-year term.

No school will be represented by more than one student position during the course of a school year.

- The opportunity to serve as a student representative will rotate on an annual basis. Glencoe, Hilhi, and Miller Education students had the opportunity to participate during the 2021-22 school year. Liberty, Century, and Hillsboro Online Academy students will have the opportunity to serve during the 2022-23 school year.

Student Board Representative Eligibility

1. Student Board Representatives must attend one of Hillsboro School District's high schools, Hillsboro Online Academy or Miller Education Center.
2. Student Board Representatives must be a junior or senior during the 2022-23 school year.
3. Student Board Representatives shall serve a one-year term.
4. Three Student Board Representatives may serve on the Board per year.

Selection of Student Board Representatives

1. Students wishing to serve as Student Board Representatives will apply for the position in the spring. The year of service will begin in July.
2. A committee consisting of at least two Board members shall conduct interviews and make a recommendation to the rest of the Board regarding representatives.
3. The selection of Student Board Representatives shall be based on the completed application and materials supplied by the applicant, the interview, and staff recommendations.
4. Should a Student Board Representative position become vacant prior to January 1, the Board may appoint a replacement who will serve until the end of the current school year.

Student Board Representative Participation Guidelines

Student Board Representatives will:

1. Speak to the interests of students by expressing the views of high school students, and the representative's own views
2. Attend School Board meetings and act in an advisory capacity to the Board
3. Be provided a place to sit at Board meetings
4. Have the same privileges of discussion that apply to Board members
5. When appropriate, exercise a non-binding (advisory) recommendation on matters brought before the Board
6. Read the Board packet before each meeting, and be prepared to discuss agenda items
7. Meet with the Superintendent and Board secretary as needed
8. Serve as liaisons to keep channels of communication open between the Board and students

Student Board Representatives may be asked to serve on District and/or Board committees when appropriate.

Student Board Representatives may be asked to represent the District and/or Board at events when appropriate.

Student Board Representatives may not participate in matters brought before the Board that require executive session, or that raise concerns related to confidentiality of students or school personnel.

Application may be submitted via [Google form](#) or paper form (see below).

**Student Board Representative Application
Due by April 1, 2022**

Name: _____ Preferred Pronoun: She/Her He/Him They/Them

Address: _____

Phone: _____

HSD Email Address: _____

Current School: _____ Current Grade: _____

Anticipated Graduation Date: _____

Write a short essay (500 words) responding to the following questions:

1. Why would you like to be a high school Student Representative to the Board of Directors?
2. What involvement have you had at high school and in the Hillsboro community, and what has that involvement meant to you as a student?
3. If you could change one aspect of the Hillsboro School District, what would it be, and how would you change it?

List the names of two high school staff member references.

Reference Name: _____

Reference Name: _____

Thank you for applying. You will be notified of the status of your application. If you have any questions, please contact Rose Roman at 503-844-1789, or romanr@hsd.k12.or.us.

Please send your application and materials by April 1 to:

Rose Roman
Executive Assistant to the Board of Directors
Hillsboro School District
3083 NE 49th Place
Hillsboro, OR 97124
romanr@hsd.k12.or.us

Student Board Representative Interview Questions

Candidate: _____ Date: _____

1. What personal strengths/experiences will you bring to enhance the work of the Board?
2. If you should be selected as a student representative to the Board, what do you see as your role on the Board? In the school?
3. What do you hope to accomplish as a student representative to the Board?
4. What do you expect to learn from your Board experience?
5. How will you work to represent the views of a wide range of students?
6. The Board meets on Tuesday evenings twice a month. Occasionally, there are extra meetings and/or committee meetings at other times. There are also opportunities to attend school events during both days and evenings. What challenges do you anticipate in meeting this time commitment?
7. Do you have any questions that we can address for you?

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
2021-22 DRUG, ALCOHOL AND TOBACCO PREVENTION PLAN

SITUATION

This report outlines curricular programs and activities that are provided for students as part of the District's comprehensive 2021-22 Drug, Alcohol, and Tobacco Prevention Plan. [Please Click HERE for 2021-2022 Revised Plan for Review.](#)

Introduction

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

Supporting Laws & HSD Policy

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

RECOMMENDATION

The Superintendent recommends that the Board of Directors review annual revisions and place the HSD Drug, Alcohol and Tobacco Plan on First Read.

**HILLSBORO SCHOOL DISTRICT 1J
2021-22 DRUG, ALCOHOL, AND TOBACCO PREVENTION PLAN**

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

Table of Contents

Purpose/Introduction	3
Introduction	3
Supporting Laws & HSD Policy	3
Staff Training	3
SafeSchools Module	3
Health Room Protocol	3
Universal Prevention	3
CASEL	3
District Health Curriculum	4
District SEL Curriculum	4
Screeners/Surveys	5
Standards of Student Conduct and Athletic/Activity Handbook	6
Climate & Culture Teams	7
Targeted Prevention	7
Kid Talk/Action Team	7
Peer Mediation	7
Intervention	7
Progressive Discipline Plan	7
Care Teams	7
Care Coordinator Program	8
Community Partner Resources	8
LifeWorksNW	8
Youth Contact Student Assistance Program	8
Champions and Boys and Girls Club Programs	9
Hillsboro Police Department	9
Washington County Public Health (Tobacco Prevention Specialist)	9
Action Steps to Strengthen Plan	9
Annual Review	9
Improved Communication Structure for Health Educators	9

Purpose/Introduction

- Introduction

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

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

- Supporting Laws & HSD Policy

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

Staff Training

- SafeSchools Module

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

- Health Room Protocol

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

Universal Prevention

- CASEL

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

- District Health Curriculum

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

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

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

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

Currently, HSD teachers design and/or curate their own drug and alcohol prevention education curriculum to meet these standards/performance indicators. Additionally, efforts are underway to adopt an evidence-based K-8 curriculum and increase alignment K-12.

- District SEL Curriculum

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

- *CharacterStrong* - Middle School students across our district are using CharacterStrong as a prosocial curriculum in advisory classes. CharacterStrong's curriculum braids the core components of Social Emotional Learning (SEL) as [defined by CASEL](#) and character development into one. One of the strengths of the CharacterStrong curriculum is the relationships it builds between students to peers, students and school staff, students and family, and students and the greater community. This is done through intentional relationship building activities that put a daily and weekly focus on skill development and community building.
- *HS Advisory* - Advisory is a class designed to support student's Social and Emotional Learning, academic needs and a place to teach Career and College Readiness skills for all high school students. Our [Advisory Lesson Site HERE](#) is a curative bank of lessons from all of our high schools that addresses many of the goals below. Advisory does count as instructional time for students and our hope is that with issuing credit we will emphasize and encourage the need for regular attendance by students. The systematic approach to Advisory provides an additional layer of academic support, a cohesive peer-peer and peer-adult community for the entire academic year, and new learning opportunities in professional skills and social emotional learning.
- Screeners/Surveys
 - *Teen Intervene* - The [Teen Intervene](#) curriculum used with our Progressive Discipline Plan is evidence-based and uses an Screening Brief Intervention and Referral to Treatment (SBIRT) structure.
 - *HSD Connection Conference Survey*- Knowing students by name, strength and need is a core value in HSD and we know that this includes action! In HSD we know that action occurs when we start with the belief that positive relationships are the foundation of our work. The connection and the support that our teachers and staff have with students is immensely valuable in the lives of our students and families. We also know that these connections and relationships made by school counselors, administrators, and classified staff members also make a large impact in many lives of our students. Therefore, the connection surveys were conducted at the beginning and end of quarter 1.
 - *Oregon Student Health Survey (SHS)*- During the 2020-2021 school year, Oregon shifted from administering two student surveys (the Oregon Healthy Teen Survey and the Oregon Student Wellness Survey) to the administration of one survey, the Oregon Student Health Survey. The new SHS combined questions from both the OHT and the SWS in order to lessen the survey burden on schools. The OHT was administered in odd number years and the SWS was administered in even number years.

The new SHS will be administered to 6th, 8th, and 11th grades in the fall of even numbered years, thus reducing the surveys by half. This survey is voluntary and can be opted out of by the student’s parents/guardians or the student themselves. Students may also skip any question they do not wish to answer. In an effort to maintain confidentiality, data is only released in aggregate form.

The Student Health Survey is used by district staff members to analyze school specific, district, and statewide trends. The results below are a comparison from the 2017 and 2019 Oregon Healthy Teens Survey and the 2020 Oregon Student Health Survey.

”Caution should be used when interpreting the 2020 SHS, which is not comparable to prior surveys, and accurate comparisons cannot be made to similar data points from previous years due to the COVID-19 pandemic, widespread shift to distance learning, and data collection mode and time period.”

Category	8th 2017	State 8th 2017	8th 2019	State 8th 2019	8th 2020	State 8th 2020		11th 2017	State 11th 2017	11th 2019	State 11th 2019	11th 2020	State 11th 2020
Tobacco 30-day use	3.4	3	10.2	11.9	0.2	1.2		14.1	7.7	17.4	23.1	0.3	2.9
E-cig, vape 30-day use	2.2	6.3	9.5	10.5	2.3	5.1		9.8	12.9	16	21.4	6.7	11.9
Alcohol 30-day use	5.9	10.3	10.7	11.3	3.3	6.1		20.8	26.9	15.7	24.3	9.9	17
Marijuana 30-day use	4.3	6.7	7.2	7.8	2.3	3.3		16.6	20.9	16.7	20.4	8.4	13.5

[*Oregon Healthy Teen/Oregon Student Health Survey Graphs](#)

- Standards of Student Conduct and Athletic/Activity Handbook
These [publications](#) provide specific policies regarding the use, possession, or distribution of drugs, alcohol, or tobacco by students at any school site, school-sponsored activity, or school-sponsored sporting events.
- Transition Programming

- *6th to 7th Transition Programming (WEB)* - Brown, Evergreen, Poynter, and South Meadows Middle Schools offer transition programs for students entering the seventh grade. WEB (Welcoming Everyone Back) training is led by a cadre of eighth grade students who are trained before the beginning of the school year. The purpose of WEB is to provide a smooth entry into middle school by way of regularly planned activities throughout the year with the same student leaders. WEB training is an extension of the transition activities currently offered at all four high schools, based on the LINK Crew program.
- *8th to 9th Transition Programming (LINK Crew)* - LINK Crew is a research-based program to increase student participation, while decreasing attendance issues and other problems associated with lack of attachment to the school community.

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

- Climate & Culture Teams
Each month Climate and Culture leaders from all HSD schools come together to examine, strengthen, and align Climate and Culture efforts in order to ensure district, building, and classroom expectations, procedures, and practices align with our HSD Community core values. This team's mission is to create an environment that all community members; students, staff, families and those that support them thrive in; by integrating social and emotional skill development and culturally sustaining practices to see our differences as assets and work collectively to meet the needs of our community and those within it.

Targeted Prevention

- [Kid Talk/Action Team](#)
A team of multi-level staff review data of individual students who are still struggling after step 1 interventions. New interventions or changes to the current intervention are determined. Parents are informed and their input to classroom teachers is encouraged.

Intervention

- [Progressive Discipline Plan](#)
The progressive discipline plan provides support to the student and family to help address the reason a student is using or in possession of an illegal substance. The [Teen Intervene](#) curriculum used is evidence-based and uses an Screening Brief Intervention and Referral to Treatment (SBIRT) structure.

- Care Teams
Care Teams operate as an intervention strategy in grades K through 12 districtwide. The teams, made up of school counselors, support and wellness counselors, graduation coaches, administrators, care coordinators, and school resource officers, identify at-risk students and plan interventions. Risk factors include declining grades, changes in social/emotional/mental health functioning, erratic school attendance, insubordination, frequent disciplinary referrals, and substance abuse issues. Interventions include parent contact, referral for evaluation and counseling by a school-based or outside mental health provider, and case management of student progress in school. Collaboration among home, school, and partner agencies is an important support for students at risk.
- Care Coordinator Program
Care Coordinators provide outreach to students, parents/guardians, and families, helping them connect with meaningful mental health counseling support. After performing an informal assessment with the parent/guardian, care coordinators provide psycho-education, referral and follow up case management services. Care Coordinators help the parent/guardian navigate their medical insurance benefits and complex systems of care to connect with meaningful mental health counseling, substance abuse treatment, and/or parent education programs. Care coordinators lead the HSD Flight Team, providing grief support to impacted students and staff in the aftermath of a death of a current student or staff member. They coordinate district suicide prevention efforts, facilitate annual staff suicide awareness presentations, maintain the Suicide Intervention Protocol, and train staff on the Suicide Intervention Protocol.

Community Partner Resources

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

- LifeWorksNW (Paused due to staffing shortage)
Contracted by the District, WPCS provides counseling services for students in 2 of our elementary schools. These counselors work with students who have been identified as needing outside counseling services outside of their school counselor support. This early intervention of counseling services is to work on executive functioning skills and/or social/emotional learning strategies.
- LifeStance Health
Contracted by the District, LifeStance Health provides counseling services for students in 9 of our elementary schools. These counselors work with students who have been identified as needing outside counseling services outside of their school counselor support. This early intervention of counseling services is to work on executive functioning skills and/or social/emotional learning strategies.

- Youth Contact Student Assistance Program
Contracted by the District, Youth Contact provides counseling services for students at all high schools. These counselors work especially with students who have been identified as being at risk of using drugs and/or alcohol, or have used drugs or alcohol and need support to help them stay free from further use. The counselors facilitate support groups, teach students strategies for avoiding risky situations, and reinforce good problem-solving and goal-setting skills. Hundreds of hours of individual and family counseling are provided by Youth Contact counselors.
- Champions and Boys and Girls Club Programs
The District partners with Champions to provide after-school tutoring, academic support, and recreational activities for students who attend Brookwood, Butternut Creek, Eastwood, Free Orchards, Groner, W. L. Henry, Imlay, Indian Hills, Jackson, Ladd Acres, Lincoln Street, McKinney, Minter Bridge, Mooberry, Orenco, Patterson, Quatama, Reedville, Rosedale, Tobias, and Witch Hazel Elementary Schools.
- Hillsboro Police Department
School Resource Officers (SROs) - SROs assist in prevention by providing information on drug / alcohol / tobacco laws and prevention, in formal classroom settings. They teach students about the legal consequences of drug / alcohol / tobacco use, and assist in investigations referred to them by school administrators.
- Washington County Public Health (Tobacco Prevention Specialist)
Partner in communication and messaging with Hillsboro School District. Created a recommended SafeSchools module on drug, alcohol and tobacco prevention and intervention information specific to our county. Assist with information for outreach events or included in publications.

Action Steps to Strengthen Plan

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

Public Information Program for Family/Student/Staff

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

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
COMMUNITY SCHOOL IMPLEMENTATION

SITUATION

As we continue to align our practices with our equity policy, we are working to ensure every student is able to attend their neighborhood school. Our Community Schools Implementation plan (CSI) is a plan in which our students experiencing disability attend the school they live near. This plan is set to be implemented over a period of 4 years and will be implemented one feeder at a time. Substantial support will be provided for each feeder's transition to this plan. The Century feeder has completed their first year, however due to COVID related issues, implementation was challenging and we are providing support and working with them for another year before moving to other feeders. The goal of the Community Schools Implementation plan is to create schools that truly reflect the community they serve, including those who experience disabilities and learning differences.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
STATE HEALTH GRANTS

SITUATION

Subsequent to the Board's request in the summer of 2019 for staff to explore the possibility of adding a second school-based health center, the District applied for and was awarded a School Health Expansion Grant in the fall of 2019. We are now in year three of that grant, which shifted focus from a second school-based health center to expanding school nursing capacity due to the fact that mobile school-based health centers were not previously allowable under state law.

Thanks to support from state and regional partners, the District is able to focus on a long-term strategy to expand nursing services with direct Medicaid Billing for eligible services. This is a restart of a prior project that provided insight to the steps necessary within current practices and a three-year implementation plan. It is expected that nursing services will be expanded in the upcoming and future years, funded by Medicaid reimbursement for services the District is already providing. Please see the [2021-2024 Medicaid Billing Plan](#)¹ for more information.

A law change during the 2021 Legislative Session allows for three districts/ESDs to pilot a mobile school-based health delivery model. The District applied to be one of three pilot districts and has been selected for that grant as well.

Staff will provide an update on both grants and the work that has taken place so far, as well as plans for the future.

RECOMMENDATION

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

¹ Drafted in 2020-21- used for monitoring and adjustments as projections become actuals.

HILLSBORO SCHOOL DISTRICT 1J
February 22, 2022
COVID-19 UPDATE

SITUATION

The Board of Directors will receive an update regarding the ongoing COVID-19 pandemic.

RECOMMENDATION

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

**HILLSBORO SCHOOL DISTRICT 1J
BOARD OF DIRECTORS 2021-2022
LAND ACKNOWLEDGEMENT**

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

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

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

The Hillsboro School District is committed to the recognition and education regarding tribal and local history and working with our local tribes in partnership.

PROCLAMATION

In honor of Classified Employee Appreciation Week, March 7 through 11, 2022, the Board of Directors would like to publicly thank the over 1200 people who fill the critical roles of educational assistants, bus drivers, cafeteria workers, maintenance technicians, custodians, office support staff and many others for the Hillsboro School District.

Your often-unsung work behind the scenes, support of teachers in delivering instruction, diverse talents and tireless dedication to our community's students is invaluable. Your contributions to the Hillsboro School District are valued and appreciated.

Please join us in thanking our Classified staff and recognizing them during Classified Employee Appreciation Week.

The Board of Education of the Hillsboro School District do hereby proclaim the week of March 7 through 11, 2022 to be:

CLASSIFIED EMPLOYEE APPRECIATION WEEK

We urge all community members to join us in recognizing the many contributions and achievements of Classified employees to the development and prosperity of our Hillsboro School District community.

Hillsboro School District Board of Directors

